

School-Based Probation
in
Pennsylvania

Final Report

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School-Based Probation Program in Pennsylvania

Abstract

Since its inception in Lehigh County in 1990, School-Based Probation (SBP) has grown rapidly in Pennsylvania and has received widespread support from both probation and school personnel. A three part study was implemented between January, 1996 and July, 1997 to: 1) provide a descriptive profile of the youth assigned to the program; 2) describe the operations of the program; and, 3) complete a preliminary study of the program's impact.

The findings of this study suggest that the youth assigned to SBP were somewhat younger and more likely to be female. There were no differences in racial distributions between those assigned to SBP and those assigned to traditional probation. The data also suggest that the crimes that bring these youth into the criminal justice system do not differ from those of cases assigned to traditional probation.

A variety of implementation styles were identified in visits to 29 county programs. Significantly higher rates of case contact were found among programs utilizing a "dual case-management" approach. The SBP program was strongly endorsed by probation officers, school administrators, and youth assigned to the program. SBP officers and school administrators reported the area of greatest impact to be attendance, a prerequisite for academic success and interventions delivered by the SBP officer.

Finally, data from a case-control study of program outcomes suggests that SBP has had impact on new charges as well as the number and duration of additional placements. When compared to their matched counterparts, those assigned to SBP were significantly less likely to be charged with serious new offenses and more likely to receive charges reflecting closer supervision--probation violations and status offenses. The SBP cases also had 40% fewer placements and less than half the number of days in placement during the 18 month study period. Further, it is estimated that the cost savings derived from the reduced placement rates result in an average savings of \$6665 for every case assigned to SBP. These preliminary findings suggest that SBP is a cost effective strategy for the supervision of juvenile probation cases. A prospective experimental study should be conducted to confirm these preliminary findings.

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Executive Summary

A three part descriptive study of the School-based Probation (SBP) program in Pennsylvania was completed between January 1996 and June 1997. The first phase of project activities focused on the production of a demographic profile of the youth who have been assigned to SBP. In the second phase of project activities, site visits were conducted to develop an operational understanding of the programs delivering SBP in the Commonwealth. Finally, the third phase of project activities were devoted to the completion of a case-control study comparing program impact between 75 randomly selected SBP cases and 75 non-SBP cases matched on age, race, gender, crime, and county of supervision. Rates of rearrest, placements, and cost of placements were used as outcome measures.

The main findings of these activities can be summarized as follows:

- Cases assigned to SBP were demographically very similar to those assigned to more traditional forms of supervision. SBP cases were younger and more likely to be female. There were no differences in the racial distribution between SBP and non-SBP cases.
- The types of charges that brought the SBP cases into the juvenile court system did not differ from those of cases assigned to other forms of probation supervision.
- Among SBP officers the median percent of time spent in the school environment was 70%. There was a significant association between the amount of time spent in the school environment and the amount of direct case contact.
- Significantly more time was spent in the school setting by officers implementing a dual case-management strategy, an approach in which the work associated with an individual case is shared with other officers. The majority of programs were implementing a single case-management approach in which the assigned SBP officer has full responsibility for assigned cases.
- SBP officers, school personnel, and SBP cases themselves had high regard for the program and felt that it had been effective in increasing school attendance, academic performance, and improving behavior in and out of the school environment.

- While the majority of SBP officers viewed their role as insuring the delivery of needed services to their assigned cases, they perceived others to view their primary role as law enforcement for the student body.
- The case-control study found that SBP cases had significantly more time in the community without charges and placements. SBP cases were significantly less likely to be charged with serious new crimes. Consistent with a hypotheses of closer supervision, SBP cases were significantly more likely to be charged with probation violations and status offenses. SBP cases had significantly fewer days in placement. Placement cost savings are projected to average \$6665 for every case assigned to SBP.

Introduction:

School-Based Probation (SBP) is an approach to the supervision of youth which shifts the primary location of probation operations to the school environment. Traditionally, juvenile probation officers in Pennsylvania have been based in county offices, often located in the county's courthouse. Under this more traditional model, juveniles are seen by their probation officers in the county office, periodic home visits, or visits to the school and various other community locations. Consequently, contact and "supervision" most often occurs in brief, planned encounters with defined purposes. Although the shift in location that occurs with the introduction of SBP is rather simple, it has significant "systems" implications and raises the potential for far reaching changes in the qualitative nature of probation. Probation officers have the opportunity to routinely observe the youth in their peer groups and the social environment of the school.

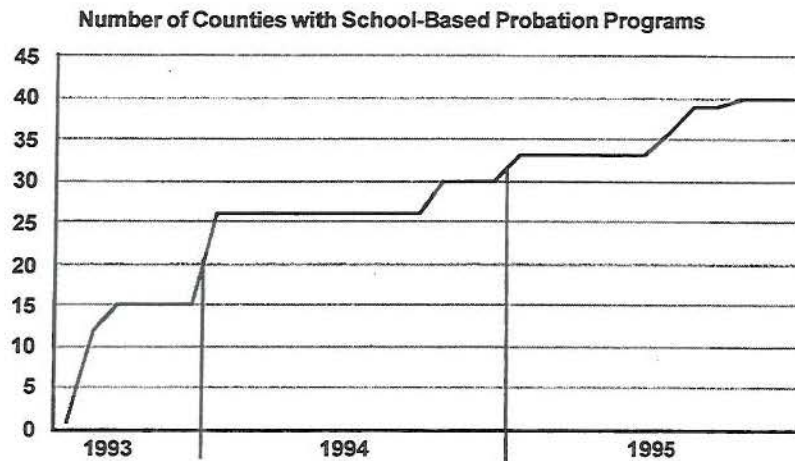
Few approaches to the management of juveniles under the supervision of the courts have stimulated as much interest and enthusiasm as SBP. This support appears to be due in large part to the fact that the approach involves the integration of the juvenile justice system with the educational system at the local level. The resulting program is believed by many to enhance both the school environment and the probation services.

History

With pilot funding provided by the Juvenile Court Judges' Commission, the first SBP program was implemented in Lehigh County in 1990. The program was developed in response to the recognized need for closer communications between probation and school staff who often had cases in common. The specific objectives of the original program included reductions in disciplinary referrals in school, reduction in the frequency and length of detentions, improved attendance and academic performance, lower school drop-out rates and reductions in recidivism and out-of-home placements resulting from delinquent behaviors.

Since the inception of SBP, there has been a rapid program expansion supported by grants from the Pennsylvania Commission on Crime and Delinquency (PCCD).

These grants first became available in 1993, and as seen in the adjacent chart, by the end of 1995, PCCD grants had supported the initiation of SBP programs in 40 counties. While this rapid growth provides



strong evidence of the grass roots support SBP has enjoyed, this growth has occurred without formal evaluation of program impact.

Evaluating School-Based Probation

“Does SBP work?” This question cannot be objectively answered without the application of experimentally designed evaluation. In order to conduct such research, certain prerequisite questions must first be answered. For example, in order to accurately assess impact, there must be an equivalent comparison group. Thus, the question, “Who is served by the program?” becomes very important. Distorted impressions of impact could be derived from existing data and past experiences if the program serves a more or less difficult population.

Evaluation of impact must also take into account the consistency with which the program is implemented. Again, inaccurate perceptions of impact can be derived from the pooling of data from programs that are similar in name only. It is not uncommon in intervention programs for a significant amount of “operational drift” to occur, especially when the program is being implemented in multiple and diverse settings. Thus, the answer to the question, “How is SBP implemented in Pennsylvania?” becomes an important prerequisite. This is not to suggest that all aspects of the program must be structured in an identical fashion but that “core constructs” of the program need to be present in all locations.

Objective evaluation of the impact of SBP in Pennsylvania will also require a detailed understanding of the indicators of program effectiveness. There must be knowledge of the variables that are appropriate and feasible to

measure. There must also be an understanding of the reasonable time-frames for their measurement.

Project Overview

In this project, it has been our overall objective to build a foundation upon which future experimental studies, designed to objectively evaluate appropriate program outcomes, could be constructed. To this end, a series of descriptive studies were completed between January of 1996 and June of 1997.

The first phase of project activities focused on the production of a demographic profile of the youth who have been assigned to SBP. By linking data from existing Pennsylvania Commission on Crime and Delinquency (PCCD) SBP reporting forms with the Juvenile Court Judges' Commission (JCJC) statistical card database, this profile was able to include both demographic data and arrest data. In the second phase of project activities, site visits were conducted to develop an operational understanding of the programs delivering SBP in the Commonwealth. Finally, the third phase of project activities were devoted to the completion of a case-control study comparing program impact between 75 randomly selected SBP cases and 75 non-SBP cases matched on age, race, gender, crime, and county of supervision. Rates of rearrest, placements, and cost of placements were used as outcome measures.

Phase I: Characteristics of Cases Assigned to School-Based Probation

The primary objective of the first phase of this evaluation project was to review the existing data for SBP in Pennsylvania in an attempt to accurately describe the youth that have been served by the program. As mentioned, this is an important evaluative issue since program operations and outcomes can be significantly effected by demographic and behavioral characteristics of the youth served. The following presents a report on the basic demographic characteristics of cases that have been assigned to the program and compares them to those of juveniles from the same counties who were not assigned to SBP. Data is then reported comparing the charges of those assigned to school-based probation with those of juveniles assigned to traditional probation.

Data Sources

The following descriptions of cases assigned to SBP were derived from SBP reporting forms (a copy of this form can be found in Appendix A) completed for cases who completed probation in 1993, 1994, and 1995. All PCCD funded SBP programs are expected to annually forward completed forms to PCCD on all cases completing probation during the reporting period. Between 1993 and 1995, a total of 43 counties had been awarded SBP grants. These grants were provided to support 5398 cases. The forms used in the following analyses were from cases who completed probation prior to January 1996 and represent 4159 cases from 31 counties.

The SBP reporting forms include basic identifying and demographic information (e.g. name, gender, race, date of birth, date of assignment to SBP) as well as performance characteristics such as school attendance, academic performance, in-school and out-of-school suspensions, and enrollment status at the end of SBP.

A database was created from all valid forms received from PCCD. To insure integrity of this database, several steps were completed in the forms review and entry process. Prior to data entry each form was screened for completeness, legibility, and to ensure that values fell within valid ranges. All omissions, clarifications, and notations were marked and where possible, corrected. All data from these forms were entered into two separate data files. The two data files were then cross checked for accuracy. All mismatched entries were identified, inspected, and when possible, rectified. Approximately 694 forms from 170 cases were not able to be entered into the database. The majority of these were from a single county which completed multiple forms for its cases by submitting forms on a quarterly basis for all active cases.

Results Summary

PCCD forms on 4159 cases were received. Of these, a total of 3913 (94%) were determined to be valid and entered into the database for subsequent analyses.

As can be seen in the adjacent county listing, 555 (14%) of these cases were assigned in 1993, 1982 (51%) were cases assigned in 1994, and 1376 (35%) were cases assigned in 1995.

It should be noted again that this listing omits a number of cases from counties that did not return valid reporting forms. Thus, the data from these forms need to be interpreted with some caution. Although only appropriately recorded data were included in these series of analyses, there is a possibility of selection bias given the fact that this is not a complete listing of all cases known to have been served. These data do however represent 93% of cases and collectively form the largest existing database on juveniles that have been assigned to SBP. As such, these data provide an opportunity to gain some important insights into the characteristics of the youth assigned to SBP in Pennsylvania.

County	1993	1994	1995	Total
Adams	-	55	49	104
Beaver	26	9	5	40
Berks	-	141	43	184
Blair	-	33	20	53
Cambria	46	91	64	201
Carbon	-	41	32	73
Chester	34	34	9	77
Dauphin	-	128	51	179
Delaware	2	32	18	52
Erie	-	164	173	337
Franklin	-	50	37	87
Indiana	-	94	64	158
Lancaster	-	-	164	164
Lebanon	33	74	14	121
Lehigh	101	140	30	271
Luzerne	-	107	55	162
Lycoming	5	8	67	80
Monroe	-	149	112	261
Montgomery	82	31	-	113
Northumberland	9	5	1	15
Philadelphia ¹	60	57	60	177
Pike	-	71	18	89
Somerset	36	40	13	89
Union/Snyder	53	48	32	133
Warren	-	47	47	94
Wayne	7	36	23	66
Westmoreland	-	123	135	258
Wyoming	-	50	4	54
York	61	124	36	221
Total	555	1982	1376	3913

¹Philadelphia's data collection forms were completed as the juvenile was released from School-based Probation. All other counties were required to submit data collection forms on a yearly basis for all juveniles served by School-based Probation during the previous year.

Gender

As seen in the chart below, in each of the three years included in these analyses, the majority of cases were male with an overall rate of male cases at 80%.

The PCCD forms included in this database reflect an increase in the proportion of female cases assigned to SBP over the period of observation—

Gender	1993 Data		1994 Data		1995 Data	
	PCCD Data Forms	JCJC State Delinquency Dispositions	PCCD Data Forms	JCJC State Delinquency Dispositions	PCCD Data Forms	JCJC State Delinquency Dispositions
Male	83.2% (n=459)	81.3% (n=5,641)	81.2% (n=1,603)	81.7% (n=10,503)	77.8% (n=1,059)	82.2% (n=11,570)
Female	16.8% (n=93)	18.7% (n=1,300)	18.8% (n=371)	18.3% (n=2,348)	22.2% (n=303)	17.8% (n=2,503)
Total	552	6,941	1,974	12,851	1,362	14,073

from 16.8% in 1993 to 22.2% in 1995. These between-year differences are statistically significant (chi-square=9.4, $p<.01$).

When the gender characteristics of the SBP program are compared to the non-SBP cases from the same counties, overall rates are quite comparable. Of the 33,829 cases that received delinquency dispositions from these counties, 27,714 (82%) were male. However, unlike the SBP cases, there was no evidence of a trend in the overall case rate for these counties for increasing numbers of female cases.

Race

The data reflect a stable distribution of cases from three primary racial groups

Race	1993	1994	1995	Total
White	56.2% (n=312)	63.0% (n=1248)	61.7% (n=849)	61.6% (n=2409)
African American	28.1% (n=156)	23.6% (n=467)	24.6% (n=339)	24.6% (n=962)
Hispanic	12.8% (n=69)	10.9% (n=217)	10.8% (n=148)	11.1% (n=434)
Other	1.1% (n=6)	0.5% (n=10)	0.4% (n=6)	0.6% (n=21)
Unreported	2.2% (n=12)	2.0% (n=40)	2.5% (n=34)	2.2% (n=1)
Total	100% (n=555)	100% (n=1982)	100% (n=1376)	100% (n=3827)

over the three year reporting period. During this period, 62% of the SBP cases were white, 25% African-American, and 11% Hispanic.

Race	1993 Data		1994 Data		1995 Data	
	PCCD Data Forms	JCJC State Delinquency Dispositions	PCCD Data Forms	JCJC State Delinquency Dispositions	PCCD Data Forms	JCJC State Delinquency Dispositions
White	57.5% (n=312)	63.7% (n=4,419)	64.3% (n=1,248)	66.5% (n=8,540)	63.3% (n=849)	66.7% (n=9,386)
Black	28.7% (n=156)	28.7% (n=1,993)	24.0% (n=467)	24.7% (n=3,173)	25.3% (n=339)	22.5% (n=3,169)
Latino	12.7% (n=69)	6.0% (n=415)	11.2% (n=217)	7.2% (n=920)	11.0% (n=148)	9.2% (n=1,291)
Other	1.1% (n=6)	1.6% (n=114)	0.5% (n=10)	1.7% (n=218)	0.4% (n=6)	1.6% (n=227)
Total	543	6,941	1,942	12,851	1,342	14,073

These proportions compare favorably to the racial characteristics of the larger population of youth receiving delinquency dispositions in these counties during the reporting period.

Age

The average age of the youth assigned to SBP during the reporting period was 15.1 years (SD = 1.9yrs.).

Age	Mean	Std. Dev.	N
1993	15.3819	1.5549	432
1994	15.1409	1.6759	1781
1995	14.9864	2.2970	1322
Total	15.1126	1.9228	3535

As shown in the following table, the majority of cases were 15 and 16 years of age in each of the three reporting periods. Statistically significant differences in both the average age ($F=7.3$, $p=.001$) and the age groups ($\chi^2=46.8$, $p<.001$) reveal a reduction in ages of SBP cases reported on the forms submitted to PCCD over the study period.

Age Group	1993	1994	1995	Total
14 & Younger	25.9% (n=112)	32.5% (n=579)	36.2% (n=479)	33.1% (n=1170)
15 & 16	50.2% (n=217)	45.9% (n=818)	47.7% (n=631)	47.1% (n=1666)
17 & Older	23.8% (n=103)	21.6% (n=384)	16.0% (n=212)	19.8% (n=699)
Total	100% (n=432)	100% (n=1781)	100% (n=1322)	100% (n=3535)

In comparing the ages of cases assigned to SBP with the non-SBP cases, important differences can be seen. Clearly, the SBP program is serving younger youth than those not assigned to SBP. This difference is most obvious in the 1995 reporting year in which 58% of school-based cases were 13 to 15 years of age while only 40% of the non-SBP cases were from this age group. Substantially fewer SBP cases were 16 years of age or older, while there

Age	1993 Data		1994 Data		1995 Data	
	PCCD Data Forms	JCJC State Delinquency Dispositions	PCCD Data Forms	JCJC State Delinquency Dispositions	PCCD Data Forms	JCJC State Delinquency Dispositions
12 & Under	2.8% (n=12)	6.3% (n=444)	5.8% (n=103)	10.2% (n=1,322)	5.2% (n=69)	5.6% (n=798)
13 - 15	44.5% (n=192)	38.0% (n=2,668)	49.2% (n=872)	43.8% (n=5,692)	58.0% (n=765)	40.0% (n=5,657)
16 - 17	47.8% (n=206)	44.4% (n=3,119)	41.6% (n=738)	40.1% (n=5,214)	34.5% (n=455)	43.8% (n=6,199)
18 & Over	4.9% (n=21)	11.3% (n=792)	3.4% (n=61)	5.9% (n=762)	2.3% (n=30)	10.6% (n=1,498)
Total	431	7,023	1,774	12,990	1,319	14,152

were no differences in the rates of very young (12 years of age or younger).

Since both age and gender evidenced changes over the reporting period, the relationship between these two variables was evaluated. A significant correlation was identified reflecting a higher representation of female cases among younger age groups. Since the increased representation of female cases was not seen in the general population of cases, it is likely that the younger ages of those being served by SBP accounts for increased proportion of female cases.

Paralleling the age characteristics, the majority (59.7%) of SBP cases were in the 9th grade or lower at the start of their assignment to SBP. While the

Grade Level at the Beginning of SBP	1993	1994	1995	Total
5	0.6% (n=3)	0.4% (n=8)	0.2% (n=2)	0.4% (n=13)
6	3.1% (n=15)	5.3% (n=100)	4.2% (n=55)	4.6% (n=170)
7	12.9% (n=62)	10.9% (n=205)	13.1% (n=174)	11.9% (n=441)
8	14.5% (n=70)	14.5% (n=273)	18.2% (n=241)	15.8% (n=584)
9	24.9% (n=120)	26.1% (n=492)	29.1% (n=385)	27.0% (n=997)
10	18.9% (n=91)	19.1% (n=360)	16.4% (n=217)	18.1% (n=668)
11	15.8% (n=76)	15.7% (n=297)	13.0% (n=172)	14.8% (n=545)
12	9.3% (n=45)	8.1% (n=153)	5.9% (n=78)	14.8% (n=276)
Total	100% (n=482)	100% (n=1888)	100% (n=1324)	100% (n=3694)

proportion of youth assigned to SBP from grades 7, 8, and 9 show increases during the study period, the proportion of cases from grades 10, 11, and 12 declined.

Juvenile Court Characteristics of School-based Cases

While the descriptive data reported above provide an understanding of the demographic characteristics of the cases served by SBP programs, they do not address the important issue of representativeness with respect to the nature of the offenses that bring the juvenile into the system. Here we ask the question, "Are the charges of the cases assigned to SBP programs different from those assigned to other forms of probation?" It is important to consider how the criminal justice characteristics of those cases assigned to SBP compare to the characteristics of the cases that are assigned to "traditional" probation. To accomplish this comparison, data from the SBP reporting forms data were matched with data from the statistical card database.

Linking the SBP Database and the Statistical Card Database

As stated, the PCCD SBP reporting forms include some basic identifying information (name, date of birth, gender and race) and thus provide an important opportunity to link the SBP data with data on the youth's involvement with the juvenile court system, including the nature of the offense that brought them into the SBP program.

To accomplish this linkage, project staff worked with data management staff of the Center for Juvenile Justice Training and Research (CJJT&R) to match information on cases found in both the SBP database and the database containing the information from the JCJC statistical card. A form known as the statistical card or "stat card" is required to be completed for each youth who enters the Juvenile Court System in the Commonwealth. These forms are completed by the county staff and forwarded to the CJJT&R for entry into a uniform database and thus includes important information regarding charges and dispositions for over 30,000 cases annually.

The matching process was complicated by several factors. Most importantly there is no uniform identification number on both the statistical card and the PCCD form. Consequently, matches had to be accomplished by scanning names. Thus, minor differences in spelling or the use of different versions of first names, errors in data entry and other differences between the two data bases contributed to difficulty in matching cases. Search routines were adjusted to allow cases with partial matches on names and dates of birth to be identified for further inspection.

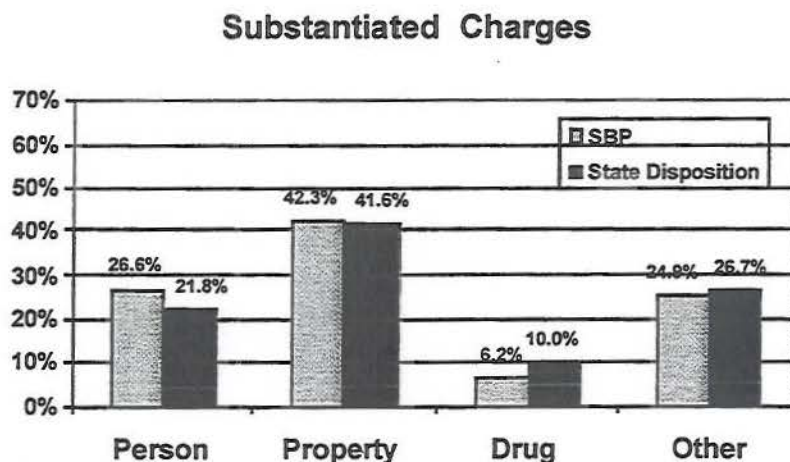
Given the size of the statistical card databases and the technical challenges involved in achieving matches between the two, we restricted our search to the 1993 database. A total of 451 cases in the statistical card database were matched to SBP cases. This represents 81% of the total number of SBP cases with valid PCCD forms.

Data from the statistical card database revealed that these 451 cases had a total of 1694 allegations of crimes. Of these allegations, 25% (n=428) were crimes against persons, 44%(n=746) were property crimes, and 4.5%(n=77) were drug related charges.

These 1694 allegations of crimes resulted in a total of 875 (52%) substantiated charges. Of these substantiated charges, 26.6% (n=233) were crimes against persons, 42.3% (n=370) were property crimes, and 6.3% (n=55) were drug related.

In examining the five most common crimes among these cases, theft was the most common substantiated charge (N=79). This was followed by: simple assault (N=72), receiving stolen property (N=65), burglary (N=43) and conspiracy to commit theft (N=34).

As seen in the following chart, the distribution of substantiated charges for the cases assigned to SBP are very similar to those for all juveniles entering the court system in 1993.



Summary

This section of the report has presented a summary of the existing data regarding the characteristics of the youth that have been assigned to school-based probation. The objective has been to develop a demographic profile of

these cases and to identify characteristics that may distinguish them from those assigned to traditional forms supervision.

The data presented here suggest that the program serves a diverse population of youth who tend to be somewhat younger than their non-SBP counterparts. The average age of the cases that have been assigned to SBP is just over 15. Given the association between age and gender found in this data set, the SBP cases are also more likely to be female.

With respect to the criminal charges that brought these youth into the juvenile court system, there appear to be few differences between SBP cases and non-SBP cases. Nearly identical rates of personal, property, drug and other crimes were found when the juvenile court data for these two groups were compared.

In conducting these descriptive analyses it became apparent that there are no existing data systems that can be used to monitor even the most basic characteristics of the juveniles assigned to SBP. Despite the fact that a significant amount of probation officer time is devoted to the completion of forms documenting the characteristics of the cases assigned to SBP, these forms are not routinely compiled or reviewed. Energy invested in documentation should result in useful descriptive and performance information. In this case it does not.

As currently designed, the retrospective completion of performance data regarding behavior, school attendance, and academic performance yields unusable evaluative data at the aggregate level. The validity and reliability of this data is compromised by a variety of problems. In some situations and locations information required to complete the form is not available. Methods for completing and submitting the forms were not standardized and resulted in great variations in procedures for forms completion. Consequently, a significant amount of evaluative data regarding school behavior, attendance, academic performance (see appendix B) could not be used.

It is recommended that the data collection system be redesigned into a two part process. The first form would be completed as the youth begin their school-based probation, and the second completed at the close of supervision. Both assessments should report on verifiable information for the same time intervals, i.e. the prior three. Also in order to maximize the value of this data, a numerical identifier common to the statistical card should be included on the form.

Phase II: SBP Program Characteristics

On-Site Data Collection

The second phase of activities was designed to collect information about program operations. The goal of these activities was to better understand how programs differ and to help identify specific program features that may impact on the youth they serve. To accomplish this goal, comprehensive interviews with probation staff, staff from the schools in which the programs are based, and juveniles assigned to SBP were completed during site visits completed between 3/1/96 and 5/30/96.

Each county that had been implementing SBP for at least one year was targeted for a visit. The requirement for having at least one year of program operation was imposed to insure that programs in their start-up phase and in process of establishing operations were not included. In all, 29 counties with SBP programs were visited. Seven counties were not visited due to the recency of their program's initiation, two counties had dropped their programs, and four counties were not visited due to scheduling and staff constraints. Thus, 89% (29/33) of counties with PCCD funded SBP programs operating for longer than one year were visited.

The on-site visits provided an opportunity to complete semi-structured interviews with key probation staff, staff from the schools in which the programs operate, and youth assigned to the SBP program.

With input from the project's technical consultants and advisory board, semi-structured interview guidelines were developed for each of the three respondent groups: 1) Probation Officers, 2) School Administrators, and 3) SBP Cases. As can be seen in Appendix C, each interview schedule was designed to collect both objective information about program operations as well as subjective data regarding perceptions of program performance.

The interviews were completed by the project's technical consultants and a team of six interviewers. The interviewers were probation officers who were selected based upon their experience and training. Eligibility criteria included five or more years of probation experience and a Master's Degree. Prior to the on-site visits, the interviewers participated in a one day training session in which each item on each interview was reviewed and discussed regarding its intent and method of questioning.

The quantitative responses to each question are included on each of the interview forms included in Appendix C. The following is intended to briefly summarize the main interview findings.

SBP Officer Interviews

A total of 51 SBP officers were interviewed. These respondents had an average of 5.6 years (range = .3 to 25) of probation experience and an average of 1.8 years (range=.1 to 5.5) experience as school-based probation officers.

These 51 SBP officers reported an average caseload of 26.7 school-based cases, ranging from 6 to 78. However, 60% of these officers also maintained caseloads of non-school-based cases. For those with only school-based cases, the average caseload was 29 while for those with both school-based and non-school cases the average caseload was 31.

Caseloads were examined by county and the average school-based caseload was found to range from a low of 6 in Northumberland to a high of 48 in Erie. When total caseloads were compared (school-based cases and non-school-based cases) the overall average was 31 ranging from a low of 11 in Northumberland to a high of 51 in Erie.

Case-Management Approaches

Two basic strategies are used by probation officers to complete work required to manage cases assigned to school-based probation--single case-management and dual case-management. In the single case-management approach, the completion of all work required for an assigned case is the responsibility of the school-based officer. In the dual approach, the responsibility for the case is shared with other probation officers. The division of labor of the dual approach is intended to allow the school-based officer to remain in the school while "non-supervision" activities are completed by other probation staff.

Of those officers interviewed, 73% reported that they were implementing SBP using the single case-management model. The approach utilized has impact on service delivery since it was found to be significantly related to the proportion of time the officer spends in the school environment. Among officers implementing single case-management approaches, an average of 66% of time was spent in the school environment. This compared to 81% of time spent in the school by those implementing the dual case-management approach. The differences are statistically significant ($p < .005$) and translate to an average of 3/4 of a day per week longer in the school for those using the dual case-management approach.

Integration into the School Environment

A substantial number of items in the probation officer interview were directed at the describing how school-based probation officers spend their time.

Overall, school-based probation officers reported spending an average of 48% of their time in direct case contact and 18% of their time in contacts with case collaterals. Also, these officers reported spending 10% of their time in court and 10% traveling. Smaller percentages of time were spent in training (4%), case transportation (3%) and intake (3%).

The median percent of time spent in the school environment was reported to be 70%. The percent of time spent in school settings ranged from a low of 25% to a high of 95%. Sixteen percent of those interviewed spent less than 50% of their time in school. Not surprisingly, there was a strong relationship between the percent of time spent in the school and the amount of time spent in direct client contact. These two variables were highly correlated ($r = .51$, $p < .001$).

Within the school environment, there were a range of activities in which SBP officers reported involvement. These activities included visiting parents of cases (94%), participating in the disciplinary decisions of assigned cases (84%), attending non-academic school activities (84%), giving presentations in classes, monitoring the lunchroom, hallways, study-hall (76%), and serving as active participants in the school's Student Assistance Program (SAP) (68%).

Seventy-eight percent of the officers interviewed reported that they had developed, or helped to develop special programs in their schools. These programs included support groups, tutoring services, and mentoring programs.

Drug testing was reported to have been used in their programs by 86% of the SBP officers and electronic monitoring had been used for some cases by 79% of the officers interviewed.

Perceived Role

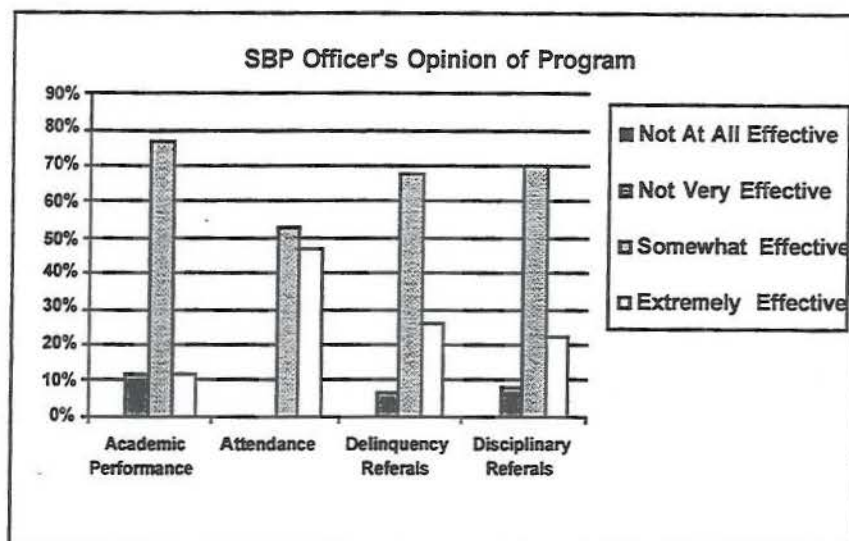
The probation officers who were interviewed were also asked about how their role was perceived by others in their work environment-- school faculty, school administration, their cases, the parent and guardians of their cases, and the community at large. Each officer was asked to select the role that best described their view of how they were seen by members of these other constituency groups. Officers also rated their own roles.

The majority of officers saw their primary role as advocating for, arranging for, and delivering needed services for their cases (75%). The responses revealed inconsistencies between the self-defined role and the perceived role of the SBP officer. These other groups were more likely to be seen as defining the role of the SBP officer as one of police/security/surveillance. While only 14% of the officers interviewed viewed these as their primary roles, they perceived others to view these functions as their primary roles--faculty (43%),

administrators (33%), cases (42%), parents/guardians (43%), community at large (59%).

Perceived Impact

The interviews concluded with a series of questions regarding the officers' views of the effectiveness of the SBP program in four key areas—academic performance, school attendance, delinquent behaviors, and disciplinary referrals (in and out of school suspensions). As seen in the adjacent chart, the responses indicated



that while all four areas were viewed as being very positively impacted by the program, the area of greatest perceived impact was school attendance. Nearly 50% viewed the program as extremely effective in this area.

School Administrator Interviews

A total of 52 school administrators were interviewed during site visits. The administrators selected for interviews were those who worked most closely with the SBP officers and thus, had responsibility for and familiarity with the program in their school. Thirty-three (63.5%) of these school staff were based in high schools, 7 (13.5%) in junior high schools and 12 (23%) in middle schools.

Consistent with the probation officer interviews, these school personnel reported a range of involvements of school-based officers within their school environment. These included making presentation to classes (65%), providing education and training to school personnel (60%), arranging or providing academic support for SB cases (77%), developing alternatives to out-of-school suspensions (67%), and participating in Student Assistance Program (SAP) (90%).

Administrators described the officers in their schools as having full access to school documentation (academic and disciplinary records) for the cases they supervised. The majority of respondents, 85% (N=44), indicated that the SB probation officers participated in making decisions regarding formal disciplinary actions taken with students on probation.

There was little indication that the school-based probation officers are overly involved in the disciplinary process or academic decision making of non-school-based cases. Thirty-one percent (N=16) indicated that probation officers are somewhat involved in the disciplinary and academic decision making processes of students not on probation. This involvement most often took the form of consultation with school personnel prior to decisions about suspensions and other disciplinary decisions.

The following table provides a rating of overall satisfaction with the performance of the SBP officers in five key areas of performance.

	Satisfied	Not Satisfied	Don't Know
Supervision of SB Cases	92% (N=48)	8% (N=4)	0
Interaction with Parents	87% (N=45)	4% (N=2)	10% (N=5)
Interaction with School Staff	98% (N=51)	2% (N=1)	4% (N=2)
Disciplinary Involvement	92% (N=48)	2% (N=1)	4% (N=2)
Law Enforcement Activities	85% (N=44)	10% (N=5)	6% (N=3)

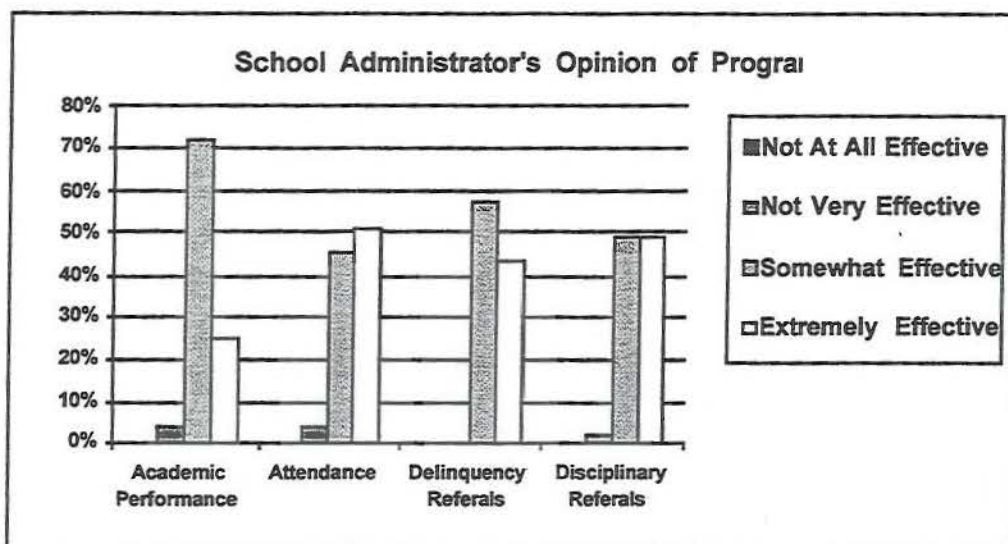
While there were extremely positive ratings in all areas of performance, it is important to note that the types of concerns that were expressed by those who were not satisfied seemed to reflect a desire for the probation officers to fill a policing function. Thus, what little dissatisfaction was reported, suggested that there was a desire on the part of a few school personnel for the probation officer to become more focused on policing the student body.

The positive assessments of the performance of the school-based program were reflected in the overall ratings of the working relationship with the school-based officer. 87% indicated that they had an excellent relationship and 12% (N=6) felt that the relationship was good. Only one school administrator rated the relationship as fair and no one indicated a poor working relationship.

The positive view of the school-based program is further reflected in the responses which indicated that 85% of the administrators believe the program is such an important part of the school environment that it deserves financial support from the school district. Importantly, 33% believed that their school boards would be willing to provide such support.

As in the interviews with probation staff, school administrators were asked to provide their assessment of the effectiveness of the SBP program in four areas – academic performance, school attendance, delinquent behaviors, and disciplinary referrals (in and out of school suspensions). As shown in the following chart, the perceptions of performance were extremely positive.

Consistent with the ratings of the probation officers, school attendance was seen as the area of greatest impact.



SBP Case Interviews

A total of 111 cases assigned to school-based probation were interviewed during the site visits. Students completing these interviews were randomly selected on-site by the interviewers from a list supplied by the probation officer prior to the visit. In order to insure unbiased selection and adequate representation of both sexes, interviewers were instructed to interview the third male and the third female on the list from each school visited.

As stated, 111 school-based probation cases were interviewed. Sixty-seven percent (N=75) were male and 32% (N=36) were female. Sixty-five percent (N=72) were white, 26% (N=29) African-American, and 5% (N=6) Hispanic. The average age of these students was 15 years and the median grade level was 9th.

These cases had been under supervision for an average of 9.4 months. Thirty-two percent (N=36) reported having an indeterminate length of probation. For those with a known length of assignment (N=70, 63%), the average length of their probation was 10 months. Five of the youth were not sure of the length of their probation. Eighty-six (78%) of those interviewed were on probation for the first time. Thirty percent (N=33) had been in some form of out of home placement (e.g. foster home, residential center) prior to being assigned to SBP.

Respondents were asked about the frequency of their contacts with their probation officers. Overall, the youth who were interviewed reported seeing their probation officer an

average of 2.7 times per week (sd=1.7). Twenty-two cases (20%) reported that they were required to report to their probation officer each day.

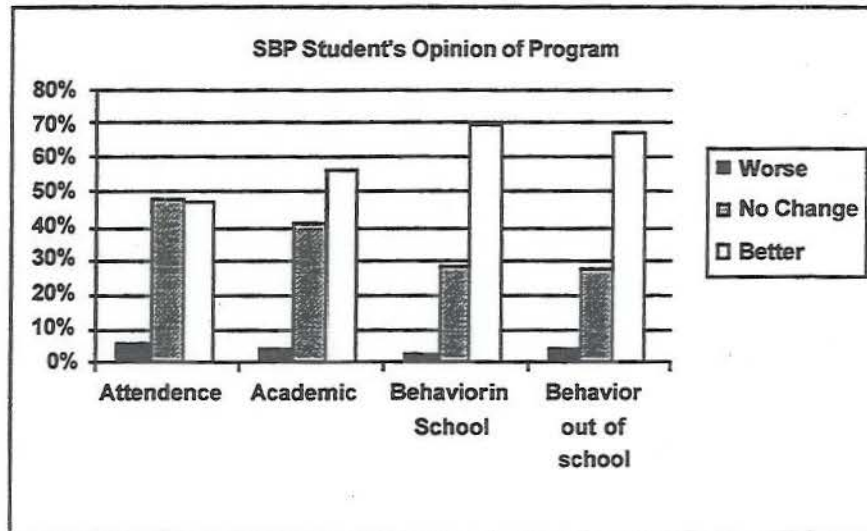
The adjacent chart provides a breakdown of the reported frequency of contact with

Days Seen	Cases	Percent
0	2	2%
1	36	35%
2	16	16%
3	13	13%
4	5	5%
5	31	30%

probation officers. As can be seen, a bi-modal distribution was found with 36 (35%) cases reporting seeing their probation officer once per week and 31 (30%) reporting seeing their probation officer 5 days per week. These cases were also asked about the frequency of "1 on 1" sessions with their probation officer. Respondents reported participating in one of these individual sessions an average of 1.5 days per week.

The relationship between the frequency of contact reported by these 111 cases was found to be significantly associated with the integration of the probation officer into the school environment.

Respondents were asked a number of questions about the impact the program has had on their school attendance, academic performance and behavior. Unlike the probation officers and the school



personnel, these respondents reported that the greatest impacts have been in their behavior both in and out of school.

Summary

The data summarized here describe a program that is extremely well regarded and perceived as effective by probation officers, school administrators and the program participants themselves. The single characteristic of the program

that is perhaps its most salient quality is the integration of the SBP officer into the school environment. Assigning the probation officer to the school environment allows much greater opportunity for the establishment of relationships that facilitate supervision and an understanding of the needs of the case. The percent of time spent in the school environment may be the best indicator of this potential. This is not only a logical prerequisite for building strong working relationships, it is statistically associated with the amount of direct case contact. Given the fact that this may be considered the defining characteristic of the program, it is recommended that a minimum standard be established for the percent of time an officer must be present in the school environment in order to be considered school-based. Although currently no such standard exists, 50% of the officers reported spending at least 70% of their time in the school environment. While adjustments may be required for rural areas, the data presented here would seem to suggest that 70% time in school is attainable by most programs.

The presence of the officer in the school was also perceived as being directly responsible for improved attendance by the cases assigned to SBP. Probation officers and school personnel consistently reported this to be the area of greatest impact. The importance of the attainment of this goal is heightened by the fact that school attendance is not only a prerequisite for academic success but it is also the primary location of probation supervision. Thus, a juvenile attending school is exposed to an educational environment as well as the behavioral controls that are inherent in the frequent contact with their probation officer.

Phase III: A Case-Control Study

The final phase of this project involved the completion of a pilot study of program impacts. A case-control design was used for this series of analyses. Using this approach, 76 youth who had been assigned to school-based probation were randomly selected. These randomly selected school-based "cases" were then matched to a group of non school-based "controls". The characteristics on which the cases and controls were matched included age, race, gender, county of supervision and type of charge. For those with multiple charges, the most serious charge was used as the basis for matching. This matching process, although retrospective in nature, is a strategy designed to identify a group of youth who are equivalent in every way except in the type of probation to which they were assigned. Controls were selected from the statistical card database.

In selecting counties for this study, several requirements had to be met. First, potential counties must have had a SBP program in operation since 1994. This criteria was imposed to allow 18 months of follow-up on each individual selected for study. Counties also had to have sufficient numbers of cases to select 25 school-based cases and 25 matched controls. Finally, potential counties needed to have documentation accessible to the study staff. Five counties met all of these criteria and three counties were included in the final study--Erie, Somerset, and Lehigh.

In each of the participating counties, data from both cases and controls were examined for 18 months from the date of assignment to probation. This time interval provided an adequate period of observation during which rearrests, probation violations, and placements would be expected to have occurred. These outcomes were assessed through on-site review of case records at each of the participating counties. Data from these record reviews were recorded on structured recording forms developed by project staff (see Appendix D).

Subjects

As seen in the following table, the subjects in this case-control study had an

Description		SBP	Controls	Total
N		76	74	150
County	% from Erie (n)	34.2% (n=26)	35.1% (n=26)	34.7% (n=52)
	% from Lehigh (n)	32.9% (n=25)	31.1% (n=23)	32.0% (n=48)
	% from Somerset (n)	32.9% (n=25)	33.7% (n=25)	33.3% (n=50)
Gender	% Male (n)	86.5% (n=65)	85.5% (n=64)	86.0% (n=129)
	% Female (n)	13.5% (n=11)	14.5% (n=10)	14.0% (n=21)
Race	% White (n)	53.9% (n=41)	54.1% (n=40)	54.0% (n=81)
	% African-American (n)	22.4% (n=17)	23.0% (n=17)	22.7% (n=34)
	% Hispanic (n)	19.7% (n=15)	18.9% (n=14)	19.3% (n=29)
	% Other (n)	3.9% (n=3)	4.1% (n=3)	4.0% (n=6)
Average Age (Std. Dev.)		14.24 (1.46)	14.46 (1.67)	14.35 (1.56)
Average Grade Level (Std. Dev.)		7.59 (1.47)	7.47 (2.74)	7.53 (2.19)

average age of 14 years (sd=1.56 years) at the time of their assignment to school-based probation. Eighty-six percent of the subjects were male (N=129), 54% (N=81) were Caucasian, 23% (N=34) African-American, and 19% (N=29) Hispanic. As expected, given the method of selection, the characteristics of the school-based cases and controls were statistically equivalent on all of the basic demographic measures.

Measures

The primary outcomes measured in this pilot study were related to reinvolverment with the court. The specific events that were monitored for both cases and controls were: 1) arrests for probation violations and new charges; and, 2) placements made by the courts.

Originally, this study had planned to include data from the schools--attendance reports, behavioral histories, and academic performance records. Unfortunately, schools have a variety of approaches to the collection, retention, and storage of such data. None of these data elements were available from all schools and when available were often recorded in very different ways. The request for school data was further complicated by the 2 to 3 year retrospective request for detailed information on these students.

New Charges

As can be seen in the following table, 32% (N=48) of the sample had charges

Variable		SBP Cases	Controls	Total	Sig.
N		76	74	150	
New Charges					
Cases with Any Charges (%)		27 (36%)	21 (28%)	48 (32%)	NS
Total Number of Charges		42	39	81	NS
Average # of Charges		0.55	0.53	0.54	NS
Days Until First Charge (Std. Dev.)		270.67 (162.09)	205.95 (150.52)	242.35 (158.83)	p<.05
Types Of Crimes	Probation Violation/Status Offenses	21 (50%)	7 (18%)		p<.005
	All Other Offenses	21 (50%)	32 (82%)		

filed during the 18 month study period. There were no significant differences between the number of individuals who were charged with crimes between the school-based probation cases (36%) and the controls (28%). For those who had any charges filed against them (N=48), the average number of charges was somewhat lower in the school-based probation group (1.6) when compared to the matched controls (2.1). The group average (including all subjects) for number of charges was found to be .55 for the SBP cases and .53 for the controls.

While there were no differences between these groups with respect to the absolute number of new charges accrued, there were significant differences in the severity of the charges and the time to first charge. Charges were classified into two categories--1) probation violations and status offenses, and, 2) all other charges. Consistent with increased case contact, the SBP group had significantly ($p<.005$) more charges of probation violation and status offenses than did the non-school-based controls, 50% vs. 18% respectively.

Also, the time between assignment to probation and the date of the first charge was significantly longer for those assigned to school-based probation. The average number of days between assignment to probation and the date of the first charge filed was 271 for the school-based cases and 206 for the controls ($p<.05$).

Placements

Overall, 27.6% (N=21) of the SBP cases and 29.7% (n=22) of the controls were assigned by the court to some form of placement during the 18 month study period. Placements included detention center and secure placements, drug and alcohol programs, general residential placements, as well as a number of less restrictive community based placements (e.g., foster homes and group homes). Although there were no differences between SBP cases and controls in the absolute numbers of individuals who experienced a placement during the study period, there were substantially fewer total placements: 54 among the SBP cases compared to 81 among the controls (the difference was not statistically significant).

Among those who were placed, there was a significantly longer period of time until first placement. School-based cases had an average of 300 days from the time of assignment to the time of first placement. For the controls, the average time before first placement was 118 days, less than 1/2 the time of the school-based cases. This difference was statistically significant ($t=4.14$, $p<.001$).

The SBP cases were determined to have significantly ($t=2.14$; $p<.05$) fewer days in placement. The average number of days in placement was found to be 35.7 for the school-based cases. For controls, the average length of placement was 83.8 days.

Variable	SBP Cases	Controls	Total	Sig.
Placements				
Number of Juveniles That Were Placed	21	22	43	NS
Percent Placed	27.6%	29.7%	29%	NS
Total Number of Placements	54	81	135	NS
Ave. Number of Placements (Std. Dev.)	0.71 (1.72)	1.09 (2.25)	0.90 (2.00)	NS
Ave. Number of Days on Probation Until First Placement (Std. Dev.)	300.85 (159.19)	118.70 (116.04)	209.78 (165.57)	$p < .001$
Ave. Number of Days in Placement (Std. Dev.)	35.70 (91.97)	83.83 (149.48)	59.18 (125.25)	$p < .05$
Ave. Cost for Placed Juveniles (Std. Dev.) [Total Costs / # of Juveniles Placed]	\$17,701.44 (\$24,927.33)	\$39,314.86 (\$27,982.13)	\$28,759.47 (\$28,405.85)	$p < .05$
Ave. Cost for Placement (Std. Dev.) [Total Costs / Total Group]	\$5,023.38 (\$15,323.12)	\$11,688.20 (\$23,506.93)	\$8,355.79 (\$20,054.66)	$p < .05$

As a result of the differential utilization rates of placements, dramatically different costs for placements were observed between the two groups. Costs of placements were determined using the authorized per diem rate schedule. Programs utilized by the SBP cases and controls were identified and per diem rates were multiplied by the number of days that the program was used by the youth. Using this strategy, total placement costs were computed for each individual in the study. Significantly higher costs of placements were found among the controls assigned to traditional probation supervision ($t=2.04$; $p < .05$). The matched controls in this study had an average cost of placement totaling \$39,314.86. The average cost of placement for the school-based cases was found to be \$17,701.44. These average costs were computed using only those cases who were placed (total placement costs/total number placed).

In order to estimate the overall program costs, average costs per individuals assigned to each condition were computed (total placement costs/total number in group). These group average placement costs reveal a significantly lower average cost of placement for those assigned to school-based probation (\$5,023.38 for cases vs. \$11,688.20 for controls, $p < .05$). These figures allow savings projections to be estimated at \$6,664.82 for every case assigned to school-based probation. Using this savings estimate, it is possible to project

the cost savings from placements that can be anticipated by counties adopting school-based probation.

Time in the Community

The number of placements have a direct impact on the amount of time the subject is in the community without additional supervision. Significantly more days "in the community" were achieved by the school-based probation group when compared to the controls who were assigned to traditional supervision (448 for SBP vs. 400 for controls: $p < .01$)

Once placement has occurred, the potential for rearrest is also altered. Youth assigned to secure facilities or residential services are removed from their home communities and their "risk of rearrest" diminished. Thus, it is likely that the differential placement rates observed between the school-based cases and the controls conceal variations in the rates of rearrest. In order to account for the different rates of placements, rates of charges for new offenses (excluding probation violations and status offenses) were calculated as a function of time in the community. As can be seen in the following chart, these rates, expressed as number of events per person year in the community were .23 for the SBP cases and .40 for the controls. These rates reflect a 43% lower rate of non-probation violations/status offenses among cases assigned to school-based probation.

Days on Probation(Std. Dev.)	457.78 (139.22)	431.93 (158.81)	445.03 (149.27)	NS
Days in the Community (Std. Dev.)	448.42 (144.94)	399.57 (156.71)	424.32 (152.34)	$P < .01$
Rate of charges per person year in community	.23	.40	.31	$P < .01$

Summary

The data presented here describe important differences between a group of randomly selected SBP cases and their matched counterparts who were assigned to more traditional forms of probation supervision. Although the absolute number of charges during the 18 months following assignment did not differ between these two groups, the SBP cases were more likely to be in the community longer prior to their first charge and more likely to be charged with probation violation and status offenses rather than new charges of a more serious nature. Both of these findings are consistent with the goals of the program and may reflect the impact of more frequent case contact within the school setting.

Similar findings occurred with regard to placements. Although the number of placements did not differ between these groups, for the SBP cases they occurred after significantly longer periods of supervision and were of significantly shorter duration. These findings are also consistent with the increased case contact that can occur with SBP.

The reductions in placements were found to result in significant cost savings. For this study the cost savings were estimated at \$6665 for every case assigned to SBP. If these findings are applied to the 3,913 SBP cases reviewed earlier in this report, the projected savings would total \$26,080,145.

It cannot be stated with certainty that the observed differences in charges and placements are due to the SBP program. The data can only be considered suggestive of a program effect. Although the case control design is a powerful quasi-experimental approach, it is retrospective in nature and does not involve the random assignment of subjects to experimental and control conditions. Also, these data were derived from only three counties and therefore the current study cannot address their generalizability to other counties. To confirm these findings, larger, prospective studies will be required.

Despite the limitations of this approach, the findings are very encouraging and suggest that the cases assigned to SBP did not "penetrate" the juvenile justice system as deeply as did the cases assigned to more traditional forms of supervision. This can be expected to achieve not only cost savings as evidenced in the data presented here but reductions in the destructive effects of extended placements and involvement in the more restrictive components of the juvenile justice system.

Appendix A:

Existing Data Forms:

- Data Collection Form for School-based Probation Client Data
 - Juvenile Court Statistical Card

DATA COLLECTION FORM FOR SCHOOL-BASED PROBATION CLIENT DATA

Start Date of Grant ____/____/____

1. COUNTY _____		FOOD USE ONLY _____ (COUNT CODE)	
2. NAME _____ (LAST) (FIRST)		FOOD USE ONLY _____ ()	
3. SEX ____ 1=MALE 2=FEMALE		4. RACE ____ 1=WHITE 2=AFRICAN AMERICAN 3=LATINO 4=ASIAN/PACIFIC ISLANDER 5=AMERICAN INDIAN/ALASKAN NATIVE	
5. DATE OF BIRTH (MM/DD/YY) ____/____/____		6. DATE ASSIGNED TO SBP ____/____/____	
7. DATE COMPLETED OR TERMINATED FROM SBP ____/____/____ (Check here if still active)			
8. GRADE LEVEL AS OF DATE ASSIGNED TO SBP ____			
	PREVIOUS EQUAL TIME FRAME	MEASUREMENT PERIOD	
9. # OF UNEXCUSED ABSENCES			
10. # OF EXCUSED ABSENCES			
11. # OF TIMES TARDY			
12. # OF INCIDENTS THAT PRODUCE IN-SCHOOL SUSPENSIONS (ISS)			
13. # OF DAYS SUSPENDED-ISS			
14. # OF INCIDENTS THAT PRODUCE OUT-OF- SCHOOL SUSPENSIONS (OSS)			
15. # OF DAYS SUSPENDED-OSS			
16. OVERALL GRADE POINT AVERAGE			
17. PROMOTED TO NEXT (IF APPLICABLE)	____ YES ____ NO	____ YES ____ NO	
18. STATUS AT THE END OF THE MEASUREMENT PERIOD (Check all that apply): ____ ENROLLED STUDENT ____ HS STUDENT ____ EXPELLED ____ DROPPED OUT ____ PLACED BY COURT DATE PLACED: (MM/DD/YY) ____/____/____ SPECIAL PROGRAMMING: _____ OTHER (EXPLAIN): _____			

EVALUATION OF GRADE POINT AVERAGE IN ITEM 16: Check the grading system which is used for this student. Indicate the cut-off point for a passing grade (e.g., 1.0 for system A, letter grade of D for system B, 70% for system C).

A. ____ 4 POINT G.P.A. SCALE (e.g., A=4, B=3, C=2, D=1, F=0)

B. ____ LETTER GRADES (A,B,C,D,F)

C. ____ PERCENTAGE GRADES (0-100%)

JUVENILE COURT STATISTICAL CARD

REPORTING COUNTY	B. JUVENILE'S NAME (LAST) (FIRST) (MI)	SS NO.	<div style="border:1px solid black; height:15px; width:100%;"></div>
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JUVENILE'S RESIDENCE (CITY/TOWNSHIP)	D. DATE OF BIRTH MONTH DAY YEAR	AGE	E. GENDER 1-MALE 2-FEMALE	F. RACE 1-WHITE 2-BLACK 3-HISPANIC 4-OTHER
--------------------------------------	------------------------------------	-----	------------------------------	--------------------------------------------------------

1. IS JUVENILE RESIDENT OF REPORTING COUNTY? Y/N	HIGHEST GRADE COMPLETED AND SCHOOL STATUS 13-POST HIGH SCHOOL 14-ALTERNATIVE EDUCATION 15-SPECIAL EDUCATION 16-OTHER	H. NATURAL FAMILY STATUS 1-MARRIED 2-DIVORCED 3-SEPARATED 4-ONE PARENT DECEASED 5-BOTH PARENTS DECEASED 6-PARENTS NEVER MARRIED 7-OTHER
--------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------

J. PRIOR DELINQUENT HISTORY NO. ADJUDICATIONS OF DELINQUENCY NO. DISPOSITIONS NO. PLACEMENTS	I. LIVING ARRANGEMENT OF JUVENILE 1-BOTH PARENTS 2-MOTHER 3-FATHER 4-RELATIVE 5-FATHER & STEP MOTHER 6-MOTHER & STEP FATHER 7-FOSTER PARENT(S) 8-OTHER
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DATE OF REFERRAL MONTH DAY YEAR	L. REFERRED BY 1-POLICE 2-SCHOOL 3-PROBATION 4-SOCIAL AGENCY 5-DISTRICT JUSTICE 6-RELATIVE 7-OTHER JUVENILE COURT
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CURRENT REASON(S) REFERRED (UP TO 4 MOST SERIOUS) CHARGE COUNT M/F	CHARGE COUNT M/F	CHARGE COUNT M/F	CHARGE COUNT M/F
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1. CRIMINAL ATTEMPT 901 1-CRIMINAL HOMICIDE 2-RAPE 3-INVOL. DEV. SEXUAL INTERCOURSE	CRIMINAL SOLICITATION 902 4-KIDNAPPING 5-ROBBERY 6-BURGLARY	CRIMINAL CONSPIRACY 903 7-AGGRAVATED ASSAULT 8-ARSON 9-THEFT	0-OTHER
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2. OTHER DELINQUENCY OFFENSES 0030 NON-PAYMENT OF FINES 0041 DRIVING UNDER INFLUENCE	0042 HIT & RUN (PERSONAL INJURY OR DEATH) 0046 OTHER TRAFFIC	0047 HOMICIDE BY VEHICLE 0048 HOMICIDE BY VEHICLE (DUI)	0052 PROBATION VIOLATION 0053 OTHER DELINQUENCY
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3. OTHER NON-DELINQUENCY 0054 SUMMARY OFFENSE 0055 DEPENDENCY REFERRAL

DATE OF HEARING MONTH DAY YEAR	O. HEARING CONDUCTED BY 1-JUDGE 2-MASTER 3-BOTH	P. ATTORNEY REPRESENTATION 1-COURT APPOINTED 2-PUBLIC DEFENDER 3-PRIVATE 4-WAIVED
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TYPE OF HEARING 1-CONSENT DECREE 2-TRANSFER TO CRIMINAL COURT 3-ADJUDICATION	Q. DATE OF LAST DISPOSITION MONTH DAY YEAR
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OFFENSE(S) SUBSTANTIATED AT HEARING (UP TO 4 MOST SERIOUS) CHARGE COUNT M/F	CHARGE COUNT M/F	CHARGE COUNT M/F	CHARGE COUNT M/F
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WAS JUVENILE ADJUDICATED DELINQUENT? Y/N	DEPENDENT? Y/N	WAS THE JUVENILE DETERMINED TO BE A DANGEROUS JUVENILE OFFENDER? Y/N
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DATE OF DISPOSITION MONTH DAY YEAR	U. SPECIAL CONDITIONS (CHECK ALL THAT APPLY) <input type="checkbox"/> INTENSIVE PROBATION <input type="checkbox"/> INTENSIVE D&A <input type="checkbox"/> COMMUNITY SERVICE <input type="checkbox"/> OTHER <input type="checkbox"/> RESTITUTION <input type="checkbox"/> FINES & COSTS <input type="checkbox"/> FAMILY THERAPY <input type="checkbox"/> AFTERCARE <input type="checkbox"/> AFTERCARE D&A <input type="checkbox"/> DAY TREATMENT
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DISPOSITION <div style="border:1px solid black; height:20px; width:100%;"></div> 1-TRANSFER TO OTHER JUVENILE COURT 2-COMPLAINT WITHDRAWN 3-WARNED, COUNSELED, CASE CLOSED 4-INFORMAL ADJUSTMENT 5-FINES AND/OR COSTS ORDERED 6-DISMISSED NOT SUBSTANTIATED 7-REFERRED TO ANOTHER AGENCY/INDIVIDUAL 8-CONSENT DECREE 9-PROBATION	10-CONTINUANCE OF PREVIOUS DISPOSITION 11-TRANSFERRED TO CRIMINAL COURT 12-OTHER 13-PLACEMENT NAME TYPE OF SERVICE (EG. FOSTER CARE, GROUP HOME, INSTITUTION, SECURE, D&A, MINOR OUTWARD BOUND, ETC.) 14-PROTECTIVE SUPERVISION (DEPENDENT CHILD)	FOR PLACEMENT REVIEW ONLY 15-CONTINUATION OF PLACEMENT 16-RELEASED FROM PLACEMENT 17-CHANGE OF PLACEMENT TO NAME TYPE OF SERVICE (EG. FOSTER CARE, GROUP HOME, INSTITUTION, SECURE, D&A, MINOR OUTWARD BOUND, ETC.)
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WHAT TEMPORARY SERVICES WERE PROVIDED IN CONJUNCTION WITH THIS DISPOSITION? (CHECK ALL THAT APPLY) <input type="checkbox"/> SECURE DETENTION <input type="checkbox"/> SHELTER CARE <input type="checkbox"/> IN-HOME DETENTION <input type="checkbox"/> RESIDENTIAL DIAGNOSTIC			
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ADDITIONAL COMMENTS:	NAME OF PERSON COMPLETING THIS CARD
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Appendix B:

Detailed Data Summary

County Assignments per Year

County		93	94	95	96
Adams	(105)	0.00%	52.38% (55)	45.71% (48)*	0.00%
Beaver	(51)	50.98% (26)	17.65% (9)	9.80% (5)	0.00%
Berks	(118)	0.00%	97.46% (115)	0.00%	0.00%
Blair	(53)	0.00%	62.26% (33)	37.74% (20)	0.00%
Cambria	(201)	22.89% (46)	45.27% (91)	31.84% (64)	0.00%
Carbon	(73)	2.74% (2)	53.42% (39)	43.84% (32)	0.00%
Chester	(78)	43.59% (34)	43.59% (34)*	11.54% (9)*	0.00%
Dauphin	(179)	0.00%	71.51% (128)	28.49% (51)	0.00%
Delaware	(52)	3.85% (2)	61.54% (32)*	34.62% (18)*	0.00%
Erie	(339)	0.00%	48.38% (164)	51.03% (173)	0.00%
Franklin	(87)	0.00%	57.47% (50)	42.53% (37)	0.00%
Indiana	(78)	0.00%	85.90% (67)	0.00%	0.00%
Lancaster	(165)	0.00%	0.00%	99.39% (164)	0.00%
Lebanon	(57)	57.89% (33)	42.11% (24)	0.00%	0.00%
Lehigh	(273)	37.00% (101)	51.28% (140)	10.99% (30)	0.00%
Luzerne	(105)	0.00%	81.90% (86)	17.14% (18)	0.00%
Lycoming	(43)	11.63% (5)	18.60% (8)	67.44% (29)	0.00%
Monroe	(261)	0.00%	57.09% (149)	38.31% (100)	4.60% (12)
Montgomery	(117)	70.09% (82)	26.50% (31)*	0.00% *	0.00%
Northumberland	(15)	60.00% (9)	33.33% (5)*	6.67% (1)*	0.00%
Philadelphia	(49)	22.45% (11)*	32.65% (16)*	42.86% (21)*	0.00%
Pike	(89)	0.00%	79.78% (71)	20.22% (18)*	0.00%
Somerset	(97)	37.11% (36)	41.24% (40)	13.40% (13)	0.00%
Union/Snyder	(134)	39.55% (53)	35.82% (48)	23.88% (32)	0.00%
Warren	(47)	0.00%	100.00% (47)	0.00%	0.00%
Wayne	(49)	14.29% (7)	48.98% (24)	36.73% (18)	0.00%
Westmoreland	(266)	0.00%	46.24% (123)	50.75% (135)	0.00%
Wyoming	(54)	0.00%	92.59% (50)	7.41% (4)	0.00%
York	(223)	27.35% (61)	55.61% (124)	16.14% (36)	0.00%
Total	(3458)	14.69% (508)	52.14% (1803)	31.12% (1076)	0.35% (12)

* = incomplete data for this year

Gender

County		Male	Female
Adams	(105)	86.67% (91)	13.33% (14)
Beaver	(51)	74.51% (38)	15.69% (8)
Berks	(118)	83.05% (98)	16.95% (20)
Blair	(53)	79.25% (42)	16.98% (9)
Cambria	(201)	69.65% (140)	29.85% (60)
Carbon	(73)	90.41% (66)	9.59% (7)
Chester	(78)	92.31% (72)	6.41% (5)
Dauphin	(179)	75.98% (136)	24.02% (43)
Delaware	(52)	80.77% (42)	19.23% (10)
Erie	(339)	77.88% (264)	21.24% (72)
Franklin	(87)	80.46% (70)	19.54% (17)
Indiana	(78)	84.62% (66)	15.38% (12)
Lancaster	(165)	80.00% (132)	19.39% (32)
Lebanon	(57)	80.70% (46)	19.30% (11)
Lehigh	(273)	78.75% (215)	21.25% (58)
Luzerne	(105)	87.62% (92)	11.43% (12)
Lycoming	(43)	79.07% (34)	20.93% (9)
Monroe	(261)	78.54% (205)	21.46% (56)
Montgomery	(117)	82.91% (97)	17.09% (20)
Northumberland	(15)	93.33% (14)	6.67% (1)
Philadelphia	(49)	85.71% (42)	10.20% (5)
Pike	(89)	86.52% (77)	12.36% (11)
Somerset	(97)	83.51% (81)	16.49% (16)
Union/Snyder	(134)	82.09% (110)	16.42% (22)
Warren	(47)	85.11% (40)	14.89% (7)
Wayne	(49)	79.59% (39)	20.41% (10)
Westmoreland	(266)	74.06% (197)	25.94% (69)
Wyoming	(54)	92.59% (50)	7.41% (4)
York	(223)	74.44% (166)	25.11% (56)
Total	(3458)	79.87% (2762)	19.55% (676)

Race

County		White	Black	Latino	Asian/Pacific
Adams	(105)	89.52% (94)	6.67% (7)	0.00% (0)	0.00% (0)
Beaver	(51)	19.61% (10)	56.86% (29)	0.00% (0)	0.00% (0)
Berks	(118)	26.27% (31)	27.12% (32)	39.83% (47)	0.00% (0)
Blair	(53)	86.79% (46)	9.43% (5)	0.00% (0)	0.00% (0)
Cambria	(201)	61.19% (123)	36.82% (74)	1.49% (3)	0.00% (0)
Carbon	(73)	93.15% (68)	1.37% (1)	4.11% (3)	0.00% (0)
Chester	(78)	60.26% (47)	35.90% (28)	1.28% (1)	0.00% (0)
Dauphin	(179)	10.06% (18)	81.01% (145)	7.26% (13)	0.00% (0)
Delaware	(52)	0.00% (0)	96.15% (50)	3.85% (2)	0.00% (0)
Eric	(339)	47.20% (160)	41.30% (140)	7.37% (25)	0.29% (1)
Franklin	(87)	82.76% (72)	10.34% (9)	4.60% (4)	0.00% (0)
Indiana	(78)	91.03% (71)	6.41% (5)	0.00% (0)	0.00% (0)
Lancaster	(165)	25.45% (42)	30.30% (50)	38.79% (64)	1.21% (2)
Lebanon	(57)	57.89% (33)	0.00% (0)	36.84% (21)	5.26% (3)
Lehigh	(273)	26.74% (73)	19.78% (54)	53.48% (146)	0.00% (0)
Luzerne	(105)	82.86% (87)	9.52% (10)	2.86% (3)	0.95% (1)
Lycoming	(43)	60.47% (26)	37.21% (16)	2.33% (1)	0.00% (0)
Monroe	(261)	83.52% (218)	10.73% (28)	4.21% (11)	0.38% (1)
Montgomery	(117)	56.41% (66)	39.32% (46)	2.56% (3)	1.71% (2)
Northumberland	(15)	93.33% (14)	0.00% (0)	0.00% (0)	0.00% (0)
Philadelphia	(49)	4.08% (2)	73.47% (36)	18.37% (9)	0.00% (0)
Pike	(89)	80.90% (72)	4.49% (4)	12.36% (11)	2.25% (2)
Somerset	(97)	96.91% (94)	2.06% (2)	0.00% (0)	0.00% (0)
Union/Snyder	(134)	95.52% (128)	0.00% (0)	2.24% (3)	1.49% (2)
Warren	(47)	97.87% (46)	2.13% (1)	0.00% (0)	0.00% (0)
Wayne	(49)	97.96% (48)	2.04% (1)	0.00% (0)	0.00% (0)
Westmoreland	(266)	87.59% (233)	10.15% (27)	0.00% (0)	0.75% (2)
Wyoming	(54)	98.15% (53)	0.00% (0)	1.85% (1)	0.00% (0)
York	(223)	87.44% (195)	3.14% (7)	3.59% (8)	0.00% (0)
Total	(3458)	62.75% (2170)	23.34% (807)	10.96% (379)	0.46% (16)

County		Age			
		12 and Under	13 to 15	16 and 17	18 and Over
Adams	(105)	2.86% (3)	52.38% (55)	39.05% (41)	0.95% (1)
Beaver	(51)	1.96% (1)	25.49% (13)	43.14% (22)	7.84% (4)
Berks	(118)	0.00% (0)	44.07% (52)	40.68% (48)	4.24% (5)
Blair	(53)	1.89% (1)	13.21% (7)	79.25% (42)	5.66% (3)
Cambria	(201)	12.94% (26)	66.67% (134)	18.91% (38)	0.00% (0)
Carbon	(73)	1.37% (1)	49.32% (36)	45.21% (33)	4.11% (3)
Chester	(78)	0.00% (0)	11.54% (9)	74.36% (58)	10.26% (8)
Dauphin	(179)	21.79% (39)	73.74% (132)	2.79% (5)	0.00% (0)
Delaware	(52)	0.00% (0)	38.46% (20)	57.69% (30)	3.85% (2)
Erie	(339)	5.60% (19)	54.28% (184)	37.46% (127)	2.36% (8)
Franklin	(87)	8.05% (7)	50.57% (44)	25.29% (22)	4.60% (4)
Indiana	(78)	2.56% (2)	35.90% (28)	44.87% (35)	2.56% (2)
Lancaster	(165)	5.45% (9)	80.61% (133)	10.91% (18)	0.00% (0)
Lebanon	(57)	5.26% (3)	57.89% (33)	35.09% (20)	1.75% (1)
Lehigh	(273)	0.00% (0)	0.00% (0)	0.00% (0)	0.00% (0)
Luzerne	(105)	1.90% (2)	47.62% (50)	47.62% (50)	1.90% (2)
Lycoming	(43)	0.00% (0)	48.84% (21)	46.51% (20)	0.00% (0)
Monroe	(261)	6.13% (16)	51.72% (135)	38.70% (101)	3.07% (8)
Montgomery	(117)	0.00% (0)	24.79% (29)	61.54% (72)	8.55% (10)
Northumberland	(15)	13.33% (2)	53.33% (8)	33.33% (5)	0.00% (0)
Philadelphia	(49)	0.00% (0)	48.98% (24)	48.98% (24)	0.00% (0)
Pike	(89)	4.49% (4)	43.82% (39)	46.07% (41)	5.62% (5)
Somerset	(97)	3.09% (3)	49.48% (48)	42.27% (41)	4.12% (4)
Union/Snyder	(134)	1.49% (2)	44.03% (59)	48.51% (65)	5.22% (7)
Warren	(47)	8.51% (4)	44.68% (21)	46.81% (22)	0.00% (0)
Wayne	(49)	4.08% (2)	51.02% (25)	40.82% (20)	4.08% (2)
Westmoreland	(266)	3.01% (8)	43.61% (116)	46.24% (123)	3.76% (10)
Wyoming	(54)	0.00% (0)	31.48% (17)	53.70% (29)	14.81% (8)
York	(223)	11.66% (26)	52.91% (118)	10.31% (23)	0.00% (0)
Total	(3458)	5.21% (180)	45.98% (1590)	33.98% (1175)	2.81% (97)

Grade Level

County	5	6	7	8	9	10	11	12
Adams (105)	0.00% (0)	0.95% (1)	8.57% (9)	11.43% (12)	20.00% (21)	26.67% (28)	12.38% (13)	10.48% (11)
Beaver (51)	1.96% (1)	0.00% (0)	0.00% (0)	1.96% (1)	37.25% (19)	29.41% (15)	19.61% (10)	7.84% (4)
Berks (118)	0.00% (0)	0.00% (0)	0.00% (0)	0.00% (0)	46.61% (55)	25.42% (30)	16.95% (20)	8.47% (10)
Blair (53)	0.00% (0)	0.00% (0)	0.00% (0)	0.00% (0)	0.00% (0)	30.19% (16)	41.51% (22)	26.42% (14)
Cambria (201)	1.99% (4)	8.46% (17)	19.40% (39)	15.42% (31)	33.83% (68)	15.42% (31)	3.48% (7)	0.00% (0)
Carbon (73)	0.00% (0)	0.00% (0)	0.00% (0)	0.00% (0)	41.10% (30)	30.14% (22)	15.07% (11)	13.70% (10)
Chester (78)	0.00% (0)	0.00% (0)	0.00% (0)	0.00% (0)	5.13% (4)	12.82% (10)	46.15% (36)	33.33% (26)
Dauphin (179)	0.00% (0)	23.46% (42)	43.58% (78)	31.84% (57)	0.00% (0)	0.00% (0)	0.00% (0)	0.00%
Delaware (52)	0.00% (0)	0.00% (0)	0.00% (0)	0.00% (0)	57.69% (30)	23.08% (12)	7.69% (4)	7.69% (4)
Erle (339)	0.00% (0)	5.01% (17)	13.27% (45)	19.76% (67)	28.32% (96)	12.98% (44)	11.80% (40)	6.49% (22)
Franklin (87)	0.00% (0)	8.05% (7)	9.20% (8)	27.59% (24)	24.14% (21)	13.79% (12)	13.79% (12)	2.30% (2)
Indiana (78)	0.00% (0)	0.00% (0)	8.97% (7)	16.67% (13)	17.95% (14)	14.10% (11)	28.21% (22)	7.69% (6)
Lancaster (165)	0.00% (0)	3.03% (5)	23.64% (39)	31.52% (52)	40.00% (66)	0.61% (1)	0.61% (1)	0.00% (0)
Lebanon (57)	0.00% (0)	7.02% (4)	10.53% (6)	15.79% (9)	19.30% (11)	31.58% (18)	12.28% (7)	3.51% (2)
Lehigh (273)	0.37% (1)	8.42% (23)	19.05% (52)	28.94% (79)	32.97% (90)	5.13% (14)	1.47% (4)	0.37% (1)
Luzerne (105)	0.00% (0)	0.00% (0)	4.76% (5)	11.43% (12)	24.76% (26)	37.14% (39)	14.29% (15)	3.81% (4)
Lycoming (43)	0.00% (0)	0.00% (0)	0.00% (0)	0.00% (0)	30.23% (13)	32.56% (14)	23.26% (10)	6.98% (3)
Monroe (261)	1.15% (3)	2.30% (6)	11.88% (31)	12.26% (32)	21.46% (56)	22.22% (58)	21.84% (57)	6.90% (18)
Montgomery (117)	0.00% (0)	0.00% (0)	0.00% (0)	0.00% (0)	23.08% (27)	30.77% (36)	28.21% (33)	13.68% (16)
Northumberland (15)	0.00% (0)	6.67% (1)	13.33% (2)	0.00% (0)	33.33% (5)	20.00% (3)	20.00% (3)	0.00% (0)
Philadelphia (49)	0.00% (0)	0.00% (0)	0.00% (0)	4.08% (2)	12.24% (6)	0.00% (0)	0.00% (0)	0.00% (0)
Pike (89)	0.00% (0)	3.37% (3)	4.49% (4)	15.73% (14)	22.47% (20)	12.36% (11)	28.09% (25)	13.48% (12)
Somerset (97)	0.00% (0)	3.09% (3)	4.12% (4)	21.65% (21)	26.80% (26)	23.71% (23)	13.40% (13)	7.22% (7)
Union/Snyder (134)	0.00% (0)	0.75% (1)	7.46% (10)	11.94% (16)	24.63% (33)	21.64% (29)	17.16% (23)	15.67% (21)
Warren (47)	2.13% (1)	8.51% (4)	6.38% (3)	14.89% (7)	38.30% (18)	12.77% (6)	10.64% (5)	6.38% (3)
Wayne (49)	0.00% (0)	2.04% (1)	16.33% (8)	10.20% (5)	24.49% (12)	18.37% (9)	14.29% (7)	14.29% (7)
Westmoreland (266)	0.00% (0)	2.26% (6)	6.77% (18)	9.40% (25)	21.05% (56)	27.44% (73)	19.92% (53)	10.90% (29)
Wyoming (54)	0.00% (0)	0.00% (0)	0.00% (0)	0.00% (0)	25.93% (14)	14.81% (8)	44.44% (24)	12.96% (7)
York (223)	0.90% (2)	8.52% (19)	22.87% (51)	35.87% (80)	21.52% (48)	2.69% (6)	2.69% (6)	1.79% (4)
Total (3458)	0.35% (12)	4.63% (160)	12.12% (419)	16.17% (559)	25.59% (885)	16.74% (579)	13.97% (483)	7.03% (243)

Average Number of Unexcused Absences

County		Previous Period	Measurement Period	Change	% Decreased
Adams	(105)	2.20 <small>(13% █████)</small>	2.76 <small>(17% █████)</small>	0.97 <small>(40% █████)</small>	25.4%
Beaver	(51)	9.53 <small>(4% █████)</small>	4.39 <small>(10% █████)</small>	-5.37 <small>(4% █████)</small>	61.2%
Berks	(118)	8.69 <small>(36% █████)</small>	7.44 <small>(17% █████)</small>	-0.22 <small>(40% █████)</small>	49.3%
Blair	(53)	3.43 <small>(34% █████)</small>	3.96 <small>(10% █████)</small>	-0.60 <small>(34% █████)</small>	28.6%
Cambria	(201)	7.63 <small>(13% █████)</small>	3.96 <small>(11% █████)</small>	-3.93 <small>(23% █████)</small>	59.1%
Carbon	(73)	0.61 <small>(10% █████)</small>	1.09 <small>(10% █████)</small>	0.07 <small>(10% █████)</small>	12.1%
Chester	(78)	6.24 <small>(26% █████)</small>	4.76 <small>(8% █████)</small>	-2.39 <small>(26% █████)</small>	42.9%
Dauphin	(179)	8.32 <small>(23% █████)</small>	9.19 <small>(10% █████)</small>	-0.45 <small>(23% █████)</small>	43.5%
Delaware	(52)	34.63 <small>(13% █████)</small>	28.69 <small>(31% █████)</small>	-6.91 <small>(13% █████)</small>	62.9%
Erie	(339)	0.00 <small>(99% █████)</small>	7.27 <small>(1% █████)</small>	6.00 <small>(99% █████)</small>	0.0%
Franklin	(87)	6.42 <small>(43% █████)</small>	3.03 <small>(3% █████)</small>	-4.08 <small>(3% █████)</small>	54.2%
Indiana	(78)	6.49 <small>(40% █████)</small>	3.14 <small>(11% █████)</small>	-1.75 <small>(40% █████)</small>	32.6%
Lancaster	(165)	12.30 <small>(18% █████)</small>	15.36 <small>(35% █████)</small>	2.39 <small>(18% █████)</small>	33.8%
Lebanon	(57)	N/A <small>(100% █████)</small>	10.93 <small>(10% █████)</small>	N/A <small>(100% █████)</small>	N/A
Lehigh	(273)	6.76 <small>(0% █████)</small>	8.84 <small>(8% █████)</small>	2.08 <small>(8% █████)</small>	26.8%
Luzerne	(105)	2.31 <small>(60% █████)</small>	0.50 <small>(50% █████)</small>	-1.83 <small>(60% █████)</small>	35.7%
Lycoming	(43)	5.05 <small>(12% █████)</small>	6.77 <small>(20% █████)</small>	1.03 <small>(30% █████)</small>	16.7%
Monroe	(261)	2.56 <small>(9% █████)</small>	2.00 <small>(13% █████)</small>	-0.09 <small>(20% █████)</small>	30.2%
Montgomery	(117)	7.12 <small>(63% █████)</small>	2.57 <small>(1% █████)</small>	-5.51 <small>(63% █████)</small>	88.4%
Northumberland	(15)	7.12 <small>(13% █████)</small>	7.93 <small>(7% █████)</small>	1.42 <small>(13% █████)</small>	46.2%
Philadelphia	(49)	39.30 <small>(33% █████)</small>	42.48 <small>(18% █████)</small>	1.35 <small>(33% █████)</small>	35.5%
Pike	(89)	2.27 <small>(9% █████)</small>	2.82 <small>(6% █████)</small>	0.21 <small>(10% █████)</small>	21.3%
Somerset	(97)	4.79 <small>(18% █████)</small>	6.50 <small>(39% █████)</small>	3.07 <small>(39% █████)</small>	17.4%
Union/Snyder	(134)	7.55 <small>(37% █████)</small>	6.29 <small>(6% █████)</small>	-1.86 <small>(39% █████)</small>	47.6%
Warren	(47)	0.57 <small>(60% █████)</small>	0.22 <small>(2% █████)</small>	-0.57 <small>(60% █████)</small>	20.0%
Wayne	(49)	3.90 <small>(14% █████)</small>	0.81 <small>(14% █████)</small>	-3.10 <small>(14% █████)</small>	52.4%
Westmoreland	(266)	1.19 <small>(30% █████)</small>	1.59 <small>(3% █████)</small>	-0.16 <small>(37% █████)</small>	18.6%
Wyoming	(54)	3.19 <small>(7% █████)</small>	2.04 <small>(6% █████)</small>	-1.08 <small>(7% █████)</small>	58.0%
York	(223)	2.49 <small>(30% █████)</small>	3.24 <small>(2% █████)</small>	0.53 <small>(30% █████)</small>	31.4%
Total	(3458)	6.26 <small>(34% █████)</small>	6.02 <small>(8% █████)</small>	-0.48 <small>(37% █████)</small>	36.4%

Average Number of Excused Absences

County		Previous Period	Measurement Period	Change	% Decreased
Adams	(105)	7.86	6.13	-0.82	52.4%
Beaver	(51)	11.22	9.18	-2.04	51.0%
Berks	(118)	2.07	2.24	0.20	32.9%
Blair	(53)	8.69	10.92	-0.37	57.1%
Cambria	(201)	13.41	13.52	0.86	43.5%
Carbon	(73)	6.80	4.20	-2.43	60.3%
Chester	(78)	8.02	9.15	1.13	45.2%
Dauphin	(179)	6.01	7.60	1.24	41.3%
Delaware	(52)	1.91	0.50	-1.40	45.7%
Erie	(339)	0.00	7.44	2.25	0.0%
Franklin	(87)	10.94	6.20	-2.78	60.0%
Indiana	(78)	7.68	5.90	-2.54	43.9%
Lancaster	(165)	6.07	4.84	-1.14	48.5%
Lebanon	(57)	N/A	0.37	N/A	
Lehigh	(273)	25.46	19.31	-6.15	52.6%
Luzerne	(105)	15.01	10.17	-4.80	61.5%
Lycoming	(43)	5.07	6.86	2.53	36.7%
Monroe	(261)	4.51	3.25	-1.21	47.5%
Montgomery	(117)	11.05	6.71	-4.32	75.0%
Northumberland	(15)	16.12	7.96	-7.92	53.8%
Philadelphia	(49)	0.33	1.33	0.06	16.1%
Pike	(89)	6.40	5.06	-1.44	48.1%
Somerset	(97)	1.96	5.56	3.92	20.4%
Union/Snyder	(134)	8.43	7.19	-1.62	59.3%
Warren	(47)	4.10	4.35	-0.60	46.7%
Wayne	(49)	5.13	1.43	-3.70	85.7%
Westmoreland	(266)	7.86	7.80	-1.07	49.7%
Wyoming	(54)	7.63	4.94	-2.55	68.0%
York	(223)	7.04	10.50	4.09	33.8%
Total	(3458)	9.47	7.88	-1.29	48.8%



























































































Average Number of Overall Absences

County		Previous Period	Measurement Period	Change	% Decreased
Adams	(105)	10.06 <small>(.3% missing)</small>	8.88 <small>(.2% missing)</small>	-0.14 <small>(.40% missing)</small>	50.8%
Beaver	(51)	21.12 <small>(.4% missing)</small>	13.57 <small>(.0% missing)</small>	-7.51 <small>(.4% missing)</small>	77.6%
Berks	(118)	10.81 <small>(.36% missing)</small>	9.56 <small>(.10% missing)</small>	-0.08 <small>(.41% missing)</small>	47.1%
Blair	(53)	12.11 <small>(.34% missing)</small>	14.89 <small>(.0% missing)</small>	-0.97 <small>(.34% missing)</small>	57.1%
Cambria	(201)	20.69 <small>(.17% missing)</small>	17.48 <small>(.11% missing)</small>	-2.50 <small>(.2% missing)</small>	51.7%
Carbon	(73)	6.99 <small>(.10% missing)</small>	5.29 <small>(.0% missing)</small>	-2.14 <small>(.10% missing)</small>	59.1%
Chester	(78)	14.10 <small>(.26% missing)</small>	13.69 <small>(.0% missing)</small>	-0.67 <small>(.23% missing)</small>	41.1%
Dauphin	(179)	14.33 <small>(.23% missing)</small>	16.79 <small>(.0% missing)</small>	0.79 <small>(.23% missing)</small>	43.5%
Delaware	(52)	36.54 <small>(.13% missing)</small>	29.19 <small>(.31% missing)</small>	-8.31 <small>(.33% missing)</small>	62.9%
Erie	(339)	0.00 <small>(.00% missing)</small>	14.72 <small>(.1% missing)</small>	9.75 <small>(.0% missing)</small>	0.0%
Franklin	(87)	17.69 <small>(.43% missing)</small>	9.30 <small>(.3% missing)</small>	-7.02 <small>(.42% missing)</small>	62.5%
Indiana	(78)	11.05 <small>(.4% missing)</small>	8.08 <small>(.6% missing)</small>	-3.38 <small>(.47% missing)</small>	46.3%
Lancaster	(165)	18.37 <small>(.18% missing)</small>	20.17 <small>(.3% missing)</small>	1.33 <small>(.15% missing)</small>	48.9%
Lebanon	(57)	N/A <small>(.100% missing)</small>	11.30 <small>(.0% missing)</small>	N/A <small>(.100% missing)</small>	N/A
Lehigh	(273)	32.22 <small>(.0% missing)</small>	28.14 <small>(.0% missing)</small>	-4.06 <small>(.0% missing)</small>	53.3%
Luzerne	(105)	14.90 <small>(.62% missing)</small>	9.56 <small>(.52% missing)</small>	-5.13 <small>(.62% missing)</small>	67.5%
Lycoming	(43)	8.34 <small>(.14% missing)</small>	13.84 <small>(.22% missing)</small>	5.28 <small>(.33% missing)</small>	17.2%
Monroe	(261)	7.07 <small>(.0% missing)</small>	5.19 <small>(.15% missing)</small>	-1.33 <small>(.26% missing)</small>	46.0%
Montgomery	(117)	18.27 <small>(.64% missing)</small>	9.28 <small>(.1% missing)</small>	-9.79 <small>(.64% missing)</small>	90.5%
Northumberland	(15)	23.23 <small>(.13% missing)</small>	15.89 <small>(.0% missing)</small>	-6.50 <small>(.13% missing)</small>	46.2%
Philadelphia	(49)	39.64 <small>(.33% missing)</small>	44.74 <small>(.0% missing)</small>	1.42 <small>(.0% missing)</small>	35.5%
Pike	(89)	8.67 <small>(.0% missing)</small>	7.74 <small>(.6% missing)</small>	-1.46 <small>(.0% missing)</small>	51.3%
Somerset	(97)	6.40 <small>(.10% missing)</small>	10.63 <small>(.0% missing)</small>	5.88 <small>(.33% missing)</small>	28.3%
Union/Snyder	(134)	15.98 <small>(.3% missing)</small>	13.50 <small>(.0% missing)</small>	-3.38 <small>(.40% missing)</small>	61.7%
Warren	(47)	4.67 <small>(.60% missing)</small>	4.57 <small>(.2% missing)</small>	-1.17 <small>(.60% missing)</small>	46.7%
Wayne	(49)	9.04 <small>(.14% missing)</small>	2.24 <small>(.14% missing)</small>	-6.80 <small>(.14% missing)</small>	90.5%
Westmoreland	(266)	9.00 <small>(.0% missing)</small>	9.40 <small>(.0% missing)</small>	-1.18 <small>(.0% missing)</small>	48.8%
Wyoming	(54)	10.82 <small>(.0% missing)</small>	6.98 <small>(.6% missing)</small>	-3.62 <small>(.0% missing)</small>	70.0%
York	(223)	9.54 <small>(.0% missing)</small>	13.79 <small>(.0% missing)</small>	4.70 <small>(.31% missing)</small>	35.1%
Total	(3458)	15.45 <small>(.34% missing)</small>	13.80 <small>(.0% missing)</small>	-1.58 <small>(.0% missing)</small>	51.3%

Average Number of Promotions

County		Previous Period	Measurement Period	Change	% Increased
Adams	(105)	0.99	0.75	0.24	0.0%
Beaver	(51)	0.61	0.74	-0.14	16.7%
Berks	(118)	0.73	0.77	0.00	0.0%
Blair	(53)	0.88	0.90	0.00	0.0%
Cambria	(201)	0.97	0.93	0.04	2.0%
Carbon	(73)	0.84	0.84	0.07	7.0%
Chester	(78)	0.97	0.82	0.16	0.0%
Dauphin	(179)	0.70	0.77	-0.10	24.70%
Delaware	(52)	0.75	0.57	0.00	0.00%
Erie	(339)	0.86	0.69	0.15	7.3%
Franklin	(87)	0.91	0.80	0.07	9.30%
Indiana	(78)	0.83	0.86	0.04	3.80%
Lancaster	(165)	0.58	0.70	-0.11	17.10%
Lebanon	(57)	N/A	0.68	N/A	N/A
Lehigh	(273)	0.70	0.78	-0.13	23.3%
Luzerne	(105)	0.90	0.89	0.04	0.0%
Lycoming	(43)	0.25	0.80	-0.50	50.0%
Monroe	(261)	0.98	0.97	N/A	N/A
Montgomery	(117)	0.90	0.90	-0.06	9.4%
Northumberland	(15)	0.87	0.73	0.13	6.70%
Philadelphia	(49)	0.00	0.80	N/A	N/A
Pike	(89)	0.95	0.97	0.00	3.60%
Somerset	(97)	0.91	0.94	-0.04	6.3%
Union/Snyder	(134)	0.85	0.77	0.02	9.5%
Warren	(47)	1.00	0.86	0.00	0.0%
Wayne	(49)	0.96	1.00	-0.04	4.0%
Westmoreland	(266)	0.96	0.74	0.18	2.6%
Wyoming	(54)	0.93	1.00	0.00	0.0%
York	(223)	0.88	0.85	0.02	
Total	(3458)	0.85	0.81	0.04	8.8%

Average Number of Tardies

County		Previous Period	Measurement Period	Change	% Decreased
Adams	(105)	3.17 <small>(.46% </small>)	4.27 <small>(.7% </small>)	1.47 <small>(.46% </small>)	35.7%
Beaver	(51)	5.47 <small>(.9% </small>)	2.68 <small>(.7% </small>)	-2.46 <small>(.46% </small>)	58.0%
Berks	(118)	0.84 <small>(.39% </small>)	0.79 <small>(.19% </small>)	-0.48 <small>(.46% </small>)	31.0%
Blair	(53)	6.26 <small>(.34% </small>)	6.34 <small>(.0% </small>)	-1.83 <small>(.34% </small>)	54.3%
Cambria	(201)	5.14 <small>(.15% </small>)	5.16 <small>(.11% </small>)	0.10 <small>(.24% </small>)	34.9%
Carbon	(73)	0.00 <small>(.99% </small>)	0.00 <small>(.99% </small>)	0.00 <small>(.99% </small>)	N/A
Chester	(78)	3.92 <small>(.53% </small>)	4.63 <small>(.49% </small>)	1.24 <small>(.53% </small>)	24.3%
Dauphin	(179)	4.39 <small>(.23% </small>)	5.36 <small>(.9% </small>)	0.83 <small>(.23% </small>)	34.8%
Delaware	(52)	7.49 <small>(.37% </small>)	5.19 <small>(.31% </small>)	-2.37 <small>(.37% </small>)	51.4%
Erie	(339)	0.00 <small>(.99% </small>)	4.19 <small>(.11% </small>)	0.50 <small>(.99% </small>)	0.0%
Franklin	(87)	4.09 <small>(.39% </small>)	2.69 <small>(.11% </small>)	-0.63 <small>(.46% </small>)	36.5%
Indiana	(78)	2.00 <small>(.40% </small>)	2.04 <small>(.11% </small>)	0.11 <small>(.41% </small>)	30.4%
Lancaster	(165)	3.55 <small>(.24% </small>)	4.79 <small>(.14% </small>)	0.78 <small>(.32% </small>)	35.4%
Lebanon	(57)	<small>(.10% </small>)	6.74 <small>(.0% </small>)	<small>(.10% </small>)	
Lehigh	(273)	13.29 <small>(.0% </small>)	16.07 <small>(.0% </small>)	2.7941 <small>(.0% </small>)	35.3%
Luzerne	(105)	4.53 <small>(.29% </small>)	2.34 <small>(.19% </small>)	-1.97 <small>(.29% </small>)	56.6%
Lycoming	(43)	3.55 <small>(.12% </small>)	3.63 <small>(.29% </small>)	0.26 <small>(.29% </small>)	41.9%
Monroe	(261)	1.25 <small>(.9% </small>)	1.27 <small>(.15% </small>)	<small>(.2% </small>)	27.1%
Montgomery	(117)	4.78 <small>(.5% </small>)	0.77 <small>(.67% </small>)	-3.33 <small>(.5% </small>)	88.9%
Northumberland	(15)	3.08 <small>(.29% </small>)	9.86 <small>(.7% </small>)	7.42 <small>(.29% </small>)	33.3%
Philadelphia	(49)	17.55 <small>(.33% </small>)	15.00 <small>(.18% </small>)	-1.84 <small>(.39% </small>)	51.6%
Pike	(89)	1.24 <small>(.11% </small>)	0.87 <small>(.4% </small>)	-0.34 <small>(.11% </small>)	31.6%
Somerset	(97)	0.69 <small>(.5% </small>)	4.90 <small>(.36% </small>)	2.93 <small>(.9% </small>)	20.0%
Union/Snyder	(134)	3.55 <small>(.59% </small>)	4.19 <small>(.32% </small>)	0.36 <small>(.67% </small>)	38.0%
Warren	(47)	1.87 <small>(.68% </small>)	1.91 <small>(.2% </small>)	0.20 <small>(.68% </small>)	33.3%
Wayne	(49)	3.41 <small>(.16% </small>)	1.22 <small>(.16% </small>)	-2.20 <small>(.16% </small>)	46.3%
Westmoreland	(266)	2.74 <small>(.37% </small>)	3.33 <small>(.9% </small>)	-0.09 <small>(.39% </small>)	34.5%
Wyoming	(54)	3.07 <small>(.15% </small>)	3.12 <small>(.4% </small>)	-0.28 <small>(.15% </small>)	43.5%
York	(223)	2.33 <small>(.32% </small>)	3.69 <small>(.3% </small>)	0.96 <small>(.39% </small>)	31.3%
Total	(3458)	4.70 <small>(.3% </small>)	4.85 <small>(.13% </small>)	0.37 <small>(.42% </small>)	36.4%

Average Grade Point Average

County		Previous Period	Measurement Period	Change	% Increased
Adams	(105)	1.76	1.65	-0.11	55.7%
Beaver	(51)	1.42	1.95	0.53	6.5%
Berks	(118)	1.95	1.87	-0.12	52.3%
Blair ¹	(53)	73.91	71.52	-2.02	55.6%
Cambria	(201)	1.79	1.71	-0.13	56.5%
Carbon ¹	(73)	72.16	73.78	1.29	44.8%
Chester	(78)	1.87	1.91	0.06	48.4%
Dauphin ¹	(179)	68.51	67.53	0.05	56.0%
Delaware	(52)	0.84	1.00	0.19	22.9%
Erie	(339)	1.39	1.31	-0.17	56.2%
Franklin	(87)	1.75	1.64	-0.04	62.2%
Indiana	(78)	7.22	7.18	0.97	40.4%
Lancaster	(165)	1.27	1.17	-0.14	49.3%
Lebanon	(57)	N/A	1.48	N/A	N/A
Lehigh	(273)	1.03	1.11	0.08	34.1%
Luzerne ²	(105)	31.66	33.17	1.28	15.5%
Lycoming ²	(43)	61.31	53.67	-3.12	66.7%
Monroe ¹	(261)	71.99	73.95	1.44	38.1%
Montgomery ³	(117)	38.39	34.14	5.04	20.7%
Northumberland ¹	(15)	70.29	71.13	0.96	57.1%
Philadelphia	(49)	N/A	N/A	N/A	N/A
Pike	(89)	1.95	2.11	0.16	40.0%
Somerset	(97)	1.96	3.29	0.01	46.8%
Union/Snyder ¹	(134)	65.71	65.46	0.06	45.1%
Warren ¹	(47)	72.67	69.63	-4.57	71.4%
Wayne ¹	(49)	76.00	80.02	4.02	6.8%
Westmoreland ²	(266)	20.24	18.18	0.12	44.9%
Wyoming	(54)	2.06	2.29	0.23	14.6%
York ²	(223)	55.56	52.66	-2.05	44.5%
Total	(3458)				43.2%

¹ Grades reported on a 100 point scale

² Grades reported on 100 and 4 point grading scales

³ Letter grades reported

Average Number of Incidents That Prompted In-School Suspension

County		Previous Period	Measurement Period	Change	% Decreased
Adams	(105)	2.26 <small>.51%</small>	1.36 <small>.11%</small>	-0.32 <small>.52%</small>	44.0%
Beaver	(51)	0.06 <small>.0%</small>	0.25 <small>.1%</small>	0.20 <small>.0%</small>	2.0%
Berks	(118)	1.36 <small>.51%</small>	1.15 <small>.14%</small>	-0.80 <small>.3%</small>	50.0%
Blair	(53)	N/A <small>.100%</small>	N/A <small>.100%</small>	N/A <small>.100%</small>	N/A
Cambria	(201)	2.06 <small>.30%</small>	2.58 <small>.12%</small>	0.45 <small>.40%</small>	23.1%
Carbon	(73)	0.47 <small>.56%</small>	0.47 <small>.11%</small>	-0.22 <small>.56%</small>	12.5%
Chester	(78)	0.29 <small>.38%</small>	0.86 <small>.11%</small>	0.38 <small>.39%</small>	2.1%
Dauphin	(179)	0.17 <small>.0%</small>	0.39 <small>.3%</small>	0.00 <small>.0%</small>	16.7%
Delaware	(52)	0.06 <small>.33%</small>	0.00 <small>.31%</small>	-0.06 <small>.33%</small>	2.9%
Erie	(339)	1.17 <small>.31%</small>	0.87 <small>.13%</small>	-0.14 <small>.33%</small>	35.7%
Franklin	(87)	1.16 <small>.33%</small>	1.11 <small>.12%</small>	0.12 <small>.34%</small>	29.8%
Indiana	(78)	0.93 <small>.45%</small>	0.88 <small>.3%</small>	-0.12 <small>.46%</small>	21.4%
Lancaster	(165)	1.22 <small>.38%</small>	2.24 <small>.16%</small>	0.61 <small>.46%</small>	23.7%
Lebanon	(57)	N/A <small>.100%</small>	1.65 <small>.0%</small>	N/A <small>.100%</small>	N/A
Lehigh	(273)	0.00 <small>.1%</small>	0.18 <small>.0%</small>	0.18 <small>.1%</small>	0.0%
Luzerne	(105)	0.17 <small>.52%</small>	0.05 <small>.47%</small>	-0.11 <small>.52%</small>	10.6%
Lycoming	(43)	0.14 <small>.10%</small>	0.62 <small>.33%</small>	0.56 <small>.0%</small>	0.0%
Monroe	(261)	0.53 <small>.10%</small>	0.51 <small>.15%</small>	0.05 <small>.0%</small>	18.8%
Montgomery	(117)	1.15 <small>.61%</small>	0.33 <small>.2%</small>	-0.82 <small>.62%</small>	53.3%
Northumberland	(15)	5.86 <small>.53%</small>	3.07 <small>.0%</small>	-1.86 <small>.53%</small>	57.1%
Philadelphia	(49)	0.00 <small>.33%</small>	0.00 <small>.23%</small>	0.00 <small>.0%</small>	0.0%
Pike	(89)	0.62 <small>.2%</small>	0.48 <small>.4%</small>	-0.17 <small>.22%</small>	21.7%
Somerset	(97)	0.31 <small>.21%</small>	1.95 <small>.39%</small>	1.57 <small>.53%</small>	2.2%
Union/Snyder	(134)	0.56 <small>.0%</small>	0.64 <small>.30%</small>	0.12 <small>.0%</small>	12.2%
Warren	(47)	1.30 <small>.5%</small>	0.93 <small>.2%</small>	-0.40 <small>.57%</small>	30.0%
Wayne	(49)	1.74 <small>.14%</small>	0.48 <small>.14%</small>	-1.26 <small>.14%</small>	61.9%
Westmoreland	(266)	0.69 <small>.56%</small>	0.69 <small>.30%</small>	-0.02 <small>.56%</small>	18.8%
Wyoming	(54)	0.00 <small>.0%</small>	0.00 <small>.0%</small>	0.00 <small>.0%</small>	0.0%
York	(223)	1.94 <small>.45%</small>	2.59 <small>.16%</small>	0.26 <small>.47%</small>	35.3%
Total	(3458)	0.87 <small>.41%</small>	1.00 <small>.13%</small>	0.05 <small>.45%</small>	21.1%

Average Number of Days Spent in In-School Suspension

County		Previous Period	Measurement Period	Change	% Decreased
Adams	(105)	3.53 <small>(.51% missing)</small>	2.17 <small>(.1% missing)</small>	-0.58 <small>(.2% missing)</small>	44.0%
Beaver	(51)	0.22 <small>(.0% missing)</small>	0.61 <small>(.0% missing)</small>	0.39 <small>(.0% missing)</small>	0.0%
Berks	(118)	3.88 <small>(.44% missing)</small>	2.62 <small>(.14% missing)</small>	-2.26 <small>(.4% missing)</small>	51.6%
Blair	(53)	N/A <small>(.100% missing)</small>	N/A <small>(.100% missing)</small>	N/A <small>(.100% missing)</small>	N/A
Cambria	(201)	2.85 <small>(.30% missing)</small>	3.34 <small>(.12% missing)</small>	0.35 <small>(.40% missing)</small>	25.6%
Carbon	(73)	0.55 <small>(.52% missing)</small>	0.96 <small>(.0% missing)</small>	0.05 <small>(.2% missing)</small>	12.1%
Chester	(78)	0.54 <small>(.38% missing)</small>	1.80 <small>(.3% missing)</small>	0.73 <small>(.3% missing)</small>	4.2%
Dauphin	(179)	0.50 <small>(.0% missing)</small>	0.90 <small>(.3% missing)</small>	0.00 <small>(.0% missing)</small>	16.7%
Delaware	(52)	0.06 <small>(.33% missing)</small>	0.00 <small>(.31% missing)</small>	-0.06 <small>(.3% missing)</small>	2.9%
Erie	(339)	4.41 <small>(.31% missing)</small>	2.97 <small>(.3% missing)</small>	-0.79 <small>(.33% missing)</small>	38.9%
Franklin	(87)	1.53 <small>(.33% missing)</small>	1.40 <small>(.2% missing)</small>	0.02 <small>(.36% missing)</small>	29.8%
Indiana	(78)	1.95 <small>(.42% missing)</small>	1.22 <small>(.3% missing)</small>	-0.70 <small>(.4% missing)</small>	23.8%
Lancaster	(165)	1.43 <small>(.32% missing)</small>	2.49 <small>(.16% missing)</small>	0.71 <small>(.4% missing)</small>	20.4%
Lebanon	(57)	N/A <small>(.100% missing)</small>	3.19 <small>(.0% missing)</small>	N/A <small>(.100% missing)</small>	N/A
Lehigh	(273)	0.00 <small>(.1% missing)</small>	0.20 <small>(.0% missing)</small>	0.20 <small>(.1% missing)</small>	0.0%
Luzerne	(105)	0.40 <small>(.55% missing)</small>	0.13 <small>(.47% missing)</small>	-0.26 <small>(.5% missing)</small>	10.6%
Lycoming	(43)	0.41 <small>(.14% missing)</small>	1.00 <small>(.42% missing)</small>	0.71 <small>(.4% missing)</small>	4.2%
Monroe	(261)	0.37 <small>(.50% missing)</small>	0.10 <small>(.56% missing)</small>	-0.08 <small>(.56% missing)</small>	7.6%
Montgomery	(117)	3.70 <small>(.61% missing)</small>	0.92 <small>(.2% missing)</small>	-2.62 <small>(.62% missing)</small>	55.6%
Northumberland	(15)	7.86 <small>(.33% missing)</small>	4.13 <small>(.0% missing)</small>	-2.57 <small>(.3% missing)</small>	57.1%
Philadelphia	(49)	0.00 <small>(.32% missing)</small>	0.00 <small>(.22% missing)</small>	0.00 <small>(.0% missing)</small>	0.0%
Pike	(89)	0.90 <small>(.2% missing)</small>	0.67 <small>(.4% missing)</small>	-0.29 <small>(.2% missing)</small>	23.2%
Somerset	(97)	0.76 <small>(.22% missing)</small>	3.59 <small>(.40% missing)</small>	2.47 <small>(.54% missing)</small>	0.0%
Union/Snyder	(134)	0.61 <small>(.62% missing)</small>	1.13 <small>(.30% missing)</small>	0.49 <small>(.69% missing)</small>	12.2%
Warren	(47)	1.25 <small>(.52% missing)</small>	1.03 <small>(.2% missing)</small>	-0.25 <small>(.52% missing)</small>	25.0%
Wayne	(49)	3.38 <small>(.16% missing)</small>	0.86 <small>(.14% missing)</small>	-2.52 <small>(.14% missing)</small>	61.9%
Westmoreland	(266)	1.40 <small>(.56% missing)</small>	1.29 <small>(.30% missing)</small>	-0.09 <small>(.56% missing)</small>	2.3%
Wyoming	(54)	2.26 <small>(.22% missing)</small>	0.98 <small>(.0% missing)</small>	-1.55 <small>(.2% missing)</small>	65.0%
York	(223)	3.95 <small>(.66% missing)</small>	4.51 <small>(.11% missing)</small>	0.02 <small>(.56% missing)</small>	31.3%
Total	(3458)	1.78 <small>(.41% missing)</small>	1.74 <small>(.12% missing)</small>	-0.20 <small>(.4% missing)</small>	21.9%

Average Number of Incidents That Prompted Out-of-School Suspension

County		Previous Period	Measurement Period	Change	% Decreased
Adams	(105)	0.61	0.38	-0.02	30.0%
Beaver	(51)	1.82	0.88	-0.94	51.0%
Berks	(118)	0.77	0.37	-0.54	38.6%
Blair	(53)	0.67	0.62	-0.46	33.3%
Cambria	(201)	1.28	1.15	-0.28	32.2%
Carbon	(73)	0.27	0.11	-0.12	15.2%
Chester	(78)	0.14	0.82	0.32	10.0%
Dauphin	(179)	1.00	1.59	0.14	14.3%
Delaware	(52)	1.17	0.92	-0.23	28.6%
Erie	(339)	0.84	0.47	-0.37	30.0%
Franklin	(87)	0.88	0.93	0.26	17.5%
Indiana	(78)	0.52	0.30	-0.20	22.4%
Lancaster	(165)	1.06	1.02	-0.11	23.8%
Lebanon	(57)	N/A	0.77	N/A	N/A
Lehigh	(273)	0.35	1.48	1.08	12.1%
Luzerne	(105)	1.27	0.79	-0.46	41.5%
Lycoming	(43)	0.39	3.72	3.81	0.0%
Monroe	(261)	0.41	0.29	-0.12	25.8%
Montgomery	(117)	0.72	0.49	-0.40	51.1%
Northumberland	(15)	2.88	0.73	-1.87	62.5%
Philadelphia	(49)	1.36	0.61	-0.65	48.4%
Pike	(89)	0.31	0.27	-0.01	19.1%
Somerset	(97)	0.38	0.28	-0.31	26.7%
Union/Snyder	(134)	0.79	0.54	-0.21	20.5%
Warren	(47)	1.00	0.20	-0.85	30.0%
Wayne	(49)	0.17	0.05	-0.12	16.7%
Westmoreland	(266)	0.66	0.50	-0.23	25.1%
Wyoming	(54)	0.00	0.00	0.00	0.0%
York	(223)	0.49	0.99	0.15	12.1%
Total	(3458)	0.70	0.76	0.00	25.0%

Average Number of Days Spent in Out-of-School Suspension

County		Previous Period	Measurement Period	Change	% Decreased
Adams	(105)	2.53 (.11% missing)	1.62 (.13% missing)	-0.76 (.13% missing)	30.6%
Beaver	(51)	5.37 (.1% missing)	2.98 (.0% missing)	-2.39 (.1% missing)	52.9%
Berks	(118)	2.82 (.41% missing)	4.66 (.14% missing)	-2.12 (.40% missing)	38.3%
Blair	(53)	2.08 (.1% missing)	2.36 (.0% missing)	-1.21 (.1% missing)	29.2%
Cambria	(201)	3.29 (.10% missing)	3.45 (.13% missing)	-0.73 (.4% missing)	33.3%
Carbon	(73)	1.20 (.5% missing)	0.51 (.0% missing)	-1.00 (.5% missing)	15.2%
Chester	(78)	1.39 (.1% missing)	3.31 (.1% missing)	0.82 (.1% missing)	8.2%
Dauphin	(179)	2.43 (.96% missing)	6.32 (.1% missing)	1.71 (.49% missing)	0.0%
Delaware	(52)	4.37 (.13% missing)	2.86 (.11% missing)	-1.43 (.13% missing)	28.6%
Erie	(339)	4.15 (.1% missing)	2.49 (.1% missing)	-1.70 (.1% missing)	33.2%
Franklin	(87)	3.04 (.14% missing)	3.56 (.1% missing)	1.46 (.14% missing)	14.0%
Indiana	(78)	2.30 (.10% missing)	0.93 (.1% missing)	-1.29 (.1% missing)	22.4%
Lancaster	(165)	2.91 (.10% missing)	3.05 (.1% missing)	0.25 (.10% missing)	23.8%
Lebanon	(57)	N/A (.100% missing)	3.67 (.0% missing)	N/A (.100% missing)	N/A
Lehigh	(273)	0.87 (.0% missing)	3.56 (.0% missing)	2.43 (.0% missing)	12.1%
Luzerne	(105)	6.07 (.21% missing)	3.26 (.0% missing)	-2.59 (.21% missing)	42.2%
Lycoming	(43)	0.97 (.12% missing)	2.80 (.42% missing)	2.21 (.46% missing)	0.0%
Monroe	(261)	1.30 (.23% missing)	0.17 (.20% missing)	-1.20 (.43% missing)	18.9%
Montgomery	(117)	3.54 (.06% missing)	1.73 (.2% missing)	-1.96 (.07% missing)	51.1%
Northumberland	(15)	25.25 (.4% missing)	1.80 (.0% missing)	-22.75 (.4% missing)	62.5%
Philadelphia	(49)	3.70 (.11% missing)	1.21 (.22% missing)	-2.29 (.17% missing)	48.4%
Pike	(89)	0.97 (.2% missing)	1.36 (.0% missing)	0.69 (.2% missing)	16.4%
Somerset	(97)	0.80 (.2% missing)	1.10 (.1% missing)	-0.24 (.14% missing)	26.7%
Union/Snyder	(134)	2.41 (.1% missing)	2.28 (.2% missing)	-0.31 (.1% missing)	17.9%
Warren	(47)	1.80 (.5% missing)	0.33 (.2% missing)	-1.45 (.5% missing)	30.0%
Wayne	(49)	0.93 (.14% missing)	0.36 (.14% missing)	-0.57 (.14% missing)	16.7%
Westmoreland	(266)	2.02 (.1% missing)	1.32 (.4% missing)	-0.72 (.1% missing)	25.0%
Wyoming	(54)	0.62 (.13% missing)	0.10 (.1% missing)	-0.56 (.17% missing)	28.9%
York	(223)	1.55 (.4% missing)	3.49 (.1% missing)	0.77 (.4% missing)	13.9%
Total	(3458)	2.44 (.19% missing)	2.47 (.0% missing)	-0.42 (.42% missing)	24.9%

Appendix C:

Item Summary of Responses to Personal Interviews

- School Based Probation Officers
 - School Administrators
- School Based Probation Cases

School-Based Probation Officer Interview

Interviewer: _____

Date: _____

County: _____

County Code: _____

Name: _____

1. Education Level? ☐ High School 0.0% (n=0)
 (Highest Completed) ☐ BA/BS 74.5% (n=38)
☐ MS/MA 25.5% (n=13)
☐ Ph.D. 0.0% (n=0)

2. How long have you been a PO? Mean # of Years: 5.59
S.D.: 5.41

3. How long have you been a School-Based Probation Officer? Mean # of Years: 1.83
S.D.: 1.11

4. Do you have a SAP Certification? (*Check one response only*)
 0 ☐ No 11.8% (n=6)
 1 ☐ Yes 88.2% (n=45)

5. How often do you participate in SAP meetings? (*Check one response only*)
 0 ☐ do not attend 3.9% (n=2)
 1 ☐ a few times each school year 7.8% (n=4)
 2 ☐ about once a month 11.8% (n=6)
 3 ☐ a few times a month 5.9% (n=3)
 4 ☐ weekly 51.0% (n=26)
 5 ☐ other 19.6% (n=10)

6. Have you ever facilitated any S.A.P. groups?
 0 ☐ No 72.5% (n=37)
 1 ☐ Yes 27.5% (n=14)
 Explain _____

7. For whom do you participate? (*Check one response only*)
 1 ☐ All children 66.7% (n=34)
 2 ☐ Only those under supervision 7.8% (n=4)
 3 ☐ Other 15.7% (n=8)
 Missing: 9.8% (n=5)

8. How many schools are you currently assigned to work with? Mean # of Schools: 2.26

S.D.: 1.75

9. Could you tell me your schedule for being present in each of the schools you work with?

Name	# of SBP cases assigned to you	Days per Week	Hours per day	Total hours per week
School #1:	<u>Mean: 19.88</u> <u>SD: 14.41</u>	<u>Mean: 3.88</u> <u>SD: 1.32</u>	<u>Mean: 5.74</u> <u>SD: 1.97</u>	<u>Mean: 23.19</u> <u>SD: 11.56</u>
School #2:	<u>Mean: 8.27</u> <u>SD: 4.30</u>	<u>Mean: 2.7</u> <u>SD: 1.62</u>	<u>Mean: 3.58</u> <u>SD: 2.25</u>	<u>Mean: 10.99</u> <u>SD: 10.28</u>
School #3:	<u>Mean: 4.21</u> <u>SD: 3.60</u>	<u>Mean: 1.43</u> <u>SD: 0.85</u>	<u>Mean: 2.75</u> <u>SD: 2.29</u>	<u>Mean: 4.27</u> <u>SD: 3.25</u>
School #4:	<u>Mean: 3.10</u> <u>SD: 3.63</u>	<u>Mean: 1.00</u> <u>SD: 0.67</u>	<u>Mean: 3.44</u> <u>SD: 2.47</u>	<u>Mean: 3.69</u> <u>SD: 2.89</u>
School #5:	<u>Mean: 1.5</u> <u>SD: 0.58</u>	<u>Mean: 1.00</u> <u>SD: 0.00</u>	<u>Mean: 1.38</u> <u>SD: 0.75</u>	<u>Mean: 1.38</u> <u>SD: 0.75</u>
School #6:	<u>Mean: 2.00</u> <u>SD: 1.41</u>	<u>Mean: 1.5</u> <u>SD: 0.71</u>	<u>Mean: 2.00</u> <u>SD: 0.00</u>	<u>Mean: 3.00</u> <u>SD: 1.41</u>
School #7:	•	•	•	•

Column Totals: n=51

Mean: 26.71

Mean: 6.20

Mean: 9.21

Mean: 31.11

S.D.: 12.02

S.D.: 2.34

S.D.: 4.71

S.D.: 13.47

10. Currently, what are the grade levels of the students that you supervise? (*Check all that apply*)

☐ 5

☐ 6

☐ 7

☐ 8

☐ 9

☐ 10

☐ 11

☐ 12

11.8%

47.1%

66.7%

70.6%

76.5%

76.5%

76.5%

76.5%

(n=6)

(n=24)

(n=34)

(n=36)

(n=39)

(n=39)

(n=39)

(n=39)

11. How many days a week do you report to the county probation office? Mean # of days: 3.04

S.D.: 1.83

Missing = 4

12. How many hours are in your normal work week? Mean # of hours: 38.49

S.D.: 3.37

13. Do you work non-traditional hours? (*other than between 8 and 5, Monday to Friday*)

0 ☐ No

3.9% (n=2)

1 ☐ Yes, sometimes

62.7% (n=32)

2 ☐ Yes, always

33.3% (n=17)

14. On average, how many hours do you work outside of established work hours?

Mean Hours: 5.95

S.D.: 4.34

Missing = 3

15. Estimate the amount of work time spent in each of the following locations:

in the school(s)

Mean %: 70.20

S.D.: 16.39

out of the school(s)

Mean %: 29.80

S.D.: 16.39

16. Estimate the amount of work time spent in each of the following activities:

(Enter 0% if P.O. is not involved in this activity. The amounts should total 100%)

intake	<u>Mean %:</u> 2.52	<u>S.D.:</u> 5.52	Missing=1
transport	<u>Mean %:</u> 3.92	<u>S.D.:</u> 4.05	Missing=2
travel	<u>Mean %:</u> 8.40	<u>S.D.:</u> 8.01	Missing=1
court	<u>Mean %:</u> 11.03	<u>S.D.:</u> 9.58	Missing=1
routine client contact	<u>Mean %:</u> 50.67	<u>S.D.:</u> 16.10	Missing=2
collateral client contact	<u>Mean %:</u> 17.00	<u>S.D.:</u> 10.70	Missing=3
training	<u>Mean %:</u> 4.50	<u>S.D.:</u> 2.53	Missing=3
other	<u>Mean %:</u> 5.72	<u>S.D.:</u> 6.28	Missing=22

17. Do you supervise your cases utilizing.. (Check one response only)

1 ☐ Single Case Management (sole P.O. for your cases) or

72.5% (n=37)

2 ☐ Dual Case Management? (other P.O. 's provide some services for your clients)

27.5% (n=14)

If Dual Case Management, please explain your role: _____

18. How many non-school-based (delinquent) cases do you supervise?

Mean #: 3.92

S.D.: 6.25

Missing=1

19. Define what you consider to be Non-School-Based probation cases: _____

20. Do you maintain your school-based caseload during summer recess?

0 ☐ No 3.9% (n=2)

1 ☐ Yes 96.1% (n=49)

If no, please explain: _____

21. Do you require your clients to be involved in any special activities during the summer recess?

- 0 ☐ No 5.9% (n=3) Missing: 2.0% (n=1)
1 ☐ Yes 92.2% (n=47)

If yes, what kinds of activities: *(Check all that apply)*

- 0 ☐ Summer School 83.0% (n=39)
1 ☐ GED 23.4% (n=11)
2 ☐ Supervised Recreation 46.8% (n=22)
3 ☐ Employment 85.1% (n=40)
4 ☐ Treatment/Counseling 68.1% (n=32)
5 ☐ Other 53.2% (n=25)

Explain: _____

22. Do you ever visit your school-based cases at their homes?

- 0 ☐ No 3.9% (n=2)
1 ☐ Yes 96.1% (n=47)

23. How often do you visit your school-based cases at their homes during the course of the school year? _____

Is the number of visits... *(Check only one response)*

- 1 ☐ variable by case 89.8% (n=44) Missing: 3.9% (n=2)
2 ☐ about the same for all cases 10.2% (n=5)

24. Do you ever visit your school-based cases at another location in the community?

(i.e. work site, recreational facility...)

- 0 ☐ No 17.6% (n=9)
1 ☐ Yes 82.4% (n=42)

If yes, where: _____

25. How often do you see the parents/guardians of the cases you supervise during the school year? _____

Is the number of visits... *(Check only one response)*

- 1 ☐ variable by case 96.1% (n=49)
2 ☐ about the same for all cases 3.9% (n=2)

26. Do you visit with parents or current guardians in the school?

- 0 ☐ No 5.9% (n=3)
1 ☐ Yes 94.1% (n=48)

27. Do you visit with parents or current guardians in the county probation office?

- 0 ☐ No 27.5% (n=14)
1 ☐ Yes 72.5% (n=37)

28. Do you visit with parents or current guardians in their homes?

- 0 ☐ No 5.9% (n=3)
1 ☐ Yes 94.1% (n=48)

29. Have you ever been asked to speak ...

in a regularly scheduled class? 0 ☐ No 21.6% (n=11) 1 ☐ Yes 78.4% (n=40)

If, yes was it... 1 ☐ In all schools? 57.5% (n=23)

2 ☐ In some schools? 40.0% (n=16) Missing: 2.5% (n=1)

at a staff in-service? 0 ☐ No 45.1% (n=23) 1 ☐ Yes 54.9% (n=28)

If, yes was it... 1 ☐ In all schools? 53.6% (n=15)

2 ☐ In some schools? 35.7% (n=10) Missing: 10.7% (n=3)

at a student assembly? 0 ☐ No 66.7% (n=34) 1 ☐ Yes 33.3% (n=17)

If, yes was it... 1 ☐ In all schools? 58.8% (n=10)

2 ☐ In some schools? 41.2% (n=7)

before community groups? 0 ☐ No 43.1% (n=22) 1 ☐ Yes 56.9% (n=29)

If, yes was it... 1 ☐ In all schools? 44.8% (n=13)

2 ☐ In some schools? 41.4% (n=12) Missing: 13.8% (n=4)

other? 0 ☐ No 25.5% (n=13) 1 ☐ Yes 51.0% (n=26)

Missing: 23.5% (n=12)

If, yes was it... 1 ☐ In all schools? 23.1% (n=6)

2 ☐ In some schools? 34.6% (n=9) Missing: 42.3% (n=11)

30. Are you advised of discipline problems concerning your **SBP** students?

(Check one response only)

- 0 ☐ Never 0.0% (n=0)
1 ☐ Sometimes 11.8% (n=6)
2 ☐ Always 88.2% (n=45)

31. Are you advised of discipline problems concerning **NON-SBP students**?

(Check one response only)

- 0 ☐ Never 11.8% (n=6)
- 1 ☐ Sometimes 76.5% (n=39)
- 2 ☐ Always 11.8% (n=6)

32. Are you an active participant in determining disciplinary action taken against a **SBP student** for inappropriate behavior?

- 0 ☐ Never, in any school 15.7% (n=8)
- 1 ☐ Always, in all schools in which you work 25.5% (n=13)
- 2 ☐ Sometimes or Participation varies by school 58.8% (n=30)

If any participation, explain: _____

If you have been an active participant... n=43

1) Who asked you:

(Check all that apply)

- 1 ☐ Teacher 58.1% (n=25)
- 2 ☐ Guidance Counselor 44.2% (n=19)
- 3 ☐ Administration 90.7% (n=39)
- 4 ☐ Student 48.8% (n=21)
- 5 ☐ Self-initiated 58.1% (n=25)
- 6 ☐ Other 11.6% (n=5)

2) How often have you been asked:

(Check one response only)

- 1 ☐ A few times 11.6% (n=5)
- 2 ☐ About once a month 4.7% (n=2)
- 3 ☐ A few times a month 32.6% (n=14)
- 4 ☐ Weekly 46.5% (n=20)

Missing: 4.7% (n=2)

33. Are you an active participant in determining disciplinary action taken against a **Non-SBP student** for inappropriate behavior?

- 0 ☐ Never, in any school 58.8% (n=30)
 1 ☐ Always, in all schools in which you work 2.0% (n=1)
 2 ☐ Sometimes or Participation varies by school 39.2% (n=20)

If any participation, explain: _____

If you have been an active participant... n=21

1) Who asked you:

(Check all that apply)

- 1 ☐ Teacher 42.9% (n=9)
 2 ☐ Guidance Counselor 28.6% (n=6)
 3 ☐ Administration 90.5% (n=19)
 4 ☐ Student 14.3% (n=3)
 5 ☐ Self-initiated 47.6% (n=10)
 6 ☐ Other 14.3% (n=3)

2) How often have you been asked:

(Check one response only)

- 1 ☐ A few times 23.8% (n=5)
 2 ☐ About once a month 23.8% (n=5)
 3 ☐ A few times a month 28.6% (n=6)
 4 ☐ Weekly 9.5% (n=2)
 Missing: 14.3% (n=3)

34. Have you ever had to physically restrain, remove, or intervene with a **SBP student** who was misbehaving on school property?

- 0 ☐ Never, in any school 43.1% (n=22)
 1 ☐ Always, in all schools in which you work 2.0% (n=1)
 2 ☐ Sometimes or Participation varies by school 54.9% (n=28)

Explain: _____

If you have restrained, removed or intervened with a SBP student.. n=29

1) Who asked you:

(Check all that apply)

- 1 ☐ Teacher 51.7% (n=15)
 2 ☐ Guidance Counselor 17.2% (n=5)
 3 ☐ Administration 69.0% (n=20)
 4 ☐ Student 13.8% (n=4)
 5 ☐ Self-initiated 72.4% (n=22)
 6 ☐ Other 6.9% (n=2)

2) How often have you been asked:

(Check one response only)

- 1 ☐ A few times 58.6% (n=17)
 2 ☐ About once a month 17.2% (n=5)
 3 ☐ A few times a month 0.0% (n=0)
 4 ☐ Weekly 13.8% (n=4)
 Missing: 10.3% (n=3)

35. Have you ever had to physically restrain, remove, or intervene with a **NON-SBP student** who was misbehaving on school property?

- 0 ☐ Never, in any school 60.8% (n=31)
 1 ☐ Always, in all schools in which you work 0.0% (n=0)
 2 ☐ Sometimes or Participation varies by school 39.2% (n=20)

Explain: _____

If you have restrained, removed or intervened with a Non-SBP student.. n=20

1) Who asked you:

(Check all that apply)

- 1 ☐ Teacher 30.0% (n=6)
 2 ☐ Guidance Counselor 15.0% (n=3)
 3 ☐ Administration 70.0% (n=14)
 4 ☐ Student 15.0% (n=3)
 5 ☐ Self-initiated 70.0% (n=14)
 6 ☐ Other 5.0% (n=1)

2) How often have you been asked:

(Check one response only)

- 1 ☐ A few times 55.0% (n=11)
 2 ☐ About once a month 15.0% (n=3)
 3 ☐ A few times a month 5.0% (n=1)
 4 ☐ Weekly 10.0% (n=2)
 Missing: 15.0% (n=3)

36. Have you ever attended a regularly scheduled teacher in-service training session?

- 0 ☐ Never, in any school 45.1% (n=23)
 1 ☐ Always, in all schools in which you work 7.8% (n=4)
 2 ☐ Sometimes or Participation varies by school 47.1% (n=24)

Explain: _____

If you have attended a regularly scheduled teacher in-service... n=28

1) Who asked you:

(Check all that apply)

- 1 ☐ Teacher 25.0% (n=7)
 2 ☐ Guidance Counselor 25.0% (n=7)
 3 ☐ Administration 67.9% (n=19)
 4 ☐ Student 7.1% (n=2)
 5 ☐ Self-initiated 42.9% (n=12)
 6 ☐ Other 3.6% (n=1)

2) How often have you been asked:

(Check one response only)

- 1 ☐ A few times 60.7% (n=17)
 2 ☐ About once a month 10.7% (n=3)
 3 ☐ A few times a month 21.4% (n=6)
 4 ☐ Weekly 0.0% (n=0)
 Missing: 7.1% (n=2)

37. Have you ever attended non-school function? (i.e.: faculty/staff social gathering)

- 0 ☐ Never, in any school 33.3% (n=17)
1 ☐ Always, in all schools in which you work 17.6% (n=9)
2 ☐ Sometimes or Participation varies by school 49.0% (n=25)

Explain: _____

If you have ever attended a non-school function... n=34

1) Who asked you:

(Check all that apply)

- 1 ☐ Teacher 76.5% (n=26)
2 ☐ Guidance Counselor 35.3% (n=12)
3 ☐ Administration 79.4% (n=27)
4 ☐ Student 2.9% (n=1)
5 ☐ Self-initiated 17.6% (n=6)
6 ☐ Other 8.8% (n=3)

2) How often have you been asked:

(Check one response only)

- 1 ☐ A few times 61.8% (n=21)
2 ☐ About once a month 5.9% (n=2)
3 ☐ A few times a month 11.8% (n=4)
4 ☐ Weekly 5.9% (n=2)
Missing: 14.7% (n=5)

38. Have you ever attended a school-based non-academic function? (i.e. a sporting event, dance, convocation)

- 0 ☐ Never, in any school 15.7% (n=8)
1 ☐ Always, in all schools in which you work 19.6% (n=10)
2 ☐ Sometimes or Participation varies by school 64.7% (n=33)

Explain: _____

If you ever attended a school-based non-academic function... n=43

1) Who asked you:

(Check all that apply)

- 1 ☐ Teacher 39.3% (n=17)
2 ☐ Guidance Counselor 23.3% (n=10)
3 ☐ Administration 44.2% (n=19)
4 ☐ Student 32.6% (n=14)
5 ☐ Self-initiated 79.1% (n=34)
6 ☐ Other 7.0% (n=3)

2) How often have you been asked:

(Check one response only)

- 1 ☐ A few times 30.2% (n=13)
2 ☐ About once a month 14.0% (n=6)
3 ☐ A few times a month 27.9% (n=12)
4 ☐ Weekly 14.0% (n=6)
Missing: 14.0% (n=6)

39. Have you ever monitored the lunchroom, hallways, study hall, etc.?

- 0 ☐ Never, in any school 21.6% (n=11)
1 ☐ Always, in all schools in which you work 11.8% (n=6) Missing: 2.0% (n=1)
2 ☐ Sometimes or Participation varies by school 64.7% (n=33)

Explain: _____

If you ever monitored the lunchroom, hallways, study hall, etc... n=39

1) Who asked you:

(Check all that apply)

- 1 ☐ Teacher 15.4% (n=6)
2 ☐ Guidance Counselor 2.6% (n=1)
3 ☐ Administration 64.1% (n=25)
4 ☐ Student 2.6% (n=1)
5 ☐ Self-initiated 69.2% (n=27)
6 ☐ Other 5.1% (n=2)

2) How often have you been asked:

(Check one response only)

- 1 ☐ A few times 15.4% (n=6)
2 ☐ About once a month 5.1% (n=2)
3 ☐ A few times a month 20.5% (n=8)
4 ☐ Weekly 48.7% (n=19)
Missing: 10.3% (n=4)

40. Do you conduct drug testing as part of SBP?

- 0 ☐ No 13.7% (n=7)
1 ☐ Yes 86.3% (n=44)

If yes, do you ever test Non-SBP students?

- 0 ☐ No 88.6% (n=39)
1 ☐ Yes 6.8% (n=3)
Missing: 4.5% (n=2)

41. Do you utilize electronic monitoring to supervise SBP clients?

- 0 ☐ No 29.4% (n=15)
1 ☐ Yes, for some SBP clients 64.7% (n=33)
2 ☐ Yes, for all SBP clients 5.9% (n=3)

42. Have you developed or helped develop any special programs in the school(s)?

- 0 ☐ No 21.6% (n=11)
1 ☐ Yes, in some schools 29.4% (n=15)
2 ☐ Yes, in all schools 49.0% (n=25)

If yes:

1) What kinds of programs?

(Question # 42 continues on the next page)

2) Did the school administration help with the project?

- 0 ☐ No 22.5% (n=9)
1 ☐ Yes, in **some** schools 27.5% (n=11)
2 ☐ Yes, in **all** schools 50.0% (n=20)

If yes, to what extent? _____

3) Did the Probation Office help with the project?

- 0 ☐ No 25.0% (n=10)
1 ☐ Yes, in **some** schools 20.0% (n=8)
2 ☐ Yes, in **all** schools 55.0% (n=22)

If yes, to what extent? _____

43. Do you provide or arrange referrals for any of the following services for SBP clients: ...

- a) counseling? 0 ☐ No 2.0% (n=1)
1 ☐ Yes 98.0% (n=50)

If, yes are the services... *(Check one response only)*

- 1 ☐ Provided by you in **all** schools in which you work? 6.0% (n=3)
2 ☐ Provided by you in **some** schools in which you work? 0.0% (n=0)
3 ☐ Provided by you in **some** schools, **arranged** in **some** schools? 36.0% (n=18)
4 ☐ Arranged in **some** schools in which you work? 6.0% (n=3)
5 ☐ Arranged in **all** schools in which you work? 50.0% (n=25)
Missing: 2.0% (n=1)

- b) tutoring? 0 ☐ No 13.7% (n=7)
1 ☐ Yes 86.3% (n=44)

If, yes are the services... *(Check one response only)*

- 1 ☐ Provided by you in **all** schools in which you work? 11.4% (n=5)
2 ☐ Provided by you in **some** schools in which you work? 0.0% (n=0)
3 ☐ Provided by you in **some** schools, **arranged** in **some** schools? 20.5% (n=9)
4 ☐ Arranged in **some** schools in which you work? 11.4% (n=5)
5 ☐ Arranged in **all** schools in which you work? 56.8% (n=25)

- c) advocacy? 0 ☐ No 9.8% (n=5) Missing: 2.0% (n=1)
1 ☐ Yes 88.2% (n=45)

If, yes are the services... *(Check one response only)*

- 1 ☐ Provided by you in **all** schools in which you work? 33.3% (n=15)
2 ☐ Provided by you in **some** schools in which you work? 4.4% (n=2)
3 ☐ Provided by you in **some** schools, **arranged** in **some** schools? 35.6% (n=16)
4 ☐ Arranged in **some** schools in which you work? 2.2% (n=1)
5 ☐ Arranged in **all** schools in which you work? 22.2% (n=10)
Missing: 2.2% (n=1)

(Question #43. continues on the next page)

d) case management or referrals to other agencies?

0	<input type="checkbox"/> No	2.0%	(n=1)
1	<input type="checkbox"/> Yes	98.0%	(n=50)

If, yes are the services... (Check one response only)

- | | | |
|---|--------------------------------------------------------------------------------------------|---------------------|
| 1 | <input type="checkbox"/> Provided by you in all schools in which you work? | 22.0% (n=11) |
| 2 | <input type="checkbox"/> Provided by you in some schools in which you work? | 0.0% (n=0) |
| 3 | <input type="checkbox"/> Provided by you in some schools, arranged in some schools? | 30.0% (n=15) |
| 4 | <input type="checkbox"/> Arranged in some schools in which you work? | 2.0% (n=1) |
| 5 | <input type="checkbox"/> Arranged in all schools in which you work? | 44.0% (n=22) |
| | | Missing: 2.0% (n=1) |

e) other? 0 ☐ No 33.3% (n=17) Missing: 33.3% (n=17)
1 ☐ Yes 33.3% (n=17)

If, yes

a) Explain the service: _____

b) Are the services... (Check one response only)

- | | | |
|---|--------------------------------------------------------------------------------------------|--------------|
| 1 | <input type="checkbox"/> Provided by you in all schools in which you work? | 23.5% (n=4) |
| 2 | <input type="checkbox"/> Provided by you in some schools in which you work? | 5.9% (n=1) |
| 3 | <input type="checkbox"/> Provided by you in some schools, arranged in some schools? | 5.9% (n=1) |
| 4 | <input type="checkbox"/> Arranged in some schools in which you work? | 5.9% (n=1) |
| 5 | <input type="checkbox"/> Arranged in all schools in which you work? | 58.8% (n=10) |

44. How do you think your role is viewed by the school faculty? (*Check the primary role*)

- | | | | |
|---|---------------------------------------------------------------|-------|--------|
| 1 | <input type="checkbox"/> police officer/security | 33.3% | (n=17) |
| 2 | <input type="checkbox"/> school administrator | 3.9% | (n=2) |
| 3 | <input type="checkbox"/> social worker | 21.6% | (n=11) |
| 4 | <input type="checkbox"/> home/school visitor - truant officer | 3.9% | (n=2) |
| 5 | <input type="checkbox"/> educator | 2.0% | (n=1) |
| 6 | <input type="checkbox"/> surveillance | 9.8% | (n=5) |
| 7 | <input type="checkbox"/> friend/colleague | 7.8% | (n=4) |
| 8 | <input type="checkbox"/> advocate | 9.8% | (n=5) |
| 9 | <input type="checkbox"/> other: | 7.8% | (n=4) |

45. How do you think your role is viewed by the school administration?

(Check the primary role)

- | | |
|-----------------------------------------------------------------|--------------|
| 1 <input type="checkbox"/> police officer/security | 27.5% (n=14) |
| 2 <input type="checkbox"/> school administrator | 5.9% (n=3) |
| 3 <input type="checkbox"/> social worker | 17.6% (n=9) |
| 4 <input type="checkbox"/> home/school visitor - truant officer | 7.8% (n=4) |
| 5 <input type="checkbox"/> educator | 0.0% (n=0) |
| 6 <input type="checkbox"/> surveillance | 5.9% (n=3) |
| 7 <input type="checkbox"/> friend/colleague | 13.7% (n=7) |
| 8 <input type="checkbox"/> advocate | 9.8% (n=5) |
| 9 <input type="checkbox"/> other: | 9.8% (n=5) |

Missing: 2.0% (n=1)

46. How do you think your role is viewed by your clients? *(Check the primary role)*

- | | |
|-----------------------------------------------------------------|--------------|
| 1 <input type="checkbox"/> police officer/security | 25.5% (n=13) |
| 2 <input type="checkbox"/> school administrator | 5.9% (n=3) |
| 3 <input type="checkbox"/> social worker | 19.6% (n=10) |
| 4 <input type="checkbox"/> home/school visitor - truant officer | 9.8% (n=5) |
| 5 <input type="checkbox"/> educator | 0.0% (n=0) |
| 6 <input type="checkbox"/> surveillance | 17.6% (n=9) |
| 7 <input type="checkbox"/> friend/colleague | 2.0% (n=1) |
| 8 <input type="checkbox"/> advocate | 9.8% (n=5) |
| 9 <input type="checkbox"/> other: | 9.8% (n=5) |

47. How do you think your role is viewed by your clients' parents or current guardians?

(Check the primary role)

- | | |
|-----------------------------------------------------------------|--------------|
| 1 <input type="checkbox"/> police officer/security | 33.3% (n=17) |
| 2 <input type="checkbox"/> school administrator | 5.9% (n=3) |
| 3 <input type="checkbox"/> social worker | 19.6% (n=10) |
| 4 <input type="checkbox"/> home/school visitor - truant officer | 7.8% (n=4) |
| 5 <input type="checkbox"/> educator | 2.0% (n=1) |
| 6 <input type="checkbox"/> surveillance | 9.8% (n=5) |
| 7 <input type="checkbox"/> friend/colleague | 0.0% (n=0) |
| 8 <input type="checkbox"/> advocate | 9.8% (n=5) |
| 9 <input type="checkbox"/> other: | 11.8% (n=6) |

48. How do you think your role is viewed by the community at large? (*Check the primary role*)

- | | |
|-----------------------------------------------------------------|--------------|
| 1 <input type="checkbox"/> police officer/security | 56.9% (n=29) |
| 2 <input type="checkbox"/> school administrator | 2.0% (n=1) |
| 3 <input type="checkbox"/> social worker | 11.8% (n=6) |
| 4 <input type="checkbox"/> home/school visitor - truant officer | 5.9% (n=3) |
| 5 <input type="checkbox"/> educator | 3.9% (n=2) |
| 6 <input type="checkbox"/> surveillance | 2.0% (n=1) |
| 7 <input type="checkbox"/> friend/colleague | 0.0% (n=0) |
| 8 <input type="checkbox"/> advocate | 5.9% (n=3) |
| 9 <input type="checkbox"/> other: | 9.8% (n=5) |

Missing: 2.0% (n=1)

49. How do you view your role? (*Check the primary role*)

- | | |
|-----------------------------------------------------------------|--------------|
| 1 <input type="checkbox"/> police officer/security | 3.9% (n=2) |
| 2 <input type="checkbox"/> school administrator | 2.0% (n=1) |
| 3 <input type="checkbox"/> social worker | 31.4% (n=16) |
| 4 <input type="checkbox"/> home/school visitor - truant officer | 2.0% (n=1) |
| 5 <input type="checkbox"/> educator | 5.9% (n=3) |
| 6 <input type="checkbox"/> surveillance | 9.8% (n=5) |
| 7 <input type="checkbox"/> friend/colleague | 2.0% (n=1) |
| 8 <input type="checkbox"/> advocate | 15.7% (n=8) |
| 9 <input type="checkbox"/> other: | 23.5% (n=12) |

Missing: 3.9% (n=2)

50. Do you believe that your presence in the school has changed the frequency of delinquency related, out of home placement among your clients? (*Check one response only*)

- | | |
|-------------------------------------------------|--------------|
| 1 <input type="checkbox"/> Definitely increased | 7.8% (n=4) |
| 2 <input type="checkbox"/> Increased somewhat | 11.8% (n=6) |
| 3 <input type="checkbox"/> No change | 7.8% (n=4) |
| 4 <input type="checkbox"/> Reduced somewhat | 43.1% (n=22) |
| 5 <input type="checkbox"/> Definitely reduced | 29.4% (n=15) |

51. Do you believe that your presence in the school has changed the frequency of violations of probation among your clients? (*Check one response only*)

- | | |
|-------------------------------------------------|--------------|
| 1 <input type="checkbox"/> Definitely increased | 9.8% (n=5) |
| 2 <input type="checkbox"/> Increased somewhat | 15.7% (n=8) |
| 3 <input type="checkbox"/> No change | 3.9% (n=2) |
| 4 <input type="checkbox"/> Reduced somewhat | 37.3% (n=19) |
| 5 <input type="checkbox"/> Definitely reduced | 33.3% (n=17) |

52. Do you believe that your presence in the school has changed the frequency of re-arrests among your clients? *(Check one response only)*

- 1 ☐ Definitely increased 2.0% (n=1)
- 2 ☐ Increased somewhat 3.9% (n=2)
- 3 ☐ No change 19.6% (n=10)
- 4 ☐ Reduced somewhat 43.1% (n=22)
- 5 ☐ Definitely reduced 31.4% (n=16)

53. Have you facilitated out-of-home placement of any **SBP** students as a result of non-delinquent causes that were identified as a result of your being in the school

- 0 ☐ No 19.6% (n=10)
- 1 ☐ Yes 80.4% (n=41)

If yes, what type of placement? *(May check more than one)*

- 1 ☐ D&A 73.2% (n=30)
- 2 ☐ M. H. 41.5% (n=17)
- 3 ☐ M. R. 9.8% (n=4)
- 4 ☐ Dependency 41.5% (n=17)
- 5 ☐ Other: 19.5% (n=8)

54. Have you facilitated out-of-home placement of any **Non-SBP** students as a result of non-delinquent causes that were identified as a result of your being in the school

- 0 ☐ No 72.5% (n=37)
- 1 ☐ Yes 27.5% (n=14)

If yes, what type of placement? *(May check more than one)*

- 1 ☐ D&A 64.3% (n=9)
- 2 ☐ M ☐ H. 42.9% (n=6)
- 3 ☐ M. R. 14.3% (n=2)
- 4 ☐ Dependency 28.6% (n=4)
- 5 ☐ Other: 14.3% (n=2)

55. Have you facilitated any **SBP** student to attend either out-patient, intensive outpatient (IOP), partial hospitalization, or other day treatment programs, whose primary focus is treatment/rehabilitation?

- 0 ☐ No 3.9% (n=2)
- 1 ☐ Yes 96.1% (n=49)

If yes, what type of placement? *(May check more than one)*

- 1 ☐ D&A 81.6% (n=40)
- 2 ☐ M. H. 63.3% (n=31)
- 3 ☐ M. R. 16.3% (n=8)
- 4 ☐ Dependency 18.4% (n=9)
- 5 ☐ Other: 24.5% (n=12)

56. Have you facilitated any **Non-SBP student** to attend either out-patient, intensive outpatient (IOP), partial hospitalization, or other day treatment programs, whose primary focus is treatment/rehabilitation?

0 ☐ No 68.6% (n=35)

1 ☐ Yes 31.4% (n=16)

If yes, what type of placement? (*May check more than one*)

1 ☐ D&A 75.0% (n=12)

2 ☐ M. H. 62.5% (n=10)

3 ☐ M. R. 12.5% (n=2)

4 ☐ Dependency 37.5% (n=6)

5 ☐ Other: 18.8% (n=3)

57. Do you think School-Based Probation cases are handled differently than cases assigned to regular probation?

0 ☐ No 15.7% (n=8)

1 ☐ Yes 84.3% (n=43)

If yes, explain: _____

58. What do you feel is the primary impact of your presence in the school on...

1) your clients: _____

2) the schools: _____

59. How would you rate the effectiveness of this School-Based Probation Program in improving the academic performance of clients?

(Circle one of the following)

1	2	3	4
Not at all	Not very effective	Somewhat effective	Extremely effective
0.0% (n=0)	11.8% (n=6)	76.5% (n=39)	11.8% (n=6)

Why? _____

60. How would you rate the effectiveness of this School-Based Probation Program in improving the school attendance of clients?

(Circle one of the following)

1	2	3	4
Not at all	Not very effective	Somewhat effective	Extremely effective
0.0% (n=0)	0.0% (n=0)	52.9% (n=27)	47.1% (n=24)

Why? _____

61. How would you rate the effectiveness of this School-Based Probation Program in reducing the delinquent behavior of clients? (*New crimes*)

(Circle one of the following)

1	2	3	4
Not at all	Not very effective	Somewhat effective	Extremely effective
0.0% (n=0)	5.9% (n=3)	64.7% (n=33)	25.5% (n=13)
	Missing: 3.9% (n=2)		

Why? _____

62. How would you rate the effectiveness of this School-Based Probation Program in reducing the disciplinary referrals of clients? (*suspensions in and out of school*)

(Circle one of the following)

1	2	3	4
Not at all	Not very effective	Somewhat effective	Extremely effective
0.0% (n=0)	7.8% (n=4)	68.6% (n=35)	21.6% (n=11)
	Missing: 2.0% (n=1)		

Why? _____

School Administrator/Probation Liaison Questionnaire

Interviewer: _____ Date: ____ / ____ / ____

County: _____ County Code: _____

Name & Title: _____

Name of School: _____

Name of School District: _____

Number of students in the school: Mean Number of Students: 1213.1 S.D.: 1405.0

Is the school: ☐ High School 63.5% (n=33) ☐ Junior High School 13.5% (n=7) ☐ Middle School 23.1% (n=12)

What grades are in the school: (Check all that apply)

☐ K thru 4 0.0% (n=0) ☐ 5 3.8% (n=2) ☐ 6 28.8% (n=15) ☐ 7 44.2% (n=23) ☐ 8 42.3% (n=22) ☐ 9 63.5% (n=33) ☐ 10 63.5% (n=33) ☐ 11 63.5% (n=33) ☐ 12 63.5% (n=33)

I'd like to begin by asking about the different activities that the School-Based Probation Officer participates in here in this school.

1. Has the school based probation officer made presentations in classes?

- 0 ☐ No 19.2% (n=10)
1 ☐ Yes 65.4% (n=34)
2 ☐ Don't know 15.4% (n=8)

Explain _____

2. Has the school based probation officer provided education/training for school personnel?

- 0 ☐ No 32.7% (n=17)
1 ☐ Yes 59.6% (n=31)
2 ☐ Don't know 7.7% (n=4)

Explain (Be specific) _____

3. Has the school based probation officer assisted in arranging or providing academic support services including tutoring services for his/her clients?

- 0 ☐ No 15.4% (n=8)
1 ☐ Yes 76.9% (n=40)
2 ☐ Don't know 7.7% (n=4)

Explain _____

4. Has the school-based probation officer developed alternatives to out-of-school suspension, i.e. community service programs.

- 0 ☐ No 25.0% (n=13)
1 ☐ Yes 67.3% (n=35) missing=1
2 ☐ Don't know 5.8% (n=3)

Explain? _____

5. Has the school based probation officer developed or helped to develop other programs to benefit...

a) ...his/her clients ?

- 0 ☐ No 21.2% (n=11)
1 ☐ Yes 65.4% (n=34) missing=1
2 ☐ Don't know 11.5% (n=6)

If yes, what kinds of programs?

b) ...students not under his/her supervision?

- 0 ☐ No 40.4% (n=21)
1 ☐ Yes 51.9% (n=27) missing=1
2 ☐ Don't know 5.8% (n=3)

If yes, what kinds of programs?

6a. Has the school based probation officer participated in S.A.P. meetings?

- 0 ☐ No 5.8% (n=3)
1 ☐ Yes 90.4% (n=47)
2 ☐ Don't know 3.8% (n=2)

If yes, to what extent, please explain: _____

6b. Has the school-based probation officer facilitated any S.A.P. groups?

- 0 ☐ No 69.2% (n=36)
1 ☐ Yes 17.3% (n=9)
2 ☐ Don't know 13.5% (n=7)

Explain _____

6c. Has the knowledge and skills of the school based probation officer assisted the S.A.P. team?

- 0 ☐ No 5.8% (n=3)
1 ☐ Yes 90.4% (n=47)
2 ☐ Don't know 3.8% (n=2)

Explain _____

7. Has the school based probation officer helped to prevent at risk students from entering the formal juvenile court system?

- 0 ☐ No 11.5% (n=6)
1 ☐ Yes 84.6% (n=44)
2 ☐ Don't know 3.8% (n=2)

If yes, please explain _____

8. How helpful has the school-based probation officer been in maintaining order in the school?

1	2	3
Not at all	Somewhat helpful	Very helpful
5.8% (n=3)	30.8% (n=16)	63.5% (n=33)

Explain? _____

9. Does the school-based probation officer have access to **SBP** clients' disciplinary records?

- 0 ☐ No 0% (n=0)
1 ☐ Yes 100.0% (n=52)
2 ☐ Don't know 0% (n=0)

Explain? _____

10. Has the school based probation officer participated in making decisions concerning formal disciplinary actions taken with students on probation?

- 0 ☐ No 13.5% (n=7)
1 ☐ Yes 84.6% (n=44)
2 ☐ Don't know 1.9% (n=1)

Explain? _____

11. Does the school-based probation officer have access to **SBP** students' academic records?

- 0 ☐ No 0% (n=0)
1 ☐ Yes 100.0% (n=52)
2 ☐ Don't know 0% (n=0)

Explain? _____

12. How involved has the school-based probation officer been in the academic program/performance of the **SBP** students they supervise?

1	2	3
Not involved	Somewhat involved	Very involved
0.0% (n=0)	44.2% (n=23)	53.8% (n=28)
	Missing: 1.9% (n=1)	

Explain? _____

13. Does the school-based probation officer have access to **Non-SBP** students' disciplinary records?

0 ☐ No 32.7% (n=17)

1 ☐ Yes 67.3% (n=35)

2 ☐ Don't know 0% (n=0)

Explain? _____

14. How involved has the school-based probation officer been in deciding upon disciplinary actions of students **not** on probation?

1
Not involved
67.3% (n=35)

2
Somewhat involved
30.8% (n=16)

3
Very involved
1.9% (n=1)

Explain? _____

15. Does the school-based probation officer have access to **Non-SBP** students' academic records?

0 ☐ No 44.2% (n=23)

1 ☐ Yes 55.8% (n=29)

2 ☐ Don't know 0% (n=0)

Explain? _____

16. How involved has the school-based probation officer been in the academic program/performance of **Non-SBP** students?

1
Not involved
69.2% (n=36)

2
Somewhat involved
30.8% (n=16)

3
Very involved
0% (n=0)

Explain? _____

17. Does the school-based probation officer have contact with his/her clients' teachers?

- 0 ☐ No contact 0% (n=0)
1 ☐ Limited contact 7.7% (n=4)
2 ☐ Full contact 90.4% (n=47)
3 ☐ Don't know 1.9% (n=1)

Explain? _____

18. Is the school based probation officer perceived as an integral part of the administrative staff?

- 0 ☐ No 42.3% (n=22)
1 ☐ Yes 53.8% (n=28) Missing: 1.9% (n=1)
2 ☐ Don't know 1.9% (n=1)

Explain? _____

19. Is the school based probation officer perceived as an integral part of the faculty?

- 0 ☐ No 26.9% (n=14)
1 ☐ Yes 73.1% (n=38)
2 ☐ Don't know 0% (n=0)

Explain? _____

20. Is the school-based probation officer involved in non-academic school activities?

- 0 ☐ No 26.9% (n=14)
1 ☐ Yes 69.2% (n=36)
2 ☐ Don't know 3.8% (n=2)

Explain? _____

21. Does the school-based probation officer promote the participation of clients in school activities?

- 0 ☐ No 3.8% (n=2)
1 ☐ Yes 86.5% (n=45)
2 ☐ Don't know 9.6% (n=5)

Explain: _____

22. How would you compare the school based probation program with other school-based programs by outside agencies? (i.e.: Drug & Alcohol, Mental Health, etc.)

- 0 ☐ No other school based programs 7.7% (n=4)
1 ☐ Below average 1.9% (n=1)
2 ☐ Average 17.3% (n=9)
3 ☐ Above average 42.3% (n=22)
4 ☐ Superior 30.8% (n=16)

23. Are you satisfied with:

a) SBPO supervision of his/her clients in the school

- 0 ☐ No 7.7% (n=4)
1 ☐ Yes 92.3% (n=48)
2 ☐ Don't know 0% (n=0)

Explain: _____

b) the way in which the officer interfaces with client's parents/current guardians?

- 0 ☐ No 3.8% (n=2)
1 ☐ Yes 86.5% (n=45)
2 ☐ Don't know 9.6% (n=5)

Explain: _____

c) the way in which the officer interfaces with other school officials?

- 0 ☐ No 1.9% (n=1)
1 ☐ Yes 98.1% (n=51)
2 ☐ Don't know 0.0% (n=0)

Explain: _____

(Question #23 continues on the next page)

d) assisting in the discipline of his/her school clients when a student breaks a school rule

- 0 ☐ No 1.9% (n=1)
1 ☐ Yes 92.3% (n=48) Missing: 1.9% (n=1)
2 ☐ Don't know 3.8% (n=2)

Explain: _____

e) law enforcement related activities? (i.e.: arrests, searches, weapons possessions)

- 0 ☐ No 9.6% (n=5)
1 ☐ Yes 84.6% (n=44)
2 ☐ Don't know 5.8% (n=3)

Explain: _____

24. Does the SBPO conduct drug testing of his/her **SBP** students?

- 0 ☐ No 11.5% (n=6)
1 ☐ Yes 73.1% (n=38)
2 ☐ Don't know 15.4% (n=8)

Explain? _____

25. Does the SBPO conduct drug testing of **Non-SBP** students?

- 0 ☐ No 92.3% (n=48)
1 ☐ Yes 3.8% (n=2) Missing: 1.9% (n=1)
2 ☐ Don't know 1.9% (n=1)

Explain? _____

26. Does the SBPO utilize electronic monitoring to supervise his/her SBP clients?

- 0 ☐ No 19.2% (n=10)
1 ☐ Yes 61.5% (n=32)
2 ☐ Don't know 19.2% (n=10)

Explain? _____

27. Has your perception of the Juvenile Court/Probation changed since SBP was initiated?

- 0 ☐ No 17.3% (n=9)
1 ☐ Yes 76.9% (n=40)
2 ☐ Don't know 5.8% (n=3)

If yes, is the change

- 0 ☐ Less positive 5.0% (n=2)
1 ☐ Same 0% (n=0) Missing: 2.5% (n=1)
2 ☐ Positive 92.5% (n=37)

Explain: _____

28. How do you view the role of the SBPO? (*Check the primary role*)

- 0 ☐ police officer/security 13.5% (n=7)
1 ☐ social worker 15.4% (n=8)
2 ☐ home/school visitor - truant officer 9.6% (n=5)
3 ☐ educator 9.6% (n=5)
4 ☐ surveillance 1.9% (n=1)
5 ☐ friend/colleague 7.7% (n=4)
6 ☐ advocate 15.4% (n=8)
7 ☐ other: 26.9% (n=14)

29. Do you feel that the SBP Program is an important enough part of the educational process that it deserves the financial support of the school district?

- 0 ☐ No 13.5% (n=7)
1 ☐ Yes 84.6% (n=44)
2 ☐ Don't know 1.9% (n=1)

Explain: _____

30. Do you feel that the school board would provide financial support for the School-Based Probation program?

- 0 ☐ No 48.1% (n=25)
1 ☐ Yes 32.7% (n=17)
2 ☐ Don't know 19.2% (n=10)

Explain: _____

31. How would you rate your working relationship with the school based probation officer?

1	2	3	4
Poor	Fair	Good	Excellent
0% (n=0)	1.9% (n=1)	11.5% (n=6)	86.5% (n=45)

Explain: _____

32. How would you rate the effectiveness of this School-Based Probation Program in improving the academic performance of clients?

(Circle one of the following)

1	2	3	4
Not at all	Not very effective	Somewhat effective	Extremely effective
0% (n=0)	3.8% (n=2)	67.3% (n=35)	23.1% (n=12)
	Missing: 5.8 (n=3)		

Why? _____

33. How would you rate the effectiveness of this School-Based Probation Program in improving the school attendance of clients?

(Circle one of the following)

1	2	3	4
Not at all	Not very effective	Somewhat effective	Extremely effective
0% (n=0)	3.8% (n=2)	44.2% (n=23)	50.0% (n=26)
	Missing: 1.9 (n=1)		

Why? _____

34. How would you rate the effectiveness of this School-Based Probation Program in reducing the delinquent behavior of clients?

(Circle one of the following)

1	2	3	4
Not at all	Not very effective	Somewhat effective	Extremely effective
0% (n=0)	0% (n=0)	53.8% (n=28)	40.4% (n=21)
Missing: 5.8 (n=3)			

Why? _____

35. How would you rate the effectiveness of this School-Based Probation Program in reducing the disciplinary referrals of clients?

(Circle one of the following)

1	2	3	4
Not at all	Not very effective	Somewhat effective	Extremely effective
0% (n=0)	1.9% (n=1)	46.2% (n=24)	46.2% (n=24)
Missing: 5.8 (n=3)			

Why? _____

Student/Client Interview

Interviewer: _____ Date: _____

County: _____ County Code: _____

Name: _____ SSN#: _____

Date of Birth: ____/____/____ Mean Age of Student Sample: 15.28 S.D.: 1.71 missing (n=5)

School: _____ Present Grade Level: Mean Grade Level: 9.15 S.D.: 1.63 missing (n=3)

School-Based Probation Officer: _____

By observation record the following:

Gender: 1 <input type="checkbox"/> Male	67.6% (n=75)	Race: 1 <input type="checkbox"/> White	64.9% (n=72)	
2 <input type="checkbox"/> Female	32.4% (n=36)	2 <input type="checkbox"/> Black	26.1% (n=29)	missing: 1.8% (n=2)
		3 <input type="checkbox"/> Hispanic	5.4% (n=6)	
		4 <input type="checkbox"/> Other	1.8% (n=2)	

1. How long have you been on SBP supervision?

Years: Mean Years Under SBP Supervision: 0.78 S.D.: 0.75 (n = 109)

<OR> ☐ Don't know 1.8% (n=2)

2. How long did the Judge (Court) place you on SBP supervision?

Years: Mean Years Under SBP Supervision: 0.83 S.D.: 0.62 (n = 70)

<OR>

1 <input type="checkbox"/> Indefinitely	32.4% (n=36)	<OR>
2 <input type="checkbox"/> Don't know	4.5% (n=5)	

3. Were you adjudicated of ... (Check all that apply)

1 <input type="checkbox"/> a misdemeanor	53.2% (n=59)
2 <input type="checkbox"/> a felony	34.2% (n=38)
3 <input type="checkbox"/> Not sure	8.1% (n=9)

What was the charge? _____

4. Have you ever been on probation before?

0 ☐ No 77.5% (n=86)

1 ☐ Yes 22.5% (n=25)

If yes, was it ... *(Check all that apply)*

1 ☐ School-Based Probation 24.0% (n=6)

2 ☐ Non-School-Based Probation 76.0% (n=19)

Explain: _____

5. Have you ever been placed outside of your home? *(i.e. Foster Home, Residential Placement)*

0 ☐ No 70.3% (n=78)

1 ☐ Yes 29.7% (n=33)

If yes, was it due to your delinquent behavior?

0 ☐ No 24.2% (n=8) missing: 6.1% (n=2)

1 ☐ Yes 69.7% (n=23)

If yes, explain: _____

6. Are you now or have you ever, while on SBP, been placed on electronic monitoring?

0 ☐ No 89.2% (n=99)

1 ☐ Yes 10.8% (n=12)

If yes, explain: _____

7. Do you have to report to the SBPO every day?

0 ☐ No 80.2% (n=89)

1 ☐ Yes 19.8% (n=22)

8. How many times per week do you "see" your probation officer?

(Do not include phone contact) _____

9. How many times per week do you spend time on a "one on one" basis to talk to your PO?

10. What are some of the things that you talk about? _____

11. Does your SBPO see you outside of the school?

0 ☐ No 51.4% (n=57) missing: 0.9% (n=1)

1 ☐ Yes 47.7% (n=53)

If yes, where? _____

12. Does your SBPO see you at home?

0 ☐ No 60.4% (n=67) missing: 0.9% (n=1)

1 ☐ Yes 38.7% (n=43)

If yes, how often: Mean # of Home Visits Per Year: 12.19 S.D.: 11.53 (n = 36)

13. When talking to your friends, how would you describe your P.O.?

a) _____

b) _____

c) _____

d) _____

e) _____

14. When talking to your parents, how would you describe your P.O.?

a) _____

b) _____

c) _____

d) _____

e) _____

15. When talking to your teachers, how would you describe your P.O.?

- a) _____
- b) _____
- c) _____
- d) _____
- e) _____

16. Has your attendance changed since you started on SBP?

0 ☐ No 47.7% (n=53)

1 ☐ Yes 52.3% (n=58)

a) If yes, is your attendance.. *(Check one response only)*

1 ☐ better? 89.7% (n=52)

2 ☐ worse? 10.3% (n=6)

b) Why: _____

17. Has your behavior in school changed since you started on SBP?

0 ☐ No 27.9% (n=31)

1 ☐ Yes 72.1% (n=80)

a) If yes, is your behavior.. *(Check one response only)*

1 ☐ better? 96.3% (n=77)

2 ☐ worse? 3.8% (n=3)

b) Why: _____

18. Has your behavior outside of school changed since you started on SBP?

0 ☐ No 27.9% (n=31)

1 ☐ Yes 72.1% (n=80)

a) If yes, is your behavior.. *(Check one response only)*

1 ☐ better? 93.8% (n=75) missing: 1.3% (n=1)

2 ☐ worse? 5.0% (n=4)

b) Why: _____

19. On average, what are your grades currently? *(Check one response only)*

☐ A's

5.4%

(n=6)

☐ B's

34.2%

(n=38)

☐ C's

43.2%

(n=48)

☐ D's

11.7%

(n=13)

☐ F

5.4%

(n=6)

20. Are you currently failing any classes?

- 0 ☐ No 55.0% (n=61)
1 ☐ Yes 45.0% (n=50)

21. Have your grades changed since you started on SBP?

- 0 ☐ No 40.5% (n=45)
1 ☐ Yes 59.5% (n=66)

a) If yes, are your grades... *(Check one response only)*

- 1 ☐ better? 93.9% (n=62)
2 ☐ worse? 6.1% (n=4)

b) Why: _____

22. How many of your classmates know you are on SBP? *(Check one response only)*

- 1 ☐ All 47.7% (n=53)
2 ☐ Some 49.5% (n=55)
3 ☐ None 2.7% (n=3)

If some or all know...

a) How did they find out? _____

b) How do you feel about that? _____

23. Do school personnel treat you differently since being placed on SBP?

- 0 ☐ No 70.3% (n=78)
1 ☐ Yes 29.7% (n=33)

If yes,

a) Who treats you differently? *(Check all that apply)*

- 1 ☐ Administration 45.5% (n=15)
2 ☐ Teacher 75.8% (n=25)
3 ☐ Staff 24.2% (n=8)

b) Explain: _____

24. Are you participating in any extracurricular/special programs right now?

- 0 ☐ No 37.8% (n=42) missing: 3.6% (n=4)
1 ☐ Yes 58.6% (n=65)

a) If yes, what programs... (Check all that apply)

In the School

In the Community

- | | | | |
|--------------|----------------------------------------------------------|----------------------------------------------------------------|--------------|
| 21.5% (n=14) | 1 <input type="checkbox"/> school tutoring | 1 <input type="checkbox"/> community based tutoring | 9.2% (n=6) |
| 27.7% (n=18) | 2 <input type="checkbox"/> school sports/supervised rec. | 2 <input type="checkbox"/> community sports/supervised rec. | 16.9% (n=11) |
| 6.2% (n=4) | 3 <input type="checkbox"/> school community service | 3 <input type="checkbox"/> community service outside of school | 18.5% (n=12) |
| 18.5% (n=12) | 4 <input type="checkbox"/> school counseling/treatment | 4 <input type="checkbox"/> counseling/tx outside of school | 24.6% (n=16) |
| 23.1% (n=15) | 5 <input type="checkbox"/> other program in the school: | 5 <input type="checkbox"/> other program outside of school: | 18.5% (n=12) |

b) Explain: _____

25. Have you ever attended SAP (intervention) meetings?

- 0 ☐ No 85.6% (n=95) missing: 0.9% (n=1)
1 ☐ Yes 13.5% (n=15)

If yes, explain: _____

26. Do you attend an ongoing SAP group?

- 0 ☐ No 91.9% (n=102) missing: 0.9% (n=1)
1 ☐ Yes 7.2% (n=8)

If yes, what was the purpose: _____

27. Have you ever been physically restrained by your SBPO while at school?

- 0 ☐ No 98.2% (n=109)
1 ☐ Yes 1.8% (n=2)

If yes, what were the circumstances: _____

28. Have you ever been detained by your SBPO while at school? (detention)

- 0 ☐ No 96.4% (n=107)
1 ☐ Yes 3.6% (n=4)

If yes, what were the circumstances: _____

29. Have you ever been arrested by your SBPO while at school?

0 ☐ No 96.4% (n=107)

1 ☐ Yes 3.6% (n=4)

If yes, what were the circumstances: _____

30. Have you ever been physically restrained by your SBPO outside of school?

0 ☐ No 100.0% (n=111)

1 ☐ Yes 0.0% (n=0)

If yes, what were the circumstances: _____

31. Have you ever been detained by your SBPO outside of school? (detention)

0 ☐ No 98.2% (n=109)

1 ☐ Yes 1.8% (n=2)

If yes, what were the circumstances: _____

32. Have you ever been arrested by your SBPO outside school?

0 ☐ No 99.1% (n=110)

1 ☐ Yes 0.9% (n=1)

If yes, what were the circumstances: _____

33. Have you ever been given a drug test by your SBPO?

0 ☐ No 50.5% (n=56) missing: 0.9% (n=1)

1 ☐ Yes 48.6% (n=54)

34. If you had a choice concerning the kind of probation supervision to which you were placed would you prefer... (Check only one response)

1 ☐ Regular Probation 9.9% (n=11)

2 ☐ School-Based Probation 50.5% (n=56)

3 ☐ No preference 17.1% (n=19)

4 ☐ Don't know, or never been on any other type of probation 22.5% (n=25)

Why? _____

35. Do you do anything different with your free time now that you are on School-Based Probation?

0 ☐ No 45.0% (n=50) missing: 0.9% (n=1)
1 ☐ Yes 54.1% (n=60)

Explain: _____

36. Overall, how would you describe your experience of being on School-Based Probation?
(Circle one of the following)

1	2	3	4
Poor	Fair	Good	Excellent
3.6%	27.9%	47.7%	19.8%
(n=4)	(n=31)	(n=53)	(n=22)

missing: 0.9% (n=1)

Why? _____

Appendix D:

- Data collection forms for the case-control study

School Data Collection Form

ID# _____

SSN# _____

J # / HIST # _____

Total Number of Pages: _____

County _____

Date of Birth _____

Date of Assignment: _____

End of Measurement Period: _____

What was the student's educational status at the end of the measurement period:

- 1 ☐ Enrolled in High/Middle School
2 ☐ Attending school in a controlled environment
3 ☐ Dropped out
4 ☐ GED
5 ☐ H.S. Diploma
6 ☐ Continuing Education

1)	Grading Period	____/____/____ to ____/____/____
		<input type="checkbox"/> Quarter <input type="checkbox"/> Semester <input type="checkbox"/> Full Year <input type="checkbox"/> Other
	GPA (Convert the Grades to a 4 point scale ¹)	_____
	# of Classes	_____
	# of Classes Failed	_____
	Absences (Total)	_____
	Unexcused	_____
	Excused	_____
	<u>In School Suspensions</u> - Number	_____
	Days	_____
	<u>Out of School Suspensions</u> - Number	_____
	Days	_____
2)	Grading Period	____/____/____ to ____/____/____
		<input type="checkbox"/> Quarter <input type="checkbox"/> Semester <input type="checkbox"/> Full Year <input type="checkbox"/> Other
	GPA (Convert the Grades to a 4 point scale ¹)	_____
	# of Classes	_____
	# of Classes Failed	_____
	Absences (Total)	_____
	Unexcused	_____
	Excused	_____
	<u>In School Suspensions</u> - Number	_____
	Days	_____
	<u>Out of School Suspensions</u> - Number	_____
	Days	_____
3)	Grading Period	____/____/____ to ____/____/____
		<input type="checkbox"/> Quarter <input type="checkbox"/> Semester <input type="checkbox"/> Full Year <input type="checkbox"/> Other
	GPA (Convert the Grades to a 4 point scale ¹)	_____
	# of Classes	_____
	# of Classes Failed	_____
	Absences (Total)	_____
	Unexcused	_____
	Excused	_____
	<u>In School Suspensions</u> - Number	_____
	Days	_____
	<u>Out of School Suspensions</u> - Number	_____
	Days	_____

School Data Collection Form

ID# _____

County _____

<input type="checkbox"/>)	<div style="text-align: right;">Grading Period</div> <div style="text-align: center;">____/____/____ to ____/____/____</div> <div style="display: flex; justify-content: space-around;"><input type="checkbox"/> Quarter<input type="checkbox"/> Semester.<input type="checkbox"/> Full Year</div> <div style="margin-top: 10px;"><input type="checkbox"/> Other GPA (Convert the Grades to a 4 point scale¹) # of Classes # of Classes Failed Absences (Total) Unexcused Excused <u>In School Suspensions</u> - Number Days <u>Out of School Suspensions</u> - Number Days</div>	<div style="text-align: center;">____/____/____ to ____/____/____</div> <div style="display: flex; justify-content: space-around;"><input type="checkbox"/> Quarter<input type="checkbox"/> Semester.<input type="checkbox"/> Full Year</div> <div style="margin-top: 10px;">_____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____</div>
<input type="checkbox"/>)	<div style="text-align: right;">Grading Period</div> <div style="text-align: center;">____/____/____ to ____/____/____</div> <div style="display: flex; justify-content: space-around;"><input type="checkbox"/> Quarter<input type="checkbox"/> Semester.<input type="checkbox"/> Full Year</div> <div style="margin-top: 10px;"><input type="checkbox"/> Other GPA (Convert the Grades to a 4 point scale¹) # of Classes # of Classes Failed Absences (Total) Unexcused Excused <u>In School Suspensions</u> - Number Days <u>Out of School Suspensions</u> - Number Days</div>	<div style="text-align: center;">____/____/____ to ____/____/____</div> <div style="display: flex; justify-content: space-around;"><input type="checkbox"/> Quarter<input type="checkbox"/> Semester.<input type="checkbox"/> Full Year</div> <div style="margin-top: 10px;">_____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____</div>
<input type="checkbox"/>)	<div style="text-align: right;">Grading Period</div> <div style="text-align: center;">____/____/____ to ____/____/____</div> <div style="display: flex; justify-content: space-around;"><input type="checkbox"/> Quarter<input type="checkbox"/> Semester.<input type="checkbox"/> Full Year</div> <div style="margin-top: 10px;"><input type="checkbox"/> Other GPA (Convert the Grades to a 4 point scale¹) # of Classes # of Classes Failed Absences (Total) Unexcused Excused <u>In School Suspensions</u> - Number Days <u>Out of School Suspensions</u> - Number Days</div>	<div style="text-align: center;">____/____/____ to ____/____/____</div> <div style="display: flex; justify-content: space-around;"><input type="checkbox"/> Quarter<input type="checkbox"/> Semester.<input type="checkbox"/> Full Year</div> <div style="margin-top: 10px;">_____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____</div>

Probation Data Collection Form

ID# _____

County _____

Event

Date

) _____

Date of Event: ____/____/____

____ Outcome of which event: (Enter the Event = if applicable)

Comments: _____

a) _____ Charge _____

b) _____ Charge _____

c) _____ Charge _____

d) _____ Charge _____

) _____

Date of Event: ____/____/____

____ Outcome of which event: (Enter the Event = if applicable)

Comments: _____

a) _____ Charge _____

b) _____ Charge _____

c) _____ Charge _____

d) _____ Charge _____

) _____

Date of Event: ____/____/____

____ Outcome of which event: (Enter the Event = if applicable)

Comments: _____

a) _____ Charge _____

b) _____ Charge _____

c) _____ Charge _____

d) _____ Charge _____

) _____

Date of Event: ____/____/____

____ Outcome of which event: (Enter the Event = if applicable)

Comments: _____

a) _____ Charge _____

b) _____ Charge _____

c) _____ Charge _____

d) _____ Charge _____

Probation Data Collection Form

ID# _____
SSN# _____
J # / HIST # _____
Total # of Pages: _____

County: _____
Date of Birth _____
Date of Assignment: _____
End of Measurement Period: _____

Event

Charges (Include Degree & Weight)

1) _____

Date of Event: ____/____/____

____ Outcome of which event: (Enter the Event # if applicable)

Comments: _____

a) ☐ ☐ ☐ ☐ Charge _____

b) ☐ ☐ ☐ ☐ Charge _____

c) ☐ ☐ ☐ ☐ Charge _____

d) ☐ ☐ ☐ ☐ Charge _____

2) _____

Date of Event: ____/____/____

____ Outcome of which event: (Enter the Event # if applicable)

Comments: _____

a) ☐ ☐ ☐ ☐ Charge _____

b) ☐ ☐ ☐ ☐ Charge _____

c) ☐ ☐ ☐ ☐ Charge _____

d) ☐ ☐ ☐ ☐ Charge _____

3) _____

Date of Event: ____/____/____

____ Outcome of which event: (Enter the Event # if applicable)

Comments: _____

a) ☐ ☐ ☐ ☐ Charge _____

b) ☐ ☐ ☐ ☐ Charge _____

c) ☐ ☐ ☐ ☐ Charge _____

d) ☐ ☐ ☐ ☐ Charge _____

4) _____

Date of Event: ____/____/____

____ Outcome of which event: (Enter the Event # if applicable)

Comments: _____

a) ☐ ☐ ☐ ☐ Charge _____

b) ☐ ☐ ☐ ☐ Charge _____

c) ☐ ☐ ☐ ☐ Charge _____

d) ☐ ☐ ☐ ☐ Charge _____