A study of the association of non-structured school days with daily detainee population counts

Robert W Johnson

University of Nevada, Las Vegas

Follow this and additional works at: https://digitalscholarship.unlv.edu/rtds

Repository Citation

https://digitalscholarship.unlv.edu/rtds/255
INFORMATION TO USERS

This manuscript has been reproduced from the microfilm master. UMI films the text directly from the original or copy submitted. Thus, some thesis and dissertation copies are in typewriter face, while others may be from any type of computer printer.

The quality of this reproduction is dependent upon the quality of the copy submitted. Broken or indistinct print, colored or poor quality illustrations and photographs, print bleedthrough, substandard margins, and improper alignment can adversely affect reproduction.

In the unlikely event that the author did not send UMI a complete manuscript and there are missing pages, these will be noted. Also, if unauthorized copyright material had to be removed, a note will indicate the deletion.

Oversize materials (e.g., maps, drawings, charts) are reproduced by sectioning the original, beginning at the upper left-hand corner and continuing from left to right in equal sections with small overlaps. Each original is also photographed in one exposure and is included in reduced form at the back of the book.

Photographs included in the original manuscript have been reproduced xerographically in this copy. Higher quality 6" x 9" black and white photographic prints are available for any photographs or illustrations appearing in this copy for an additional charge. Contact UMI directly to order.
A study of the association of non-structured school days with daily detainee population counts

Johnson, Robert W., M.S.W.
University of Nevada, Las Vegas, 1993

Copyright ©1993 by Johnson, Robert W. All rights reserved.
A STUDY OF THE ASSOCIATION OF NON-STRUCTURED SCHOOL DAYS WITH DAILY DETAINEE POPULATION COUNTS

by

Robert W. Johnson

A Thesis submitted in partial fulfillment of the requirements for the degree of

Master of Social Work

School of Social Work
University of Nevada, Las Vegas
May 1993
The Thesis of Robert W. Johnson for the degree of Master of Arts in Social Work is approved.

Hailu Abatena
Chairperson, Hailu Abatena, Ph.D.

Shirley E. Cox, D.S.W.
Examining Committee Member, Shirley E. Cox, D.S.W.

Gerald K. Rubin, Ph.D.
Examining Committee Member, Gerald K. Rubin, Ph.D.

Stephen F. Nielsen, Ph.D.
Graduate Faculty Representative, Stephen F. Nielsen, Ph.D.

Ronald W. Smith, Ph.D.
Dean of the Graduate College, Ronald W. Smith, Ph.D.

University of Nevada, Las Vegas
May 1993
ABSTRACT

The purpose of this study was to obtain background data and investigate the potential influence of the variables of leisure/free time, education, athletics, employment, academic failure, alcohol/drug use, peer relationships, family status, family relationships, economic status, race/ethnicity, and gender on rural daily detainee population counts for non-structured days. Comparisons were made for public school year (SY) and summer (SU). The study tested 1 hypothesis and explored 19 questions regarding the relationship of these factors to the time of incarceration. Data from a sample of 29 detained youth from Utah's Iron and Washington Counties indicate that there are general (e.g., substance use and peer relationships) and specific factors (e.g., parents marital status) which have an association with time of incarceration. Furthermore, data suggests a need for additional research on rural detention populations and the different factors which are associated with the time of incarceration.
Acknowledgments

The author wishes to express his appreciation to the many people who helped in the completion of this project. First I would like to thank Dr. Hailu Abatena, my chair for his generous guidance, expertise, and friendship during this research process. I would also like to thank my committee Dr. Shirley Cox, Dr. Gerald Rubin, and Dr. Stephen Nielsen for their assistance in the successful completion of this project.

I would like to thank the Utah Department of Human Services, Division of Youth Corrections for their cooperation in the completion of this project; Dr. Robert Downing whose kind directions, assistance, and support permitted me to complete this research project; Mr. Jay Maughan for allowing me to carry out my research at the Southwest Utah Youth Center. My deepest appreciation goes to the parents who participated in the survey. Without your support this study would not have been possible.

Most of all, I wish to thank my wife, Susan, who gave me continuous support throughout this project and M.S.W. program. Without her love and encouragement I would not have been able to have completed this project or program. To my children my deepest appreciation for the understanding you showed me during the long days, late nights and missed events.
TABLE OF CONTENTS

ABSTRACT ...................................................... iii
ACKNOWLEDGEMENTS ........................................... iv
TABLE OF CONTENTS ........................................v
LIST OF TABLES ........................................... v

CHAPTER 1 INTRODUCTION ..................................... 1
  Problem Statement ....................................... 5

CHAPTER 2 LITERATURE REVIEW AND HYPOTHESIS ............ 6
  Literature Review ...................................... 6
  Problem Description .................................. 6
  Leisure Time .......................................... 7
  Peer Relationships ................................... 9
  Education ............................................ 11
  Academic Failure .................................... 12
  Athletics ........................................... 14
  Employment Status ................................... 15
  Alcohol and Drug Use .................................. 17
  Family Status ....................................... 18
  Family Relationships ................................ 20
  Economic Status ..................................... 21
  Race/Ethnicity ....................................... 22
  Gender .............................................. 23
  Summary Findings of Literature Review ............... 25

CHAPTER 3 METHODOLOGY .................................. 28
  Hypothesis ........................................... 28
  Study Questions ..................................... 28
  Definition of Terms .................................. 31
  Dependent Variable .................................. 31
  Independent Variable ................................ 31
  Design ............................................... 33
  Population .......................................... 33
  Instruments .......................................... 33
  Sampling ............................................ 34
  Method Data Gathering ............................... 34
  Analysis ............................................ 35
  Limitations of Study ................................ 35

CHAPTER 4 RESULTS AND DISCUSSION ......................... 37
  Results ............................................... 37
  Leisure Time ........................................ 38
  Peer Relationships ................................... 40
  Education .......................................... 41
List of Tables

1. The Distribution Of The Sample And Actual Population By The Time Of Incarceration ............ 38
2. The Distribution Of Respondents’ Leisure Time Spent At Organized Activities By The Time Of Incarceration . 39
3. The Distribution Of Respondents’ Leisure Time Spent With Parents, Peers, Friends or Alone By the Time Of Incarceration................................. 40
4. The Distribution Of Respondents’ Time Period Spent With Friends By The Time Of Incarceration ............ 40
5. The Distribution Of Respondents’ Influence Of Friends By The Time Of Incarceration ............... 41
6. The Distribution Of Respondents’ School Placement By The Time Of Incarceration .................. 41
7. The Distribution Of Respondents’ Academic Difficulties By The Time Of Incarceration ............. 42
8. The Distribution Of Respondents’ Participation In Athletics By The Time Of Incarceration ........... 43
9. The Distribution Of Respondents’ Participation In Supervised Or Unsupervised Athletics By The Time Of Incarceration ........................................ 43
10. The Distribution Of Respondents’ Employment By The Time Of Incarceration ..................... 44
11. The Distribution Of Respondents’ Amount Of Time Employed By Time Of Incarceration ............ 44
12. The Distribution Of Respondents’ Alcohol And Drug Use By The Time Of Incarceration ........... 45
13. The Distribution Of Respondents’ Parents Marital Status By The Time Of Incarceration ............ 45
14. The Distribution Of Respondents’ Living Arrangement By The Time Of Incarceration ............. 46
15. The Distribution Of Respondents’ Relationship With Family By The Time Of Incarceration .......... 46
16. The Distribution Of Respondents' Family Income
By The Time Of Incarceration .......................... 47

17. The Distribution Of Respondents' Race/Ethnicity
By The Time Of Incarceration .......................... 47

18. The Distribution Of Respondents' Gender By The
Time Of Incarceration ................................... 48
CHAPTER 1

INTRODUCTION

Some research findings show that the incidence of juvenile crime is on the increase (Relin, 1988; Rogers, 1977; Sutton, 1990), and that the rate of incarceration of juvenile offenders has increased for public juvenile detention facilities (Weishert & Culbertson, 1990; Wetzel, 1989). Sickmund and Baunach (1986) in their report for the Bureau of Justice Statistics indicated a 1% increase in juvenile, correctional and shelter placements during 1983 to 1985 nationally, with the West (viz., Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, Oregon, Washington, and Utah) having the highest confinement rate. The escalating incarceration rate has placed a strain on public juvenile detention facilities. Sickmund and Baunach’s (1986) findings further indicated that in 1985, 18% of the public juvenile facilities were exceeding their design capacity.

The Utah Department of Human Services Division of Youth Corrections Annual Report for 1991 indicated that the 1991 fiscal year detention resources were used heavily and 67% of the facilities experienced significant overcrowding. The Southwest Utah Youth Center is one of those facilities which has experienced this difficulty, with 53% of nightly bed counts in 1991 showing over capacity (Research Evaluation and
Planning Division Youth Corrections, 1991; 1992). The Southwest Utah Youth Center serves the youth within the jurisdiction of Utah’s Fifth District Juvenile Court. The rates of detention within this jurisdiction were highest in Washington (7.8 per 1,000 population) and Iron Counties (8.2 per 1,000 population) as compared to the average state wide of 4.4 per 1,000 population (Research Evaluation and Planning Division Youth Corrections, 1991; 1992). Utah’s population at risk grew continually during the decade of the 1980’s and is expected to continue through 1994. This rate of growth indicates that there will be an even greater demand on Utah’s juvenile facilities (Research Evaluation and Planning Division Youth Corrections, 1991; 1992).

The rate of growth of incarceration has presented a number of problems within juvenile detention facilities such as overcrowding, management problems, staffing inadequacies and inequities in programming to meet the needs of male, female and other minority juvenile offenders (Jackson & Hornbeck, 1989; Sutton, 1990; Weishert & Culbertson, 1990). Loughran suggests that, "The numbers of juveniles incarcerated in the United States show that something is wrong with the way that juvenile-justice systems, courts and schools are addressing the problem of delinquency" (1990, p. 32).

This study will focus on Utah’s Division of Youth Corrections Region III detention facility, the Southwest Utah Youth Center. The following is a brief overview of Utah’s current problem.
There has been a steady increase in daily population of the Southwest Utah Youth Center during the period from 1987 to 1992 (Research Evaluation and Planning Division Youth Corrections, 1991; 1992). SWUYC has been forced to incarcerate youth beyond its recommended daily capacity on many occasions. This is both undesirable and potentially dangerous to staff and to detainees. The need to plan for and accommodate these periods of overcapacity in detention necessitates that studies be made to determine when and why such rises in delinquent behavior occur. One area which appears might have some influence on these periods of increased delinquency is the school year/summer break schedule used by Iron and Washington Counties. It was observed that there were noticeable fluctuations with increased female and decreased male representation during the summer and an increase in minorities during the school year. These fluctuations seemed to roughly follow the pattern of school year/summer break schedule and studying this relationship might yield information useful in determining some daily detainee population counts.

The population for this study will be those youth placed in detention in the Southwest Utah Youth Center located in Cedar City, Utah. This study will attempt to identify those factors or variables which would influence a youths placement in a detention center. An attempt will be made to identify how these factors or variables would influence the chances or likelihood of relationship for males, females and other
minority populations placement in a youth detention center.

Some research has indicated a number of problems (e.g., inequitable treatment of females and disproportionate representation of minorities) in detained populations (Bergsmann, 1989; Grimes, 1983; Sarri, 1988). The Research Evaluation and Planning Division Youth Corrections (1991) indicated in their annual report a decreasing white male detainee population (77.3% in 1989 to 70.3% in 1991). Since the total percentage of detained youth is growing this suggests that the disproportionate representation of minorities in detention is increasing. Females have been repeatedly overlooked and ignored in the juvenile criminal system (Grimes, 1983) and are often imposed on male facilities in which policy, procedure and staffing are not done from an equity standpoint (Bergsmann, 1989; Sarri, 1988).

It is important from a budgetary standpoint to consider personnel requirements (Schwartz, 1980; Luthans, 1977; Koontz, 1964). This study could be used to better understand juvenile delinquency patterns and high risk periods of time during the year, in understanding detention center personnel needs, and programming needs for those populations. Additionally, this type of study would be useful in reminding frontline institutions that more creative, innovative approaches may be necessary in order to curtail the rising delinquency rate in their communities. Finally, this type of study could aid the juvenile courts with understanding those
characteristics of detained youth and when overcrowding of detention centers might occur.

**Problem Statement**

This study will attempt to fill the knowledge gap by raising the question- "Is there any relationship between non-structured school days and daily detention populations?" Additionally, this study will look at other factors or variables which might influence the relationship of non-structured days with daily detention populations. The following variables will be considered: (1) Leisure time, (2) education, (3) athletics, (4) employment status, (5) academic failure, (6) alcohol and drug use, (7) peer relationships, (8) family status, (9) family relationships, (10) economic status, (11) race/ethnicity, and (12) gender.
A variety of explanations for delinquent behaviors have been suggested in general delinquency literature, as well as in literature that focuses on single delinquent behaviors (Ensminger, 1990). Some research indicates that there has been considerable interest in whether or not there is a general tendency toward deviance among adolescents (Huba, Wingard, & Bentler, 1981; Mott & Haurin, 1988; Osgood, O’Malley, & Bachman, 1988; Windle, Barnes, & Welte, 1989). Further research points out that there might be a latent variable factor which could explain a significant variance in deviant behavior (Huba et al., 1981; Osgood et al., 1988; Windle et al., 1989). However, Bachman (1987) has noted there can be exception to this assumption of a general tendency:

Although a general tendency can account for why different forms of deviance are correlated with each other, and although that tendency shows stability across time, there remains a good deal of additional stability in each of the deviant behaviors. This suggests that in addition to the general or shared causes, there are equally important and stable specific causes for each of the deviant behaviors. (p. 7)

Ensminger (1990) agrees and suggested that separate behaviors have unique aspects which are not accounted for by the theory of general tendency.

This exploratory study will attempt to clarify some
generally shared variables which might contribute to deviant behaviors as well as single variables which can affect an adolescent's behavior. A particular aim will be to investigate the influence of non-structured (summer leisure time) and structured time (public school year/leisure time) use on the incidence of deviant behavior. In addition, the influence of other component variables such as education, athletics, employment status, academic failure and others will be explored. These main variables of leisure time and education as well as other pertinent component variables will be examined briefly.

**Leisure Time**

Both the popular press and criminology literature claim that there is a relationship between leisure time activities and delinquency (Segrave, 1983). More recent investigations indicate that past studies on this relationship between leisure time activities and delinquency have become outdated (Rahdert, 1991) and that current studies have focused mainly on the effects of specific interscholastic sports (Segrave, 1983) and the mass media (Adams & Gullotta, 1983). Although empirical research has given less attention to the leisure time delinquency relationship (Rahdert, 1991), leisure time activities have become an important central factor in the lives of adolescents today, perhaps rivaling the importance of school and family (Adams & Gullotta, 1983). Weishert and Culbertson (1990) note that adult supervision of the child
has become lax and this lack of supervision has had an impact on the amount of leisure time available to and the leisure time activities engaged in by today's youth.

Adolescents are spending their (afterschool) hours unsupervised and uninvolved in their communities at a time in their lives characterized by high energy, striving for self definition, and a need to prove their personal competence in a variety of areas (Lipsitz, 1983). A recent study by Rahdert (1991) indicated that the availability of leisure time activities and how they are used and viewed (liked or disliked) can greatly influence the adolescents' propensity to engage in negative activities such as drug taking as well as other non-normative and deviant behaviors. Rahdert (1991) further notes that leisure time activities and how they are perceived may be a significant factor in understanding delinquency and should be considered along with family, school, peer group and other institutions in the analysis of delinquency. Other investigations show that leisure time activities and delinquency are even more strongly related among deprived adolescents (Roberts, 1983). Additionally, a number of gender differences in the relationships between leisure time activities participation and delinquency have been found (Holland & Andre, 1987).

Rahdert's (1991) conclusions indicate "... that certain types of leisure are related to delinquency, most notably, delinquency is positively related to time spent in unsupervised peer-oriented social activities, leisure
activities with peers, and least favored activities with parents and delinquency is negatively related to time spent in organized leisure activities, passive entertainment, and non-competitive sports" (p. 347).

Peer Relationships

Hartup (1983) states that delinquency among adolescents and young adults can be predicted mainly from the dimension of early peer relations. Peer relationships have been central to the logic of most delinquency theories, and there is general agreement that delinquency occurs most often within a group context, but there is much less consensus about the nature and quality of relationships delinquents have with their friends (Giordano et al., 1986).

Coercive child behaviors are likely to produce two reactions from the social environment; (a) rejection by members of the normal peer group, and (b) academic failure (Cantrell & Prinz, 1985; Dodge, Coie, & Brakke, 1982; Patterson et al., 1989; Roff & Wirt, 1984) and these rejected children are often deficient in a number of social skills (Asarnow & Calan, 1985; Dodge, 1986; Putallaz, 1983).

The peer group is important to psychosocial development because it provides adolescents with a sense of belonging, emotional support, and behavioral norms (Panella, Cooper, & Henggeley, 1982). A large number of studies support the idea that peers supply the adolescent with the attitudes, motivations, and rationalizations to support antisocial
behavior as well as providing opportunities to engage in specific delinquent acts (Elliott, Huba & Bentler, 1983; Huizinga, & Ageton, 1985; Patterson et al., 1989).

Large-scale survey studies during the past decade showed an impressive link between involvement with antisocial peers and various adjustment problems endemic to adolescent populations, such as substance use (Dishion, Reid, & Patterson, 1988; Elliott et al., 1985; Huba & Bentler, 1983; Kandel, 1973; Pollard & Austin, 1990) and delinquency (Elliott et al., 1985; Patterson & Dishion, 1985). Hansen, Henggeler, Haefele, and Rodick’s (1984) findings suggest that it is the involvement with a deviant peer group that most strongly relates to an adolescent’s repeated and serious criminal activity, especially for father-absent males.

Observed increases in exposure to antisocial peers in adolescence is associated with relatively rapid increases in problem behavior (Elliott & Menard, 1988). Steinberg (1986) showed that being with peers in places that lacked adult supervision or structure made children more susceptible to pressure from peers to engage in problem behavior.

Friendship patterns of Black and White adolescents suggest ethnic differences in group delinquent behavior (Giordano et al., 1986). A study by Mitchell, Dodder, and Norris (1990) indicates that for females, delinquent peer associations were more likely to lead to delinquency and delinquent acts and that female delinquency may be more of a group phenomenon.
Education

Beside the family, the second most important influence on children is the private or public school they attend (McCandless, 1961). McCandless (1961) suggests that United States public schools have shown a tendency to neglect the teaching of human relations. A substantial body of research literature shows evidence that many important aspects of human nature can be changed through education, and this includes the reformation of delinquents (McCandless, 1961). Studies have shown that the possession of a high school diploma is associated with a lower probability of recidivism among past delinquent offenders (Ambrose, & Lester, 1988).

Unfortunately, troubled adolescents and delinquent offenders have often been neglected by the educational system (Bergsmann, 1989) and in many schools a developmental mismatch exists, resulting from outmoded curriculums, and (sorry) classroom and school environments that are at odds with the physiological, psychological and other cognitive changes in young adolescents (Eccles, & Midgley, in Press cited in Jackson, & Hornbeck 1989), which can result in an alienation of some youth within the school system. These alienated youth can fall into the categories of the disadvantaged youth, the group activist and the juvenile delinquent (Rogers, 1977).

Studies have recognized that children also suffer from stress and its consequences (Johnson, 1986; Rutter, 1983) and that school places a great deal of stress upon a child
(Brown, Berrien, & Russell, 1966). Resultant behavioral problems are interrelated with each other and are accompanied by poor school achievement (Dryfoos, cited in Jackson, & Hornbeck 1989). Without adequate support, young adolescents are vulnerable to many potential threats: school failure, poor mental health, early pregnancy, substance abuse, delinquency and violence (Jackson, & Hornbeck, 1989).

The association between antisocial behavior and rejection by the normal peer group has been well established (Cantrell & Prinz, 1985; Dodge, Coie, & Brakke, 1982). This rejection may lead to associations with a negative peer group and research indicates that association with negative peer groups influences the learning of delinquent acts and substance use (Bentler, 1983). It is possible that as delinquent children become increasingly deficit in academic skills, they also find themselves in classroom environments comprised of children with similar behavioral, social, and academic profiles and therefore they may develop similar antisocial behavior (Kellam, 1990). In these classroom settings, long-term friendships may emerge that support problem behavior and discourage academic engagement, to the frustration of well-meaning adults (Kellam, 1990).

**Academic Failure**

The importance of academic difficulties as a possible precursor of delinquency has been increasing (Kratoville, 1974; Rutter, 1980). There is a substantial body of
literature to document the relationship between lack of academic success in school and delinquent behavior, such as alcohol and drug use (Greenberg, 1981; Elliott & Voss; Jensen; Smith & Alexander; Wolfgang, Figilio, & Sellin; as cited in Just & Wircenski, 1984; Pollard & Austin, 1990; Wilson & Hernstein, as cited in Seigel & Senna, 1988; Wolfgang et al., 1972).

Many of the links between antisocial behavior and failure in school and with peers have been well established (Dishion et al., 1991), and it is often suggested that academic failure and peer rejection are causes rather than consequences of antisocial behavior. However, a stronger case may be made that antisocial behavior contributes to these negative outcomes (Patterson et al., 1989). Recently, the relationship between juvenile delinquency and psychopathology has been examined within the context of socioeconomic status, temperament, school success and peer relationships. It is common for researchers to find that school failure is a stronger predictor of delinquency than such personal variables as economic class membership, racial/ethnic background, or even peer group relations (Seigel & Senna, 1988), though the latter remains a statistically viable predictor of antisocial behavior (Dishion et al., 1991).

A growing body of evidence indicates that learning disabilities may also have a significant relationship to academic failure and juvenile delinquency. Some studies have
indicated that over 50% of juvenile delinquents exhibit prior evidence of specific learning disabilities (Berman, 1974; Poremba, 1975). Alternatively, learning problems and juvenile delinquency may arise from co-existing factors such as socioeconomic status, family size, and temperamental variables and may not be etiologically linked (Meltzer, Roditi, & Fenton, 1983).

**Athletics**

Although the relationship between sports and juvenile delinquency has been a subject of discussion for many years, it has only recently been submitted to empirical evaluation. The results of these investigations has demonstrated a negative association between delinquency and participation in a variety of sport settings, with notable exceptions being in the area of interscholastic athletics and the Outward Bound program (Segrave & Hastad, 1984).

Segrave has listed four conclusions which can be derived from research on participation in interscholastic athletics and it’s relationship to delinquency as; (1) athletes tend to be less delinquent than those who do not participate in athletics, (2) the overall negative relationship between athletics and delinquency appears to be a function of an association among lower socioeconomic groups, as well as (3) a function of the seriousness of the offense, and that (4) the profiles of deviants and athletes are different (as cited in Segrave & Hastad, 1984). By and large, these
conclusions appear to be valid regardless of gender, age and delinquency measurement procedures (Segrave & Hastad, 1984).

It should be noted that boys from lower economic status are more likely to be interscholastic sport participants in small schools as opposed to large schools where as differences for middle-class boys are less extreme (Lindsay, 1982).

**Employment Status**

Contemporary research has led many educators and sociologists to call for more work-oriented educational programs and work-related experiences for students because of identified discontinuities between school settings and the work place (Behn, Carney, Carter, Crain, & Levin, 1983; Meyer & Wise, 1982; Mortimer & Finch, 1986; Steinberg, 1982; Stern, 1982). Furthermore statistics show that the majority of high school students in the United States are working part-time during the school year (Bachman & Schulenberg, 1991). According to recent estimates, one half to two thirds of all high school juniors hold jobs, and the vast majority of students will have had some school-year work experience (Greenberger & Steinberg, 1986). Lipsitz (1983), citing Simmons Market Research Bureau in New York, reports that in 1981, a 16-year-old male was three times as likely to work part-time than in 1960 and a teenaged female was ten times more likely.

However, what adolescents learn and do in the workplace
is not always conducive to good psychological health and development and can have a negative impact on their relationship with their families (Greenberger & Steinberg, 1986; Greenberger, Steinberg, & Vaux, 1982; Stone & Hopkins, 1990). Both outside and school employment programs have been shown to have some negative effects on school grades and class standing, especially for females (Stone & Hopkins, 1990). Some studies suggest that among middle-class youngsters working may actually increase deviant behavior (Shannon, 1982). Steinberg and Dornbusch's (1991) study shows that adolescent employment, with few exceptions, results in a negative impact (e.g., diminished parental authority, increased alcohol and drug use) that cuts across age, socioeconomic, and ethnic groups.

There is evidence that, compared to students who do not work or who work only a few hours each week, those who work longer hours report a more diminished engagement in schooling and poorer school performance (Bachman, Bare, & Frankie, 1986; Charner & Fraser, 1987; Mortimer & Finch, 1986; Steinberg, Greenberger, Garduque, Ruggiero, & Vaux, 1982; Steinberg & Dornbusch, 1990, 1991), increased levels of psychological and behavioral dysfunction (Greenberger & Steinberg, 1986; Steinberg & Dornbusch, 1991), less than satisfying relationships with peers and parents (Bachman & Schulenberg, 1991; Mortimer & Shannon, 1991; Steinberg & Dornbusch, 1991; Steinberg, Greenberger, Garduque, & McAuliffe, 1982; Steinberg, Greenberger, Garduque, Ruggiero,

The emerging consensus among researchers is that the negative effects of employment are linked to how much a student works not if a student works (Bachman et al., 1986; Domico, 1984; Mortimer & Finch, 1986; Schill, McCartin & Meyer, 1985; Wirtz, Rohrbeck, Charner, & Fraser, 1987). The important break point appears to be 10 hours per week (Steinberg & Dornbusch, 1991) with 15 to 20 hours per week being associated with behavioral and psychological difficulties (Steinberg, Greenberger, Garduque, & McAuliffe, 1982; Steinberg, Greenberger, Garduque, Ruggiero, & Vaux, 1982).

Alcohol and Drug Use

Substantial research has shown a strong relationship among a variety of adolescent problem behaviors such as alcohol use, cigarette smoking, marijuana use and delinquent or deviant behavior (Bachman et al., 1980; Elliott et. al., 1985; Frost & May, 1984; Hundleby, 1987; Kandel, Simcha-
Fagan, & Davies, 1986; Kovach & Glickman, 1986; Pollard & Austin, 1990). The relationship between substance use and lifestyle has changed little during the past decade (Bachman, 1987) and strong patterns of association have been shown to exist between substance use and antisocial behavior, poor school performance, family management, peer influence and delinquency (Donovan et al., 1988; Lettier & Ludford, 1980; Pollard & Austin, 1990; Windle, 1990).

Male gender can be a significant predictor of alcohol use (Windle, 1990). In a longitudinal study, Johnston, O'Malley and Bachman (1986) found that the level of illicit drug use and the level of criminal activity in a sample of high school males covaried over a period of several years. There is, however, little data as yet about the delinquency/alcohol and drug use connection for specific subpopulations such as females or minorities (Kandel et al., 1986; Dawkins & Dawkins, 1983; Windle, 1990).

Some research on alcohol and drug use shows evidence of a strong relationship between substance use and delinquency for white populations while school based studies, and general population surveys show relatively low levels of substance use by most minorities except for Native Americans who had the highest use (Bachman, Wallace, O'Malley, Johnston, Kurth, & Neighbors, 1990).

**Family Status**

Hirschi (1983) argues that the family may be the most
important influence in the delinquency process. Ensminger (1990) further notes that family structure may affect family interaction patterns or family resources, which then affect the child's behavior. Results of a study by Dishion, Patterson, Stoolmiller, and Skinner (1991) indicated that there was some evidence as to the ecological factors that might influence a child's early selections of deviant peer contexts, implicating the importance of both the family and the school.

The preponderance of both status offenders and delinquents come from other than two-parent families and children from intact homes have lower rates of crime (Weishart & Culbertson, 1990). A study by Capaldi (1989) indicated that while boys in families who had experienced two or more transitions are at risk, the importance is not so much single mother homes, but those homes which have been through two or more parental transitions. Further, studies indicated that children or adolescents from mother-alone families and mother-absent families show poorer social adaptation to school, more delinquent behavior, and earlier sexual activity than those from mother/father or mother/other adult member families (Dornbusch, Carlsmith, Bushwall, Ritter, Leiderman, Hastorf, & Gross, 1985; Ensminger, Kellam, & Rubin, 1983; Inazu & Fox, 1980; Kellam, Ensminger, & Turner, 1977; Zelnik, Kantner, & Ford, 1981).
Family Relationships

There has been increased recognition that the behavior problems of children and adolescents are often related to deficient family relationship patterns (Bell, 1968; Bell & Harper, 1977; Henggeler, 1982; Hetherington & Martin, 1979). In general, it has been observed that families of delinquents tend to exhibit more conflict than families of non-delinquents (Alexander, 1973). Family conflict and organization are also positive predictors of adolescent recidivism (Power, Ash, Schoenberg, & Sorey, 1974; Cromwell & Braswell, as cited in Tolan, 1984).

Empirical studies and Loeber’s reviews of the literature have uncovered four broad categories of family functioning which promote delinquent behavior: (1) families which neglect their children’s behavior, emotional problems and provide inadequate parental supervision; (2) families which are involved in interpersonal conflict; (3) families which contain deviant parents who transmit their behavior to children; and (4) families disrupted by spousal conflict or breakup (Dutile, Foust & Webster, 1982; Farrington, 1987; Garmezy & Rutter, 1983; Loeber & Dishion, 1983; Loeber and Stouthomer-Loeber as cited in Seigel & Senna, 1988).

Of these factors the lack of parental supervision and discipline practices in middle childhood were found to be significantly correlated with an increased involvement with antisocial peers, delinquent behaviors, teenage sexual activity, and drug use (Abrahamse, Morrison, & Waite, 1988;
Dishion et al., 1991; Ensminger, Brown, & Kellam, 1982; Farrington, 1978; Hogan & Kitagawa, 1985; Loeber & Dishion, 1983; Loeber & Loeber, 1986; McCord, 1981; Miller & Simon, 1974; Patterson, 1982; Wilson, 1980). It should be noted, however, that traditionally the family has been the group with which females are most intimately connected, and that even during adolescence they are likely to be more carefully supervised than males (Giordano et al., 1986).

Economic Status

A study by Wolfgang, Figilio and Sellin (1972) found that the variable of socioeconomic status was associated with reported delinquency. Conversely, other research suggests that a relationship between social class and delinquency is either nonexistent or not strong (Bachman, Johnston, & O’Malley, 1981; Hindelang, Hirschi, & Weis, 1981; Kandel, 1980). More recent reports give little if any support to the belief that delinquency is primarily a lower class phenomenon and imply that causes of delinquency must be related to factors which are present in both the upper-class, middle-class and the lower-class such as economic resources, parenting, and gender (Seigel & Senna, 1988).

In spite of these implications Weishert and Culbertson (1990) found that youngsters who become involved in the juvenile justice system tend to be drawn disproportionately from families with fewer economic resources. Several studies indicate that family economic stress (lack of resources) is
associated with a variety of both physical and psychological distress symptoms in children and adolescents (McLoyd, as cited in Lempers & Clark-Lempers, 1990), and can be a predictor of deviant behavior.

The empirical findings linking social class to parenting practices are not consistent (Gecas, 1979). In general, upper and middle-class parents seem to use psychological methods of discipline, show egalitarian parenting styles and support academic growth (Gecas, 1979; Hess, 1970). On the other hand, lower-class parents are more likely to use physical discipline and exhibit authoritarian parenting styles (Patterson, DeBaryshe, & Ramsey, 1989) which might lead to delinquent behavior.

Research indicated that females from lower-class patriarchal families were more closely controlled and had crime rates lower than their brothers, where as females from middle-class families tended to have delinquency patterns similar to their brothers (Hagan, et al., as cited in Seigel & Senna, 1988). One of the primary reasons for female detention is sexual activity and there are indications that being from a lower socioeconomic family background is related to increased sexual behavior among teenage girls (Bachman et al., 1980).

Race/Ethnicity

Race and ethnic groups, in a national survey of youth, were shown to have varied patterns of association to
delinquency (Mott & Haurin, 1988). Additional research has indicated that race was strongly associated with reported delinquency (Wolfgang, Figilio, & Sellin, 1972) and that racial minorities are disproportionately represented in the arrest statistics (Seigel & Senna, 1988). Weishert & Culbertson (1990) give evidence that Black juveniles, when compared to White juveniles, were arrested more often. Giordano, Cernkovich, and Pugh (1986) suggest that there is a main effect for race when dealing with specific factors associated with delinquency. Leung and Drasgow (1986) report that there were also offense differences between races relating to delinquent behaviors.

**Gender**

Major delinquency theories differ significantly in the ways in which they have portrayed male, and more recently, female delinquents (Giordano et al., 1986). While research on male delinquency is, at best, inadequate, there is almost no data about females (Giordano et al., 1986).

In the past criminologists often ignored females at both theoretical and empirical levels either assuming that they were not delinquent, or if they were, that their illegal acts were minor status-type offenses (Seigel & Senna, 1988). The phenomenon of female criminality is considered but one wave in the rising tide of female assertiveness (Adler, as cited in Seigel & Senna, 1988). While it appears that males and females commit delinquent acts for much the same reasons, it
is an undeniable fact that the male delinquency rate is significantly higher than that of females (Seigel & Senna, 1988). There has been, however, a consistent increase in the crime rate of females in general (Simon, as cited in Seigel & Senna, 1988).

A key to understanding delinquency is obtaining a full appreciation of the role of gender in the dynamics of the family and in delinquency which arises from the structure of modern patriarchal families where delinquent females are most often from female-headed households, while male patterns of delinquency result from patriarchal families (Hagan, Simpson & Gillis, 1987). Female delinquents are also more likely to come from broken homes or unstable homes or homes with greater than normal family tensions (Seigel & Senna, 1988).

Authorities generally agree that the juvenile justice system treats girls and boys differently (Seigel & Senna, 1988). Weishert and Culbertson note that females are most likely to make court appearance for unruly behavior, males for delinquency. Hispanic parents are more likely to ask the juvenile court to intervene in behalf of their daughters to control sexual activity (Weisbrod, 1981). The female delinquent is even more likely than her male counterpart to be placed on the socially disabled list (Giordano, Cernkovich, & Pugh, 1986).

Some literature indicate that western society tends to treat boys and girls differently, especially in the way they develop their self-esteem (Eckloff & Hullinger, 1986). At an
early age in school, boys and girls are equally concerned with achievement in school and have similar aspirations for success in future jobs (Eder, 1985). However, when these students enter sixth or seventh grade, there is a marked difference in the way they progress in developing self esteem (Eder, 1985). Eder (1985) suggests a boy's self-esteem appears related to accomplishment, while a girl's self-esteem seems associated with her social interactions. One important setting in a young person's life which is rife with provocations to delinquent behavior is school, where delinquency has become an appropriate way of coping with low self-esteem (Eckloff & Hullinger, 1986).

Research seems to indicate that the acceptance by peers of the young female, early in her educational career, tends to determine to some extent the social acceptability of her behavior in later years (Glueck & Glueck, 1950). Eckloff and Hullinger (1986) stress that peer inclusion is very important to the high school girl.

Although females as a group are not as delinquent as males, these responses point to a relatively greater degree of participation by girls and their friends in what are usually considered "Hedonistic/youth culture activities" than is generally assumed (Giordano et al., 1986).

**Summary Findings of Literature Review**

The literature review supports the understanding that delinquency cannot be attributed to any one factor or
circumstance. Any number of combinations of factors may contribute to delinquent behavior and these variables must be considered in any serious study of the problem. However, there are factors which appear to have a stronger relationship to deviant behavior among adolescents. Other factors such as; school and academic achievement, race, socioeconomic status and substance abuse have been treated to extensive research and are accepted as influencing delinquent behavior among adolescents. Some of these factors, such as the use of leisure time, peer influence and family relationships have been found to have a heightened influence on the adolescent at risk of delinquency and need further study to determine the depth of that influence.

Peer group association continues to be a central focus of many theories relating to delinquency and the nature of these relationships are still under considerable debate. Peer groups appear to be important in determining a youth's attitudes and behaviors. The type of school setting (i.e., traditional, alternative, summer school, etc.) in which a youth is placed would also influence peer associations and thus have a significant impact on adolescent behaviors.

Academic failure is indicated as having a strong association with delinquency. It appears that academic failure is a strong indicator for potential involvement in antisocial behavior.

Extensive employment (i.e., more hours per week) appears to have a negative influence on today's youth and may in fact
lead to involvement with behaviors which might lead to incarceration.

Substance abuse continues to be central to understanding delinquent behavior and continues to have a significant influence on family relationships and a youth's involvement in deviant acts.

It appears that a significant number of youth involved in delinquent acts come from other than two parent homes and have deficient family relationships.

The literature suggests that coming from low income families has the likelihood of increasing the youth's potential involvement in the juvenile justice system.

It appears that gender influences the potential for delinquent behavior but that those factors influencing males differ markedly from those influencing females.

It also appears that race was strongly associated with reported delinquency as there seems to be a disproportionate minority representation in the juvenile correction system.
CHAPTER 3

METHODOLOGY

The literature review seems to suggest that there are single as well as general factors which might have a relationship with daily detainee populations. Factors identified in the literature are by no means all inclusive or decisive in nature. There is a good deal of debate as to the nature of many of these relationships.

The purpose for which this study is designed is to identify factors which might have a relationship with daily detainee population counts at the Southwest Utah Youth Center during the different time periods. The following tentative hypothesis and 19 questions are being used to explore if such a relationship exists.

**Hypothesis**

$H_1$: There will be an increase in daily detention population counts during non-structured school days such as during the summer, holidays, when a youth is unemployed and when not participating in athletics.

**Study Questions**

In addition to this hypothesis this study was designed to investigate the following general questions.

**Leisure Time**

1: Will there be an increase in daily detention population
counts during the summer for those youth who are involved in unsupervised leisure time activities?

2: Will there be an increase in daily detention population counts for those youth involved in unsupervised friend-oriented activities?

3: Will there be an increase in daily detention population counts for those youth whose main leisure time is spent with friends or alone rather than parents?

Peer Relationships

4: Will there be an increase in detention population counts for those youth who spend most of their time with friends in the summer?

5: Will there be an increase in daily detention population counts during summer for youth who have friends which are viewed as negative?

Education

6: Will there be an increase in daily detention population counts during the summer for youth who are in non-traditional school settings?

Academic Failure

7: Will there be an increase in daily detention population counts during summer for youth who are experiencing academic difficulties?

Athletics

8: Will there be an increase in daily detention population counts during summer for those youth who are not participating in supervised athletics?
9: Will there be an increase in daily detention population counts during summer for those youth who are involved in unsupervised athletic activities?

**Employment Status**

10: Will there be an increase in detention population counts for those youth who are not employed during the summer?

11: Will there be an increase in detention population counts for those youth who are employed more than 15 hours per week during the summer?

**Alcohol and Drug Use**

12: Will there be an increase in daily detention population counts during the summer for those youth who are substance users?

13: Will there be an increase in daily detention population counts during the summer for those youth whose involvement in alcohol and drug use is mostly during the summer?

**Family Status**

14: Will there be an increase in daily detention population counts during the summer for those youth who are from single parent households?

15: Will there be an increase in daily detention population counts during the summer for those youth who are not living with both parents?

**Family Relationships**

16: Will there be an increase in daily detention population counts during the summer for youth who are having family
relationship problems?

**Economic Status**

17: Will there be an increase in daily detention population counts during the summer for youth from lower income families?

**Race/Ethnicity**

18: Will there be an increase in daily detention population counts during the summer for minority youth?

**Gender**

19: Will there be an increase in daily detention population counts during the summer for females.

**Definition of Terms**

1. **Dependent Variable**: The dependent variable represented the average number of detainees male, and female combined held in detention at the Southwest Utah Youth Center on a 24 hour basis for the year 1992.

2. **Independent Variable**: The independent variables to be considered are defined as follows:

   a. **Structured School Days (Public School year days)** for the purpose of this study represents those days on which teachers will hold classes as contracted through the Iron County School District (SY) and will be January 1, 1992 to June 2, 1992 and August 26, 1992 to December 31, 1992.

   b. **Non-structured School Days (Summer)** represents those days on which classes were not held during the summer
(SU) and which was June 3, 1992 to August 26, 1992.

c. Leisure Time represents the detainees' described amount of time spent in leisure activities; during what time of the year, in liked activities and in supervised activities.

d. Education represents the detainees' school placement either in a normal or alternative setting.

e. Athletics represents the detainees' described amount of time spent in unsupervised athletic activities during the school year or summer.

f. Employment Status represents whether or not the detainee was employed during 1992 and amount of time employed.

g. Academic Failure represents the parent or guardian's description of whether or not a detainee is experiencing problems in the school setting.

h. Alcohol and Drug Use represents the parent or guardian's description of the detainees alcohol and drug usage.

i. Peer Relationships represents the parent or guardian's description of the detainees friends perceived influence on the detainee.

j. Family Status represents the marital status of detainees' parents.

k. Family Relationships represents the parent or guardian's description of detainees' positive or negative family relationships.
1. **Economic Status** represents the detainees' 1992 family income.

m. **Race/Ethnicity** represents the detainees' ethnic origin.

n. **Gender** represents the detainees' biological sex

**Design**

This was an exploratory survey which attempted to identify associations between the independent variables and the dependent variable (i.e., daily detainees' populations). A survey of the detainees' parent and a review of the case records of the detainees was made to collect the data. Since the youth who were incarcerated during both the school year and summer were a constant they were not part of the focus of this study.

**Population**

The study covered 210 juveniles who were referred to the Southwest Utah Youth Center for placement in secure detention during 1992. These juveniles were within the jurisdiction of the Utah Fifth District Juvenile Court and resided in Utah's Iron or Washington Counties.

**Instruments**

Data which could not be obtained from the source documents were collected through a 16 item self administered questionnaire which was mailed to the detainees' parents. The survey consisted of questions regarding leisure time,
peer relationships, education, academic failure, athletics, employment status, alcohol and drug use, family status, family relationships, economic status, race/ethnicity, and gender.

**Sampling**

Random sampling with replacement was utilized to obtain a sample of 29 youth who were detained during 1992. For this study, the following was the proportional representation of the sample. The SY sample consisted of 23 subjects: 16 white male, 7 white female, 3 American Indian male detainees. The SU sample consisted of 6 subjects: 3 white male, 2 white female detainees and one questionnaire without the gender identified.

**Method of Data Gathering**

An archival and survey questionnaire was utilized and data was collected from the following sources; the monthly detention population log of the Southwest Utah Youth Center and a survey questionnaire.

Initially, the monthly detention population log was used to identify detainee names and period of year detained. This was used to compile a list of total population for SY, and SU. From these two lists a random selection was made of detained youth. The Southwest Utah Youth Center Intake Form was utilized to identify the parents and address for the subjects. This information was then used to compile a mailing list. The parents or guardians of selected subjects
were sent a cover letter/consent form which described the purpose of this study. Along with this form an anonymous questionnaire was sent. Participants in the study were asked to fill out the information regarding their child and return the questionnaire. A self-addressed stamped envelope was also enclosed for returning all forms.

Analysis

Data collected from the survey questionnaire was entered onto a computer and organized into joint frequency distributions. A percentage of difference was utilized to analyze the possible relationships between the variables of the study and the time of incarceration.

Limitations of Study

There were several limitations to this study. Data could not be obtained to cover all the years of operation for the detention center; therefore, the results were confined to the year of study only. The identified variables for this study were not all inclusive of those factors which might have had some association with the stated hypothesis. Additionally, the depth of study of these factors was limited due to the constraints of available data. However, this exploratory study could be utilized to identify those factors which have a relationship with the problem (ie. juvenile offenses and subsequent arrests which resulted in detention). The results could be used to identify possible solutions and to minimize the impact of these factors on detention
populations as well as identify areas of concern for future research and data gathering.
RESULTS AND DISCUSSION

RESULTS

This study was designed to examine how leisure time might influence the daily detention population at the Southwest Utah Youth Center. Additionally, other factors will be explored as to their relationship to the time of incarceration. A questionnaire was designed to gather data about these factors: (1) time of year most liked leisure activities are participated in, (2) whether most leisure time activities were supervised or unsupervised, (3) with whom most leisure time activities are spent with, (4) time of year when detained youth spends most of their time with friends, (5) the influence of friends, (6) current school placement, (7) academic failure, (8) participation in athletics, (9) whether athletic activities are supervised or unsupervised, (10) employment, (11) amount of time employed, (12) substance use, (13) parents marital status, (14) who youth is living with, (15) relationship with family, (16) family income, (17) race/ethnicity, and (18) gender. The findings concerning these factors will be presented in the following pages.

Data from source documents indicated that there was an average daily mean population of 6.33 youth per day for the SY group and a mean of 9.59 for the SU group. This indicates
that there is an increased representation of detainees during the summer.

Out of the 71 questionnaires sent there was a 41% response, thus giving a sample size of \( N = 29 \). It was expected that 67% of the population will fall within the school year and 13% within the summer. For our sample we expected to find 48 subjects falling within the school year and 9 subjects falling within the summer. The percentage of representation for both sample groups was not significantly different than would be expected. The data in Table 1 indicate that the sample is representative of the larger population in its distribution for time of incarceration.

Table 1: The Distribution Of The Sample And Actual Population By The Time Of Incarceration

<table>
<thead>
<tr>
<th>TIME OF INCARCERATION</th>
<th>SAMPLE</th>
<th>AND ACTUAL POPULATION</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>SY ( N )</td>
<td>N %</td>
</tr>
<tr>
<td>SAMPLE</td>
<td>24</td>
<td>83</td>
</tr>
<tr>
<td>POPULATION</td>
<td>141</td>
<td>84</td>
</tr>
</tbody>
</table>

Leisure Time

In response to the survey question of when a youth had the most amount of leisure time to participate in liked activities, parents indicated that 69% had the most participation in liked leisure time activities during the summer while only 28% participated during the school year.

Data in Table 2 indicates that a majority (80%) of the
SU groups leisure time was spent in organized supervised activities compared to (38%) of those who were incarcerated during the regular school year. On the other hand 62% of the SY group reported that they participated in unsupervised activities, compared to only 20% for the SU group. The predominance of youth in supervised activities in the SU group supports research findings that over supervision of adolescent activities by parents, especially among females, increases reported incidents of delinquent behaviors to the juvenile justice system.

Table 2: The Distribution Of Respondents’ Leisure Time Spent At Organized Activities By The Time Of Incarceration

<table>
<thead>
<tr>
<th>LEISURE TIME ACTIVITIES</th>
<th>TIME OF INCARCERATION</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>SY</td>
</tr>
<tr>
<td>SUPERVISED OR UNSUPERVISED</td>
<td>N</td>
</tr>
<tr>
<td>SUPERVISED</td>
<td>9</td>
</tr>
<tr>
<td>UNSUPERVISED</td>
<td>15</td>
</tr>
</tbody>
</table>

In regard to the question of with whom the youth spend their leisure time with, 24% indicated that their child spent most of their leisure time with parents while 76% indicated their child spent most of their time with friends or alone (see Table 3). Additionally, 79% of the SY group, in contrast to only 60% of the SU group, reported spending most of their leisure time with friends. Of the youth spending time with parents 40% of the SU group reported doing so, while only 21% did so in the SY group.
Peer Relationships

The data in Table 4 indicates that 83% of the sample reported spending the most time with their friends during the school year while only 17% reported spending the most time with their friends during the summer. All (100%) of the SU group reported spending most of their time with friends during the school year in contrast to 79% of the SY group. For the SY group 21% reported spending most of their time with friends during the summer, in contrast to 0% of those incarcerated during the summer.

In response to the question as to the influence of a
youth's friends on them the data in Table 5 showed 79% of the youth were described as having friends who were having negative influence on them compared to 21% that were described as having friends who were neutral or positive influence on them.

Table 5: The Distribution Of Respondents' Influence Of Friends By The Time Of Incarceration

<table>
<thead>
<tr>
<th>INFLUENCE OF FRIENDS</th>
<th>TIME OF INCARCERATION</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>SY</td>
</tr>
<tr>
<td></td>
<td>N</td>
</tr>
<tr>
<td>NEUTRAL/POSITIVE</td>
<td>5</td>
</tr>
<tr>
<td>NEGATIVE</td>
<td>19</td>
</tr>
</tbody>
</table>

Education

The data in Table 6 shows that 75% percent of the youth have normal school placement and 25% have either advanced or alternative placements. 78% of the SY group had normal placement in contrast to 60% for the SU group. In the alternative category there were 40% of the SU group compared to 22% of the SY group.

Table 6: The Distribution Of Respondents' School Placement By The Time Of Incarceration

<table>
<thead>
<tr>
<th>SCHOOL PLACEMENT</th>
<th>TIME OF INCARCERATION</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>SY</td>
</tr>
<tr>
<td></td>
<td>N</td>
</tr>
<tr>
<td>NORMAL</td>
<td>18</td>
</tr>
<tr>
<td>ADVANCED/ALTERNATIVE</td>
<td>5</td>
</tr>
</tbody>
</table>
Academic Failure

In response to the survey question regarding academic difficulties (see Table 7) 28% indicated that their child was not experiencing any academic difficulties at all while 72% reported their child having some to extensive difficulties. 63% of the latter group were reported as having extensive difficulties. The data also indicated that 75% of the SY group were reported as having academic difficulties, compared to 60% of the SU group. 40% of the SU group reported that they did not have academic difficulties compared to 25% of the SY group.

Table 7: The Distribution Of Respondents’ Academic Difficulties By The Time Of Incarceration

<table>
<thead>
<tr>
<th>ACADEMIC DIFFICULTIES</th>
<th>TIME OF INCARCERATION</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>SY</td>
</tr>
<tr>
<td></td>
<td>N</td>
</tr>
<tr>
<td>NONE</td>
<td>6</td>
</tr>
<tr>
<td>SOME/EXTENSIVE</td>
<td>18</td>
</tr>
</tbody>
</table>

Athletics

The results of the questionnaire indicated 34% of the respondents stated that their youth participated in athletics while 66% did not. However, the data in Table 8 shows that all (100%) of the SU group reported that their child did not participate in athletics in contrast to 58% of the SY group. Of those detainees involved in athletics 83% participated in them during the school year, while 17% indicated their participation was during the summer.
Table 8: The Distribution Of Respondents’ Participation In Athletics By The Time Of Incarceration

<table>
<thead>
<tr>
<th>PARTICIPATION IN ATHLETICS</th>
<th>TIME OF INCARCERATION</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>SY</td>
</tr>
<tr>
<td></td>
<td>N</td>
</tr>
<tr>
<td>YES</td>
<td>10</td>
</tr>
<tr>
<td>NO</td>
<td>14</td>
</tr>
</tbody>
</table>

The data in Table 9 indicates that 80% of the group participating in athletics were supervised, while 20% of those who participated were unsupervised.

Table 9: The Distribution Of Respondents’ Participation in Supervised Or Unsupervised Athletics By The Time Of Incarceration

<table>
<thead>
<tr>
<th>SUPERVISED OR UNSUPERVISED ATHLETICS</th>
<th>TIME OF INCARCERATION</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>SY</td>
</tr>
<tr>
<td></td>
<td>N</td>
</tr>
<tr>
<td>SUPERVISED</td>
<td>8</td>
</tr>
<tr>
<td>UNSUPERVISED</td>
<td>2</td>
</tr>
</tbody>
</table>

Employment Status

A youth’s employment would be expected to provide a structured past time and decrease the amount of available and loose leisure time. The results indicated that 69% of the youth detained do not work while 31% are employed. The data in Table 10 indicates that 80% of the SU group were unemployed in contrast to 67% for the SY group. 33% of the SY group and 20% of the SU group make up the group that
reported that they were employed.

Table 10: The Distribution Of Respondents’ Employment By The Time Of Incarceration

<table>
<thead>
<tr>
<th>EMPLOYMENT STATUS</th>
<th>TIME OF INCARCERATION</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>SY</td>
</tr>
<tr>
<td></td>
<td>N</td>
</tr>
<tr>
<td>NOT EMPLOYED</td>
<td>16</td>
</tr>
<tr>
<td>EMPLOYED</td>
<td>8</td>
</tr>
</tbody>
</table>

The data in Table 11 indicates that for all those who worked 77% worked less than 10 hours per week in contrast to 23% that worked more than 10 hours per week. All (100%) who worked during the summer worked less than 10 hours per week.

Table 11: The Distribution Of Respondents’ Amount Of Hours Worked Per Week By The Time Of Employment And Incarceration

<table>
<thead>
<tr>
<th>AMOUNT OF HOURS WORKED</th>
<th>TIME OF EMPLOYMENT &amp; INCARCERATION</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>SY SUMMER</td>
</tr>
<tr>
<td></td>
<td>N</td>
</tr>
<tr>
<td>5-10 HRS PER WEEK</td>
<td>2</td>
</tr>
<tr>
<td>10-20 HRS PER WEEK</td>
<td>0</td>
</tr>
</tbody>
</table>

Alcohol and Drug Use

The data in Table 12 shows that 48% of the youth were reported as having used alcohol or drugs, while 52% of this group were reported as non-users. For the SY group 50% were reported as substance users in contrast to 40% of the SU group. Additionally, survey data showed that among those who
used alcohol and drugs 86% had the highest usage during the school year and only 14% reported having the highest use during the summer.

Table 12: The Distribution Of Respondents' Alcohol & Drug Use By The Time Of Incarceration

<table>
<thead>
<tr>
<th>ALCOHOL/DRUG USE</th>
<th>TIME OF INCARCERATION</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>SY</td>
</tr>
<tr>
<td>YES</td>
<td>12</td>
</tr>
<tr>
<td>NO</td>
<td>12</td>
</tr>
</tbody>
</table>

Family Status

The data in Table 13 shows 45% of the youth were reported to come from two parent households while 55% were reported as coming from other than two parent families. The SY group reported 50% of the youth among them as having two parent homes, in contrast to 20% for the SU group. 80% of the SU group were indicated as coming from non-traditional family structures, while only 50% of the SY group indicated that to be the case.

Table 13: The Distribution Of Respondents' Parents Marital Status By The Time Of Incarceration

<table>
<thead>
<tr>
<th>PARENTS MARITAL STATUS</th>
<th>TIME OF INCARCERATION</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>SY</td>
</tr>
<tr>
<td>MARRIED</td>
<td>12</td>
</tr>
<tr>
<td>OTHER</td>
<td>12</td>
</tr>
</tbody>
</table>
The data in Table 14 indicates that who the child was living with does not influence the time of incarceration. Of the responses received 59% reported that they lived with their parents and 41% lived with others.

Table 14: The Distribution Of Respondents' Living Arrangements By The Time Of Incarceration

<table>
<thead>
<tr>
<th>LIVING WITH</th>
<th>TIME OF INCARCERATION</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>SY</td>
</tr>
<tr>
<td></td>
<td>N</td>
</tr>
<tr>
<td>PARENTS</td>
<td>14</td>
</tr>
<tr>
<td>OTHER</td>
<td>10</td>
</tr>
</tbody>
</table>

Family Relationships

34% of the responses indicated that the child’s family relationships were stable while 66% were described as having disruptive or out of control family relationships (see Table 15). Of this latter group, 47% of the youth were considered disruptive and 53% were viewed as out of control. The results of the survey further indicated that 67% of the SY group, in contrast to 60% of the SU group, were reported as having disruptive family relationships.

Table 15: The Distribution Of Respondents' Relationship With Family By The Time Of Incarceration

<table>
<thead>
<tr>
<th>RELATIONSHIP WITH FAMILY</th>
<th>TIME OF INCARCERATION</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>SY</td>
</tr>
<tr>
<td></td>
<td>N</td>
</tr>
<tr>
<td>STABLE</td>
<td>8</td>
</tr>
<tr>
<td>DISRUPTIVE</td>
<td>16</td>
</tr>
</tbody>
</table>
Economic Status

The majority (52%) of the respondents indicated they were from low income families, while nearly half (48%) were of upper income. 60% of the SU group were reported as coming from upper income families compared to 45% of the SY group. 55% of the SY group reported low incomes, in contrast to 40% of the SU group, shown in Table 16.

Table 16: The Distribution Of Respondents’ Family Income By The Time Of Incarceration

<table>
<thead>
<tr>
<th>FAMILY INCOME</th>
<th>TIME OF INCARCERATION</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>SY</td>
</tr>
<tr>
<td></td>
<td>N</td>
</tr>
<tr>
<td>LOW</td>
<td>12</td>
</tr>
<tr>
<td>HIGH</td>
<td>10</td>
</tr>
</tbody>
</table>

Race/Ethnicity

The data in Table 17 indicates that in the sample group 90% were white and 10% American Indian. All (100%) of the SU group's ethnicity was white, in contrast to 88% in the SY group. Of the SY group 12% were American Indian.

Table 17: The Distribution of Respondents’ Race/Ethnicity By The Time Of Incarceration

<table>
<thead>
<tr>
<th>RACE/ETHNICITY</th>
<th>TIME OF INCARCERATION</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>SY</td>
</tr>
<tr>
<td></td>
<td>N</td>
</tr>
<tr>
<td>WHITE</td>
<td>21</td>
</tr>
<tr>
<td>AMERICAN INDIAN</td>
<td>3</td>
</tr>
</tbody>
</table>
Gender

The data in Table 18 indicates that 68% of the sample were males and 32% females. The data further indicated that 70% of the SY group, in contrast to 60% in the SU group were males.

Table 18: The Distribution Of Respondents’ Gender By The Time Of Incarceration

<table>
<thead>
<tr>
<th>GENDER</th>
<th>TIME OF INCARCERATION</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>SY</td>
</tr>
<tr>
<td></td>
<td>N</td>
</tr>
<tr>
<td>MALE</td>
<td>16</td>
</tr>
<tr>
<td>FEMALE</td>
<td>7</td>
</tr>
</tbody>
</table>

DISCUSSION

Supervision, or lack of it, seems to have a greater influence among the youth who were incarcerated during the school year than during the summer. For those who were incarcerated during the summer, the increase in supervision reported might lead to increased reporting of delinquent behaviors. Since the school year is more structured and there is less leisure time available it would appear likely that supervision of these activities would have little influence on the time of incarceration.

The majority of parents viewed their child’s friends as having a negative influence on their child. The results indicated that this was consistent for those who were arrested during the school year and summer.
A majority of the youth who were incarcerated were situated in a normal school placement and it would appear that this type of school setting has little influence on the time of year a youth is incarcerated. The reason why there was a higher proportion of the SU group being in alternative placements might have been due to their involvement in summer school or could be an indication that problem behaviors exist that do not show up until there is less structure.

It appears likely that non-participation in athletics for the SU group may influence the amount of leisure time available to them. This, along with a lack of structure during the summer, are factors which may have influenced this group's high rate of incarceration. The high level of participation in supervised athletics during the school year would support the idea that this type of participation would lessen tendencies towards delinquent behavior and reduce the chances of behavior which would result in incarceration.

The results of the study suggest that there is an association between unemployment and time of incarceration, especially for the detained during the summer. Data further indicated that among those who were employed most worked 10 hours or less. This might augment the available amount of non-structured leisure time. This heightened leisure time may be a factor influencing the increased incarceration rate for this group.

Although the literature review indicated an association
between academic difficulties and delinquency this study noted that this factor had little influence upon the time of incarceration.

The literature indicated that substance use had an association with delinquency. Survey results indicated that almost half of the sample had some type of involvement with alcohol and drug use.

The results of this study tend to support the importance of family structure in influencing the time of detainment. It appears that coming from other than two parent homes may affect the supervision and use of leisure time during the summer, thus allowing youth easier participation in and more time to become involved with factors which might lead to delinquent activities and subsequently incarceration. It was further indicated that who the youth lived with was less significant than the family structure. However, it appears that whether or not a youth is viewed as disruptive to his family has little effect on the time of incarceration. This indicates that it is the family structure which appears to have a stronger relationship to the time of incarceration.

The findings suggest that income, particularly high income, has an influence in relation to the time of incarceration. It appears that youth from high income families have a higher risk of becoming involved in activities which may increase their chances of incarceration during the summer. In contrast to this, low income seems to be more influential for those who were incarcerated during
the school year.

The results further indicated that ethnicity is a strong indicator for time of incarceration. It appears that white youth are more likely to be incarcerated during the summer than during the school year. This may be due to the higher level of income, lower employment, and larger amounts of leisure time available to this group. It appears that for minority youth other factors may be more significant in influencing the time of their incarceration than their ethnicity. These factors may be such things as academic failure, low income, and substance use during the school year.

The results additionally indicate a higher proportion of females were incarcerated in the summer than males. This may, in part, be accounted for by an increase in supervision, unemployment, coming from a non-traditional family structure and high income. These factors would increase the amount of leisure time available while over supervision might lead to more reporting of delinquent behaviors.
CHAPTER 5

CONCLUSIONS AND IMPLICATIONS

Conclusions

The survey results indicate that there are factors which are unique, to some degree, to each of the groups studied and the time of incarceration. The following is a brief summation of those variables which appear to be associated with both groups and those which appear to have an influence on specific groups.

Equal proportions were shown for participation in supervised and unsupervised leisure time activities. Furthermore, associations with friends who are viewed as negative during the school year appeared to be a common factor for both groups. The survey indicates that most detained youth are in normal school settings. They are reported as having some to extensive academic difficulties and most do not participate in athletics, are unemployed, and have had some participation in alcohol and drug use. The findings indicate an equal representation of youth who come from two parent homes and those from other than two parent homes. Most lived with their parents at the time of incarceration and were viewed as having a disruptive relationship with the family. Additionally, most of the detained youth came from low to middle income family and were white males.
The following factors appear to have an influence on the time of incarceration: (a) unemployment, (b) coming from other than two parent homes, (c) having disruptive relationships within the family, (d) coming from high income families, and (e) gender.

Some variables appeared to transcend socioeconomic status, race/ethnicity and gender. Those are: (a) spending most of their time with peers who are viewed as negative, (b) substance use, (c) uninvolvement in liked organized leisure time activities, and (d) lacking meaningful and productive employment.

Implications

Use of leisure time alone is an inadequate measure for determining daily detainee populations. It would appear that there are a number of factors which are associated with incarceration which cross economic status, race and gender. Additionally, there are factors which can be clearly associated with the time of incarceration. More study using specific indicators (i.e., unemployment, coming from other than two parent homes, having disruptive relationships within the family, coming from high income families, and gender) as well as general characteristics (i.e., youth who spend most of their time with peers who are viewed as negative, substance use, academic difficulties, family relationship problems and lack of involvement with supervised leisure time activities) is needed covering a broader range of years in order to better understand the situation of Iron and
Washington Counties' youth who are incarcerated or are at risk of being incarcerated.

It would appear that there are areas where more in depth research would prove to be beneficial in gaining a better understanding as to the nature of the associations which were found. The nature of these associations would be most beneficial if explored utilizing gender and race. The most significant exploration for Iron and Washington Counties would be into the nature of documented increases in delinquent behaviors for their female population during the summer (viz., family relationships, income, lack of productive employment, structured versus unstructured leisure time, and parental supervision), and the nature of the increase of minorities incarcerated during the school period (viz., income, substance use, academic difficulties, peer relationships, use of leisure time).

The common and shared variables form a complex interrelationship with juvenile delinquency which is difficult to ascribe to any one theory or approach.

The study suggests unique differences within each detained group. Programs dealing with delinquency must be able to understand these differences in order to develop more effective ways of helping the community and youth they serve. It would seem beneficial to implement research programs which would compile a useful data base for rural populations. This information could be utilized by local coordinating councils, schools, community organizations, juvenile justice systems,
and concerned individuals to gain a more specific understanding of the characteristics of the youth in their community who are involved in or are at risk of becoming involved in deviant and anti-social behaviors. This information would allow programs to be developed that meet the specific needs of each unique group. There are numerous programs of prevention and intervention which are currently available that deal with issues of delinquency. Without research many of these programs, which could prove to be of value, may be overlooked or underrated.

It is apparent that the juvenile justice systems and services dealing with delinquent youth are reaching, even exceeding, their capabilities, both economically and physically. Furthermore, it is apparent that what is currently being done has been ineffective in stemming the swelling tide of youth who are becoming swept into that system. A new approach seems to be in order which allows communities access to pertinent research on a local level. Each community must have a better understanding of the specific needs for that community. Organizational infrastructures are needed to develop and implement programs based upon good research findings which will address these specific needs. And finally, funding is needed to actualize these programs and services which are necessary in meeting the special needs of a community’s youth, both those being incarcerated or those at risk of being incarcerated, and of their families.
References


Appendix I

Human Subjects Committee Approval

University Nevada, Las Vegas
TO: Robert Johnson

FROM: Dr. William E. Schulze, Director, Research Administration

DATE: December 14, 1992

RE: Status of human subject protocol entitled:
"Association of Non-structured Days with Daily Detainee Population Counts"

The protocol for the project referenced above has been reviewed by the Office of Research Administration, and it has been determined that it meets the criteria for exemption from full review by the UNLV human subjects committee. Except for any required conditions or modifications noted below, this protocol is approved for a period on one year from the date of this notification, and work on the project may proceed.

Should the use of human subjects described in this protocol continue beyond one year from the date of this notification, it will be necessary to request an extension.

If you have any questions or require any assistance, please give us a call.

Required conditions/modifications:
Appendix II

Human Subjects Committee Approval

State Of Utah
March 15, 1993

Mr. Robert Johnson
466 E. Kayenta Circle
Cedar City, Utah 84720

RE: Human Subjects Application - An Exploratory Study of the Association of Structured versus Non-structured Days with Daily Detainee Population Counts at the Southwest Utah Youth Center Detention

Dear Mr. Johnson;

Based on the Human Subjects Review Committee's recommendation, I am pleased to notify you that I have approved your proposal, An Exploratory Study of the Association of Structured versus Non-structured Days with Daily Detainee Population Counts at the Southwest Utah Youth Center Detention.

In the event you make any changes to your research following this approval (e.g., changes in target population, materials to which subjects are to be exposed, procedures to be employed, etc.) please document these changes in a letter and send it to the Protection of Human Subjects Review Committee in care of my office. Also, any significant adverse reaction resulting from your study must be reported immediately for Committee review.

Once your research is completed, please send a copy of your final document to the Division of Youth Corrections and the Division of Family Services. This will allow them to benefit from the findings of your research.

Sincerely,

Mike Stewart
Director
Department of Human Services
February 23, 1993

Sherry Thompson
Human Subjects Review Committee
Department of Human Services
120 North 200 West
Salt Lake City, Utah 84103

Dear Ms. Thompson:

I am writing you concerning the proposed research by Robert Johnson from the Southwest Utah Youth Center/University of Nevada at Las Vegas. The project titled *An Exploratory Study of the Association of Structured (Public School Year) versus Non-structured (Summer) Days* has been reviewed by our Administrative Office and is a project we support.

It should be noted that permission must also be obtained from the appropriate facility or program director(s) when utilizing youth in our custody in any research project. If you have any questions, please feel free to contact us at 538-4330.

Thank you,

Thank you,

Robert H. Downing, Ph.D.

John R DeWitt, Ph.D

cc: Robert Johnson
January 8, 1993

Sherry Thompson
Human Subjects Review Committee
Department of Human Services
120 North 200 West
Salt Lake City, Utah 84103

Dear Ms Thompson,

I am writing you concerning the proposed research project by Robert Johnson of the Division of Youth Corrections, Southwest Utah Youth Center/University Nevada at Las Vegas. The Research entitled An Exploratory Study of The Association of Non-structured (Summer) Days has been reviewed and is a project which I support.

Yours sincerely,

Jay Maughan, Director
Southwest Utah Youth Center
Appendix III

Cover Letter/Consent Form
Dear Parent/Guardian

Through permission from the Utah State Department of Human Services, Division of Youth Corrections we are conducting a survey to assess background information which might affect Iron and Washington Counties daily detainee population for the Southwest Utah Youth Center.

Your name has been selected as a participant in this study. Your child was identified as being in detention during the school year, summer or both school year and summer of 1992. For statistical purposes the enclosed questionnaire will be identified by a circled SY, SU or SY/SU in the upper right hand corner of the questionnaire (SY indicates school year, SU indicates summer, and SY/SU indicates both school year and summer). It will in no way be used to identify you or your child. The information sought will be anonymous and confidential. By filling in the survey questionnaire you are consenting to participate in this one time only study. Your response to the questionnaire will complete your participation in this study.

1. This is an anonymous questionnaire. Neither your’s or your child’s name will be on it or used in any part of the descriptive study.

2. All of the answers will be grouped with those of other children. They will not be examined individually. Nor will the answers be connected to you or your child personally.

Although it is not required that you participate in this survey, the Division of Youth Corrections would appreciate your support. It is necessary to have a large number of participants in order to validate data. Enclosed is a stamped envelope for your convenience for returning the questionnaire.

Thank you for your participation in this important survey. Your assistance will be invaluable. If you have a desire to obtain the results of this study or you have any questions or concerns about this survey please feel free to call 586-4880 or write the following address:

Robert W. Johnson M.A., M.S.W./Intern
270 E. 1600 N.
Cedar City, Ut. 84720

Cordially

Edwynn S. Weaver M.S.W., LCSW
Program Director
Appendix IV

Survey Instrument
SURVEY OF DETAINEE PERSONAL DATA

My name is Robert W. Johnson. I am a graduate student at the University of Nevada, Las Vegas. In partial fulfillment of the requirements for graduation I am conducting a survey of the personal data of youth who were detained in the Southwest Utah Youth Center during the year 1992. Research is necessary in order to better understand delinquency, to identify programming needs for detention centers, and to better serve the youth who are in detention centers. I would appreciate your participation in this study to help me identify your child’s personal data by answering the following questions. This information will be used for statistical purposes only, therefore, **DO NOT PUT YOUR NAME ON THIS FORM.**

Please answer all questions as completely as possible by checking the correct answer.

A. Background Data

1. Gender: ___ male ___ female

2. Ethnic origin:
   ___ White ___ Black ___ American Indian
   ___ Hispanic ___ Asian or Pacific Islander
   ___ Other (Please specify) _________________________

3. Natural or Legal Parents’ Marital Status
   ___ Married-Living together ___ Married-Separated
   ___ Divorced ___ Single Father
   ___ Single Mother ___ Both Deceased
   ___ Other (Please specify) _________________________

4. Who is child presently living with?
   ___ Natural or Legal Parents ___ Mother only
   ___ Father only ___ Mother & Stepfather
   ___ Father & Stepmother ___ Relatives
   ___ Foster Home ___ Group Home
   ___ Independent ___ Job Corps
   ___ Spouse ___ Indian School
   ___ Institution ___ Other ____________

5. What is the approximate family income during 1992?
   ___ $0 to $7,999
   ___ $8,000 to $29,999
   ___ over $30,000
6. What is your child’s school placement?
   ___ Normal ___ Advanced ___ Alternative

7. What was your child’s employment history during 1992?
   ___ Not Employed ___ Employed Part Time ___ Employed Full Time

   If child is employed please check one category for summer
   and one category for school year for 1992.

   Summer
   ___ 0 hours per week
   ___ 5 to 10 hours per week
   ___ 10 to 20 hours per week
   ___ 20 to 40 hours per week
   ___ over 40 hours per week

   School Year
   ___ 0 hours per week
   ___ 5 to 10 hours per week
   ___ 10 to 20 hours per week
   ___ 20 to 40 hours per week
   ___ Over 40 hours per week

8. Do you know if your child has a drug/alcohol abuse
   problem?
   ___ Yes ___ No

   If yes, when does the most abuse take place?
   a. ___ School year ___ Summer (Check one)

9. Is your child having academic difficulties in school?
   ___ None ___ Some ___ Extensive

10. Describe your child’s relationship to the family.
    ___ Stable ___ Disruptive ___ Out of Control

11. Describe what influence your child’s friends have upon
    your child.
    ___ Neutral ___ Positive ___ Negative

12. When does your child spend the most time with his/her
    peers?
    a. ___ School year ___ Summer
13. When does your child have the most leisure/free time in which they participate in their liked activities?
   a. ___ School year ___ Summer

14. Is most of your child’s leisure time spent in:
   (check one only)
   ___ supervised organized leisure activities
   ___ unsupervised peer-oriented social activities

15. With whom does your child spend most of his/her leisure time (Check only one):
   ___ parents
   ___ peers
   ___ alone

16. Does your child participate in athletic activities?
   ___ Yes ___ No
   Are these activities (Check one):
   ___ supervised
   ___ unsupervised
   When do the activities take place (Check one):
   a. ___ school year ___ summer
Appendix V

Iron County School Calendar 91-92
## 1991-92 Calendar

### Secondary School Calendar

- **AUGUST**
- **SEPTEMBER**
- **OCTOBER**
- **NOVEMBER**
- **DECEMBER**
- **JANUARY**
- **FEBRUARY**
- **MARCH**
- **APRIL**
- **MAY**
- **JUNE**
- **JULY**

### Mission Statement

The mission of the Iron County School District is to provide an unparalleled educational setting, together with its cultural, historical, and educational focus, to develop competent, responsible, caring citizens who respect individual diversity and who are able to meet the challenges of a changing society. To provide education curriculum and instructional improvement, the school district shall provide quality instructional materials and teacher professional development.

### Student Education Plan Conferences

- **February 24, 25, 26, 27, 28, 29, 30**
- **March 26, 27, 28, 29, 30, 31**
- **April 20, 21, 22, 23, 24, 25**
- **May 20, 21, 22, 23, 24, 25**
- **June 20, 21, 22, 23, 24, 25**
- **July 20, 21, 22, 23, 24, 25**
Appendix VI

Iron County School Calendar 92-93
## 1992-93 Calendar

**Secondary School Calendar**

<table>
<thead>
<tr>
<th>August</th>
<th>September</th>
<th>October</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sun</td>
<td>Mon</td>
<td>Tue</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>23</td>
<td>24</td>
<td>25</td>
</tr>
</tbody>
</table>

**November**

<table>
<thead>
<tr>
<th>Sun</th>
<th>Mon</th>
<th>Tue</th>
<th>Wed</th>
<th>Thu</th>
<th>Fri</th>
<th>Sat</th>
<th>Sun</th>
<th>Mon</th>
<th>Tue</th>
<th>Wed</th>
<th>Thu</th>
<th>Fri</th>
<th>Sat</th>
<th>Sun</th>
<th>Mon</th>
<th>Tue</th>
<th>Wed</th>
<th>Thu</th>
<th>Fri</th>
<th>Sat</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
<td>15</td>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
<td>20</td>
<td>21</td>
</tr>
<tr>
<td>26</td>
<td>27</td>
<td>28</td>
<td>29</td>
<td>30</td>
<td>31</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
<td>15</td>
</tr>
</tbody>
</table>

**December**

<table>
<thead>
<tr>
<th>Sun</th>
<th>Mon</th>
<th>Tue</th>
<th>Wed</th>
<th>Thu</th>
<th>Fri</th>
<th>Sat</th>
<th>Sun</th>
<th>Mon</th>
<th>Tue</th>
<th>Wed</th>
<th>Thu</th>
<th>Fri</th>
<th>Sat</th>
<th>Sun</th>
<th>Mon</th>
<th>Tue</th>
<th>Wed</th>
<th>Thu</th>
<th>Fri</th>
<th>Sat</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
<td>15</td>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
<td>20</td>
<td>21</td>
</tr>
</tbody>
</table>

**January**

<table>
<thead>
<tr>
<th>Sun</th>
<th>Mon</th>
<th>Tue</th>
<th>Wed</th>
<th>Thu</th>
<th>Fri</th>
<th>Sat</th>
<th>Sun</th>
<th>Mon</th>
<th>Tue</th>
<th>Wed</th>
<th>Thu</th>
<th>Fri</th>
<th>Sat</th>
<th>Sun</th>
<th>Mon</th>
<th>Tue</th>
<th>Wed</th>
<th>Thu</th>
<th>Fri</th>
<th>Sat</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
<td>15</td>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
<td>20</td>
<td>21</td>
</tr>
</tbody>
</table>

**February**

<table>
<thead>
<tr>
<th>Sun</th>
<th>Mon</th>
<th>Tue</th>
<th>Wed</th>
<th>Thu</th>
<th>Fri</th>
<th>Sat</th>
<th>Sun</th>
<th>Mon</th>
<th>Tue</th>
<th>Wed</th>
<th>Thu</th>
<th>Fri</th>
<th>Sat</th>
<th>Sun</th>
<th>Mon</th>
<th>Tue</th>
<th>Wed</th>
<th>Thu</th>
<th>Fri</th>
<th>Sat</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
<td>15</td>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
<td>20</td>
<td>21</td>
</tr>
</tbody>
</table>

**March**

<table>
<thead>
<tr>
<th>Sun</th>
<th>Mon</th>
<th>Tue</th>
<th>Wed</th>
<th>Thu</th>
<th>Fri</th>
<th>Sat</th>
<th>Sun</th>
<th>Mon</th>
<th>Tue</th>
<th>Wed</th>
<th>Thu</th>
<th>Fri</th>
<th>Sat</th>
<th>Sun</th>
<th>Mon</th>
<th>Tue</th>
<th>Wed</th>
<th>Thu</th>
<th>Fri</th>
<th>Sat</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
<td>15</td>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
<td>20</td>
<td>21</td>
</tr>
</tbody>
</table>

**April**

<table>
<thead>
<tr>
<th>Sun</th>
<th>Mon</th>
<th>Tue</th>
<th>Wed</th>
<th>Thu</th>
<th>Fri</th>
<th>Sat</th>
<th>Sun</th>
<th>Mon</th>
<th>Tue</th>
<th>Wed</th>
<th>Thu</th>
<th>Fri</th>
<th>Sat</th>
<th>Sun</th>
<th>Mon</th>
<th>Tue</th>
<th>Wed</th>
<th>Thu</th>
<th>Fri</th>
<th>Sat</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
<td>15</td>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
<td>20</td>
<td>21</td>
</tr>
</tbody>
</table>

**May**

<table>
<thead>
<tr>
<th>Sun</th>
<th>Mon</th>
<th>Tue</th>
<th>Wed</th>
<th>Thu</th>
<th>Fri</th>
<th>Sat</th>
<th>Sun</th>
<th>Mon</th>
<th>Tue</th>
<th>Wed</th>
<th>Thu</th>
<th>Fri</th>
<th>Sat</th>
<th>Sun</th>
<th>Mon</th>
<th>Tue</th>
<th>Wed</th>
<th>Thu</th>
<th>Fri</th>
<th>Sat</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
<td>15</td>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
<td>20</td>
<td>21</td>
</tr>
</tbody>
</table>

**June**

<table>
<thead>
<tr>
<th>Sun</th>
<th>Mon</th>
<th>Tue</th>
<th>Wed</th>
<th>Thu</th>
<th>Fri</th>
<th>Sat</th>
<th>Sun</th>
<th>Mon</th>
<th>Tue</th>
<th>Wed</th>
<th>Thu</th>
<th>Fri</th>
<th>Sat</th>
<th>Sun</th>
<th>Mon</th>
<th>Tue</th>
<th>Wed</th>
<th>Thu</th>
<th>Fri</th>
<th>Sat</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
<td>15</td>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
<td>20</td>
<td>21</td>
</tr>
</tbody>
</table>

**July**

<table>
<thead>
<tr>
<th>Sun</th>
<th>Mon</th>
<th>Tue</th>
<th>Wed</th>
<th>Thu</th>
<th>Fri</th>
<th>Sat</th>
<th>Sun</th>
<th>Mon</th>
<th>Tue</th>
<th>Wed</th>
<th>Thu</th>
<th>Fri</th>
<th>Sat</th>
<th>Sun</th>
<th>Mon</th>
<th>Tue</th>
<th>Wed</th>
<th>Thu</th>
<th>Fri</th>
<th>Sat</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
<td>15</td>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
<td>20</td>
<td>21</td>
</tr>
</tbody>
</table>

**Student Education Plan Conferences**

- Elementary, Middle School and High School: September 21-25 and March 15-19
- End of Level Testing: April 26th through April 30th

**Mission Statement**

The mission of the Iron County School District, unique in its unparalleled natural setting, together with its cultural, historic, and educational locus, is to develop competent, responsible, caring citizens who respect individual diversity and are able to meet the challenges of a changing society, by providing innovative curriculum and associated activities and by utilizing technology and community resources.
Appendix VII

Detainee Personal Raw Data
Detainee Personal Data

<table>
<thead>
<tr>
<th>Rec</th>
<th>Sy</th>
<th>Su</th>
<th>la</th>
<th>1b</th>
<th>2a</th>
<th>2b</th>
<th>2c</th>
<th>2d</th>
<th>2e</th>
<th>2f</th>
<th>3a</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>3</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>4</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>5</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>6</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>7</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>8</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>9</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>10</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>11</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>12</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>13</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>14</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>15</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>16</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>17</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>18</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>19</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>20</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>21</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>22</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>23</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>24</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>25</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>26</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>27</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>28</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>29</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>
### Detainee Personal Data

<table>
<thead>
<tr>
<th>Rec</th>
<th>3b</th>
<th>3c</th>
<th>3d</th>
<th>3e</th>
<th>3f</th>
<th>3g</th>
<th>4a</th>
<th>4b</th>
<th>4c</th>
<th>4d</th>
<th>4e</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>3</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>4</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>5</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>6</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>7</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>8</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>9</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>10</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>11</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>12</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>13</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>14</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>15</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>16</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>17</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>18</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>19</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>20</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>21</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>22</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>23</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>24</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>25</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>26</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>27</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>28</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>i</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>29</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
### Detainee Personal Data

<table>
<thead>
<tr>
<th>Rec</th>
<th>4f</th>
<th>4g</th>
<th>4h</th>
<th>4i</th>
<th>4j</th>
<th>4k</th>
<th>4l</th>
<th>4m</th>
<th>4n</th>
<th>4o</th>
<th>5a</th>
<th>5b</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>4</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>5</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>6</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>7</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>8</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>9</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>10</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>11</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>12</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>13</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>14</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>15</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>16</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>17</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>18</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>19</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>20</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>21</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>22</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>23</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>24</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>25</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>26</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>27</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>28</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>29</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>
### Detainee Personal Data

<table>
<thead>
<tr>
<th>Rec</th>
<th>5c</th>
<th>6a</th>
<th>6b</th>
<th>6c</th>
<th>7a</th>
<th>7b</th>
<th>7c</th>
<th>7d</th>
<th>7e</th>
<th>7f</th>
<th>7g</th>
<th>7h</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>3</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>4</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>5</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>6</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>7</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>8</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>9</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>10</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>11</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>12</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>13</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>14</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>15</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>16</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>17</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>18</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>19</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>20</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>21</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>22</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>23</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>24</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>25</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>26</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>27</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>28</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>29</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Detainee Personal Data

<table>
<thead>
<tr>
<th>Rec</th>
<th>7a</th>
<th>8a</th>
<th>8b</th>
<th>8c</th>
<th>8d</th>
<th>9a</th>
<th>9b</th>
<th>9c</th>
<th>10a</th>
<th>10b</th>
<th>10c</th>
<th>11a</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>3</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>4</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>5</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>6</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>7</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>8</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>9</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>10</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>11</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>12</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>13</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>14</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>15</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>16</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>17</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>18</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>19</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>20</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>21</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>22</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>23</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>24</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>25</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>26</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>27</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>28</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>29</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
## Detainee Personal Data

<table>
<thead>
<tr>
<th>Rec</th>
<th>11b</th>
<th>11c</th>
<th>12a</th>
<th>12b</th>
<th>13a</th>
<th>13b</th>
<th>14a</th>
<th>14b</th>
<th>15a</th>
<th>15b</th>
<th>15c</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>3</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>4</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>5</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>6</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>7</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>8</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>9</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>10</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>11</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>12</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>13</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>14</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>15</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>16</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>17</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>18</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>19</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>20</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>21</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>22</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>23</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>24</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>25</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>26</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>27</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>28</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>29</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Rec</td>
<td>16a</td>
<td>16b</td>
<td>16c</td>
<td>16d</td>
<td>16e</td>
<td>16f</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----</td>
<td>-----</td>
<td>-----</td>
<td>-----</td>
<td>-----</td>
<td>-----</td>
<td>-----</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>25</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>26</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>27</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>28</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>29</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
KEY

TOTAL POPULATION DATA AND SAMPLE DATA

1  --- indicates yes for field.
0  --- indicates no for field.
rec  --- Record number of detainee personal data.
SY  --- detainment during school year.
SU  --- detainment during summer.

Background Data

1. Gender
   1a ___ male
   1b ___ female

2. Ethnic origin:
   2a ___ White
   2b ___ Black
   2c ___ American Indian
   2d ___ Hispanic
   2e ___ Asian or Pacific Islander

3. Natural or Legal Parents’ Marital Status
   3a ___ Married-Living together
   3b ___ Married-Separated
   3c ___ Divorced
   3d ___ Single Father
   3e ___ Single Mother
   3f ___ Both Deceased
   3g ___ Other

4. Who is child presently living with?
   4a ___ Natural or Legal Parents
   4b ___ Mother only
   4c ___ Father only
   4d ___ Mother & Stepfather
   4e ___ Father & Stepmother
   4f ___ Relatives
   4g ___ Foster Home
   4h ___ Group Home
   4i ___ Independent
4j ___ Job Corps
4k ___ Spouse
4l ___ Indian School
4m ___ Institution
4n ___ (deleted item)
4o ___ Other

5. What is the approximate family income during 1992?
   5a ___ $0 to $7,999
   5b ___ $8,000 to $29,999
   5c ___ over $30,000

6. What is your child’s school placement?
   6a ___ Normal
   6b ___ Advanced
   6c ___ Alternative

7. What was your child’s employment history during 1992?
   7a ___ Not Employed
   7b ___ Employed Part Time
   7c ___ Employed Full Time

   If child is employed please check one category for summer
   and one category for school year for 1992.

   Summer
   7d ___ 5 to 10 hours per week
   7e ___ 10 to 20 hours per week
   7f ___ over 20 hours per week

   School Year
   7g ___ 5 to 10 hours per week
   7h ___ 10 to 20 hours per week
   7i ___ over 20 hours per week

8. Do you know if your child has a drug/alcohol abuse problem?
   8a ___ Yes
   8b ___ No

   If yes, when does the most abuse take place?
   8c ___ School year
   8d ___ Summer

9. Is your child having academic difficulties in school?
   9a ___ None
   9b ___ Some
   9c ___ Extensive
10. Describe your child’s relationship to the family.
   10a ___ Stable
   10b ___ Disruptive
   10c ___ Out of Control

11. Describe what influence your child’s friends have upon your child.
   11a ___ Neutral
   11b ___ Positive
   11c ___ Negative

12. When does your child spend the most time with his/her peers?
   12a ___ School year
   12b ___ Summer

13. When does your child have the most leisure/free time in which they participate in their liked activities?
   13a ___ School year
   13b ___ Summer

14. Is most of your child’s leisure time spent in:
   (check one only)
   14a ___ supervised organized leisure activities
   14b ___ unsupervised peer-oriented social activities

15. With whom does your child spend most of his/her leisure time (Check only one):
   15a ___ parents
   15b ___ peers
   15c ___ alone

16. Does your child participate in athletic activities?
   16a ___ Yes
   16b ___ No

   Are these activities (Check one):
   16c ___ supervised
   16d ___ unsupervised

   When do the activities take place (Check one):
   16e ___ school year
   16f ___ summer