

# New Jersey Criminal Justice Educator

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WWW.NJACJE.ORG

## President's Corner

By Cavit Cooley

Welcome to the New Jersey Association of Criminal Justice Educators (NJACJE) and the Spring 2012 edition of the *New Jersey Criminal Justice Educator*. The NJACJE continues to meet throughout the academic year promoting professionalism and quality in the study of criminal justice. In this capacity, I would like to invite all to the NJACJE's upcoming conference on Friday, March 30, 2012 at the Conference Center at Mercer County Community College. This event, *Targeting the Usual Suspects: Improving Justice Strategies*, co-sponsored by Mercer County Community College, The New Jersey Chapter of the American Correctional Association, and Cisco Systems, is open to all having an interest in criminal justice including students, academics, and practitioners and will provide an excellent opportunity to gain more insight into the criminal justice system while providing a venue for networking opportunities among colleagues. Additional information and registration materials are located at [www.njacje.org](http://www.njacje.org).

As my presidential tenure comes to a close, I would like to thank the current executive board and membership for their support and guidance. Without such assistance, the Association's success could not have occurred. My thanks to Vice President Daniel Simone, Secretary Maureen Kazaba, Treasurer Joseph Rizzo, and Immediate Past President Charley Flint for their assistance with meetings and tending to details too vast to list. Additionally, much appreciation is sent to Jeff Carter for website operation and updates, John Sacenti for membership tracking and updates, and William Carr for the organization and publication of this newsletter. Finally, thank you to Raymond Rainville, Joe Linskey, Anthony "Guy" Pellicane, and Dean Leech for their devotion to the Association that often goes without a formal thank you. Finally, I would like to thank all former NJACJE executives and members for the creation and operation of the Association for the past forty four years. It is this foundation that is responsible for my and future generations as we pursue excellence in the criminal justice profession.

In closing, my thanks again to the executive board and the membership for their assistance and dedication to the NJACJE. Please visit our website at [www.njacje.org](http://www.njacje.org) for information pertaining to the NJACJE including meeting updates, locations, and additional information. Current events and opportunities at colleges, universities, and agencies as well as article submissions for publication in future editions of the *New Jersey Criminal Justice Educator* are also appreciated. I wish everyone a healthy and successful 2012. ✪

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# RESEARCH

## **Family Structure and Race in Juvenile Delinquent Recidivism in Essex County, New Jersey**

by

William E. Carr, DPA, LCSW

### **INTRODUCTION**

#### **Background of Family Structure and Juvenile Delinquency**

In the past, children have committed acts which, if committed today, could not only result in their being defined as delinquent but could require that their parents be charged with contributing to their delinquency (Klein, 1976: 40). Malcolm W. Klein indicated that during the middle ages, and as late as the eighteenth century, many children engaged in sex at an early age, willingly or otherwise; they drank freely in taverns, if not at home. As soon as they could talk, most children learned and used (by current standards) obscene language and gestures. Few children went to school and, when they did, they wore side-arms, fomented brawls, and fought duels (Klein, 1976:40). These same acts occur today; however, they are legally defined as undesirable and authorities are charged with curbing them (Klein, 1976: 40).

In early America, life was dominated by a network of three major institutions: family, church and community. The function of the family was to rear children to respect law and authority; the church was to oversee not only family discipline but adult behavior; and the members of the

community were to detect and correct the first signs of deviance (Klein, 1976: 40). In the nineteenth century most laws applicable to children were written and the juvenile court was created, the court system is now charged with correcting delinquency (Klein, 1976: 40).

The family remains as one of the primary agents for the socialization of children. The family provides role models, attitudes, values, and potential protection from a harsh environment. A child's first experience with social life usually comes from within the family. The quality of this experience helps determine whether the child will engage in normal or delinquent behavior patterns (Griffin & Griffin, 1978: 247; Wilson & Loury, 1987: 3).

Studies done in the late 1950s and the early 1960s showed that children from broken homes were more likely than others to become delinquent. Of the important variables considered in determining the rate of delinquency, poor family structure is considered very important. Among other variables are broken homes, overcrowded housing, and low parental educational levels (Wilson, 1977: 232). Family disorganization has been shown in numerous studies to

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# PEDAGOGY

## Wikipedia: Should it be used in Academia?

By Kate Booth

### **Introduction**

Wikipedia, an online open-source encyclopedia, has become a Web site that students love to use and instructors hate to see used (Crovitz & Smoot, 2009). Though some businesses use Wikis, Web sites that are created for a collaboration of authors to add and edit content, in the working world (Guffey & Lowey, 2011), online collaborative research is different in the academic world. The articles discussed in this paper show two points of view on the Web site Wikipedia in academia.

### **Scholarly Articles**

Neil Waters' article (2007), "Why You Can't Cite Wikipedia in My Class" (2007), appearing in Communications of the ACM, and Darren Crovitz and W. Scott Smoot's (2009) article "Wikipedia: Friend, Not Foe" (2009), appearing in the English Journal, both discussed Wikipedia in the classroom, while demonstrating why Wikipedia can be both negative and positive.

### **Waters' Article**

In "Why You Can't Cite Wikipedia in My Class" (2007), Waters (2007) discussed his personal relationship with Wikipedia and why he opposes it. Waters is a historian and a professor at Middlebury College, who discovered that in one of his class assignments, two students cited incorrect information that generated from Wikipedia. After this incident, he immediately put into effect a policy that would not allow students to use Wikipedia as a source in any future assignments. This generated local, and eventually national, news coverage. The media speculated that Middlebury College's History Department was at pro-

verbial war with Wikipedia. This was not the case; Waters had a problem with how his students were using the Web site, not the site itself (p. 15-16).

Herein was the problem Waters (2007) had: Content on Wikipedia is not given equal attention. The most visited articles also get the most attention from editors. Therefore, mistakes in high traffic content are more likely to be corrected because a higher amount of visitors on the site are viewing it, while mistakes on the less visited articles are less likely to be caught (p. 16).

Waters (2007) concluded that there is no way for Wikipedia to ever become a trusted primary source, so long as its main goal is to remain an open-source encyclopedia. As it stands, encyclopedias are not to be used as a primary source, and Wikipedia does not bend that rule. Waters did, however, let his students use Wikipedia when first starting to research a topic, but they could not use it in any subsequent research steps. Without scholarly experts to review each of the articles on an ongoing basis, Wikipedia does not stand a chance of ever becoming a 100% accurate primary source (p. 16-17).

### **Crovitz and Smoot's Article**

Crovitz and Smoot (2009) noted that unlike print encyclopedias, Wikipedia is rapidly evolving; entries may be updated several times a day. They acknowledged that Wikipedia's largest flaw can also be one of its strong points. Critics point to the ability for anyone to add content to be a huge problem, but at the same time, the articles on Wikipedia are being constantly revised by an open community, meaning that errors and intentional vandalism can be corrected (p.

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92). Wikipedia users can avoid falling victim to bad information by taking note of an article's references, which even still, can be from an unreliable source. In the classroom, it is important to be aware of the weaknesses of Wikipedia so that students do not blindly accept the information they find there. It is imperative that students understand that the content of a Wikipedia article is not always accurate (Crovitz & Smoot, 2009).

To investigate their hypothesis, Crovitz and Smoot (2009) conducted a study with middle school children using a random article from Wikipedia to prove to the students that not all information is perfect, and that there can be gaps in information that do not fully explain a particular point. This study led the researchers to believe that there could be a positive way to use Wikipedia in the classroom. Crovitz and Smoot created a four-step exercise for teachers to form a lesson in researching (p. 94-96):

1. Familiarize yourself with the site. The instructor needs to get to know the features and functions of Wikipedia.
2. Discuss the Wiki concept with students. Instructors have to explain the importance of judgment and credibility when reading or writing Wikipedia articles. Just because something is in print does not necessarily make it true.
3. Start small. Instructors should hold an open discussion about Wikipedia to share knowledge they already have about the website. Demonstrations should then be done to show basic edits on an existing entry working towards creating their own articles.
4. Prepare for challenges. Students may be unfamiliar with genre conventions and content expectations and they also may be unfamiliar with the formal neutral voice used in encyclopedias. Identifying the type of appropriate information that should be included in the article.

Using this exercise, Wikipedia can be used as a way to teach the research process and how important credible sources are.

### **Compare and Contrast**

Both articles discussed Wikipedia and its uses in academia. Waters (2007) took the approach of banning the Web site in his classroom assignments, while Crovitz and Smoot (2009) embraced Wikipedia's flaws to provide a way for instructors to use this site in a teaching role. Both articles admitted to Wikipedia being a technologically amazing encyclopedia where facts can always be updated, and both also agreed that it has flaws. Cravitz and Smoot noted:

For some the site seems to represent the worst of how the Internet has dumbed down the research process, with its easily accessible but unsubstantiated (if not downright false) information on almost any topic, a student's citation of which amounts to a mockery of legitimate inquiry. After all, how can a site that allows anyone to add, change, or remove information be credible? (p. 91)

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# CRIMINAL JUSTICE AROUND THE STATE

## Investigation of Drug Abuse among Probationers in the Essex Vicinage Probation Division

By William Carr, DPA, LCSW

This research involves the analysis of urine test results of probationers that were under the supervision of the Essex Vicinage Probation Division of the New Jersey Superior Court. It was initially completed in 2005 for the National Center for State Courts Institute of Court Management (ICM). In this project, all the positive urine test results for each participating probationer were analyzed in order to answer four research questions pertaining to gender, race, age and drug preferences.

The answer to the research questions can prove beneficial by facilitating the implementation of improved diagnosis, treatment and referral procedures, and the reduction of substance abuse as well as instances of rehabilitative relapse. This can be the ultimate benefit to the probationers, their families and the community. It can also result in the reduction of the costs associated with substance abuse detection and monitoring.

The methodology section details the statistical tests employed to determine if the raw data is real or occurred by chance. The Chi-square test of independence was used to test the gender, race, and age hypotheses. A z-test was employed to examine the data as it related to the identification of the preferred drug of the tested population.

## INTRODUCTION

### **Statement of the Problem:**

There existed a primary substance abuse problem faced by the Essex Vicinage Probation Division of the New Jersey Superior Court. The problem involved the growing use of controlled dangerous substances by the probationers. Consequently, the cost of drug testing had begun to assume an increasingly larger portion of the division's budget. As a result, the administration was compelled to develop procedures that would reduce the use of illicit drugs as well as the attendant cost associated with supervising drug-abusing probationers.

A problem preventing the division from developing new and efficient procedures was the lack of important analyzed demographic data concerning the drug-abusing probationer of Essex. The missing data represented a potentially important link between the reduction of drug abuse and recidivism among the substance abusing probation population. Specific questions have been developed that disclosed data pertaining to race, gender and age of the abusing probation population. When incorporated into the division's overall substance abuse strategy, the resulting data can facilitate creation of improved ways in which help is provided to the probationer.

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## COLLEGE NOTES

### Rowan University Announces New BA/MA Program

At NJACJE's December 9<sup>th</sup> meeting, Assistant Professor Dean J. Leech of Rowan Universities Law and Justice Program announced Rowan's new unique five year Bachelor and Master of Arts Program. Guidelines of the program specify that 12 credits can be double counted towards both the undergraduate and graduate degrees.

To apply for the program, students must have:

- Successfully completed 60-70 credits of undergraduate course work
- A Cumulative GPA of 3.5 in the major and an overall cumulative GPA of 3.2
- Successfully completed at least 24 credits with in major
- Successfully completed at least 3 courses with the law and Justice Studies Department at Rowan University with a B or better
- Successfully competed at least 15 credits a t Rowan University
- Completed or be enrolled in Theories of Crime and Criminality (LAWJO5 369) and Criminal Justice Re search (LAWJ05 380)

Application will consist of:

- Two letters of recommendation, at least one of which must be from a law and Justice Studies professor (in sealed envelopes with recommenders' signatures across seal)
- 300-500 word statement of purpose for attending the program with name, address, email, and phone number at top
- Printout of Rowan Transcript

Submit Completed Application to Coordinator of MA in CJ Program by February 15th. 📧

## INSIDE NJACJE

### The Criminology Program At Felician College

Dr. Gina Robertiello, Chair and Professor at Felician College in Lodi, N.J. is pleased to announce that Criminal Justice is now the most popular major in the Arts and Sciences at Felician. She recently hired another full time faculty member (Prof Brian Kelly), and added a Concentration in Criminology and a Certificate in Forensics to her program. Felician has a cohort group of students at Sussex County Community College and at War-

ren County Community College. In addition, Felician is in the midst of creating a fully online degree in Criminal Justice, to start next spring. Dr. Robertiello now has over 30 publications in print (one book, and many book chapters, articles, book reviews, and encyclopedic entries). She is currently writing 3 articles for the Encyclopedia of Theoretical Criminology. 📧

# Communication Skills

## A Comparison of Two Scholarly Articles

### Examining Communication Skills

By Vinnie Pagano

#### Biography

Vinnie Pagano is a 20 year law enforcement veteran who currently serves as a patrol sergeant in Morris County. He has been a police academy instructor in several disciplines throughout the State of New Jersey and is a recent graduate of Centenary College's Master of Arts in Leadership and Public Administration program.

#### Introduction

Research has shown that employers are more likely to hire and promote people that possess good communication skills, over those who do not. Communication skills, both oral and written, have become a top priority for both securing and retaining employment (Stevens, 2005). Employers are seeing a lack of good communication skills among recent college graduates. Many feel that this is not only a reflection of changes in society, but from a lack of proper education and experience (West, 2006). The purpose of this paper is to compare and contrast two scholarly articles examining the problems that employers are experiencing with their recruitment of recent college graduates. It will review the findings from these two articles to address changes that can be made to improve this dilemma.

#### Scholarly Articles

Betsy Stevens' (2005) article, "What Communication Skills do Employers Want? Silicon Valley Recruiters Respond" (2005), appearing in the *Journal of Employment Counseling*, and Vicki West's (2006) article, "Teaching Written Communication Skills in Professional Selling: The Cover Letter" (2006), appearing in the *Journal of Employment Counseling*, studied the correlation between effective communication skills and successful employment opportunities. Both studies agreed that recent college graduates lack the necessary communication skills to secure jobs and advance in their careers.

These studies have suggested a few different reasons why this gap between education and practical employment experience exists.

#### Stevens' Article

In the article "What Communication Skills do Employers Want? Silicon Valley Recruiters Respond" (2005), Stevens (2005) argued that although college graduates usually have the necessary technical skills required for their individual industries, they lack strong writing skills, and need more training. She stated that successful careers require the ability to communicate effectively both orally and in writing. These competences will become more valuable as technology intensifies the significant role of messages in the workplace. Besides the standard business letter or inter-office memo, people in the workplace need to communicate quickly and effectively in messages sent by e-mail and handheld instant messaging devices, in meetings, and in dyadic encounters (Stevens, 2005, p. 2). As part of this study, Stevens analyzed survey responses from over 100 Silicon Valley employers regarding their satisfaction with the communication skills of their newly hired college graduates. The results showed that employers were less than satisfied with overall communication skills of their new hires and recommended that students receive more training in both oral and written communication. In addition, they indicated the need for increased training in using electronic media, such as e-mail and PowerPoint, and training in self-

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expression and promoting a positive self-image (Stevens, 2005, p. 3).

According to Stevens' (2005) study, employers rate communication skills as the top priority for both securing and retaining employment. This study established that data regarding future workplace skills determined that communication skills are essential workplace tools for the 21<sup>st</sup> century, and has been correlated with career success and increased financial rewards. Stevens found that one of the reasons college graduates were lacking good communication skills is due to inadequate educational programs. In fact, Stevens wrote:

People employed in business require strong speaking and writing skills to manage multifaceted and rapidly changing environments. Electronic communication calls for high levels of writing skills and the ability to communicate precisely. Writing style must be concise and direct, and assiduous editing is required to achieve this. Both employment counselors and professors need to understand the strengths and weaknesses of their academic programs, better educate their students to prepare them to work in fast-paced, high-tech environments, and help their students maximize the return on their educational investments. (p. 2)

According to a 1997 study conducted by Maes, Weldy, and Icenogle (as cited in Stevens, 2005, p. 3) most employers reported that oral communication skills, problem-solving, and self-motivation were the three most valued workplace competencies, followed by the ability to follow directions, listening skills, and conversational skills. High tech companies in areas like the Silicon Valley (located south of San Francisco) value strong communication skills despite the emphasis on skills in technology (Stevens, 2005).

### **West's Article**

In the second article, "Teaching Written Communication Skills in Professional Selling: The Cover Letter" (2006), the research concluded that a common, recurring complaint among corporate

executives is that college educated employees cannot write effectively and succinctly. West (2006) found that "these employees are too verbose; they have not mastered basic English grammar, and cannot write with persuasive ability" (p. 205). According to a 1994 study conducted by Wright, Bitner, and Zeithaml (as cited in West, 2006, p. 205) they claimed that two thirds of business employers feel that students need more work in the area of management, including communication skills. This same study found that the development of oral and written communication skills is essential to the future success of students. They expressed the concern that the students were unprepared in many areas necessary for workplace effectiveness, including written communication.

West (2006) found that despite efforts to prepare students for the demands of the corporate environment, it has become apparent that many stakeholders are somewhat dissatisfied with the university learning experiences that translate into workplace competencies. What is needed is a classroom forum where students are encouraged to be active participants in the learning process. Many students begin their careers in marketing through sales, and these skills need to be appropriately developed. Persuasive communication skills are an important factor in students' early career success (p. 206). To support her point, West wrote:

Many students write in isolation, and besides the problem of very poor grammar and sentence structure, they do not understand exactly how to tie a letter together, providing a cohesive point of view. Once they have exposure to application of the selling process steps and they personally write their own letter, they begin to see how to improve their skill set. The art of persuasive written communication, whether customized to the particular individual and company or sent to many potential employers, can produce powerful results. Reading the letter aloud helps the students learn the flow of phrasing develop confidence in their own abilities, and take note of the importance of how they spend their time in college, seeing the need for providing evidence of their claims. (p. 207)

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Even though collegiate programs have been starting to change in an effort to help students in this area, West (2006) concluded that there may be some inherent limitations. Part of this limitation could be the faculty member's own lack of writing ability, which could hamper the grading process, as well as the overall learning experience. There is also a natural reluctance to adding an assignment to the syllabus requiring yet more time and effort. However, the assignment could be incorporated as part of the test grade covering the same material in the text, so learning can be measured not only in test questions about the letter, but in grading the letter itself.

West (2006) concluded by stating that future research could focus on adapting the selling process to other written documents, some of which could be quite brief and others more complicated and lengthy. Ultimately, the key to writing a document, whether short or long, requires an understanding of the purpose and needs of the audience. This article provided instructors, especially those not trained to teach business writing, with a specific exercise for accomplishing content goals and improving writing skills and employment opportunities.

### **Compare and Contrast**

There has always been an inherent gap between formal education and practical work experience in almost every field. In recent years this gap has become more pronounced due to our society's technological advances. Both articles concluded that communication skills are in the forefront of skills that are lacking in recent college graduates. These two articles explored not only what the specific problems are, but also researched what changes can be made to improve future college students chances for successful careers.

Although both articles found almost identical results regarding the inadequacies in recent graduates, Stevens (2005) focused more on what the problems were in a specific area of the United States. The Silicon Valley area of California has been famous for their concentration of high-tech companies, but this may not be an appropriate representation of how all institutes of higher education are performing, even though the results were similar. This research was also based on information obtained by recruiters based on feedback they received from the employers they contract with. It was more focused on what the problems are and not much emphasis on the possible solutions. Stevens did state that professors need to understand the strengths and weaknesses of their academic programs; however, there was not much more in the area of problem-solving.

West (2006) not only found the same communication problems in new employees, but she also researched what options there are for improvement. West placed an emphasis on finding solutions for improving communication skills. She surveyed both employers and professors in effort to find the most practical way to improve the education that college students receive in the area of communication. West utilized several other surveys to reach her conclusions. Stevens (2005) based her research on feedback from their clients. Both articles reiterate the fact that there is a genuine need for improved communication skills.

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All probationers that have been ordered to submit to urine monitoring must have his or her urine tested for the prescribed period of time mandated by the court order. In addition to court ordered drug tests, all probationers whom the probation officer believes to be involved in substance abuse, regardless to the offense, must also be tested (Table A).

The division employed two substance abuse evaluators (SAE) whose primary function was to evaluate probationers that have been referred by the court or the supervision probation officers. The SAE also performs the various perfunctory duties necessary to attend to and insure the compliance of the probationer. The SAE makes regular referrals of probationers to appropriate treatment centers or other medical practitioners for services as needed. However, the SAE does not counsel the substance-abusing probationer.

### **Drug Testing:**

Notwithstanding the other drug tests employed, in any given month the total number of urine tests can range from approximately four hundred (400) to six hundred (600) tests. It was because of the large number of urine tests performed on a daily basis that research into the problem was justified. In that urine testing can be court ordered and must be performed, it must be performed in an economical and efficient manner.

The supervising probationer officer must follow-up on all positive urine tests submitted by probationers. The probation officer must document the positive test results in computerized Family Automatic Case Tracking System (FACTS) for juveniles or the Comprehensive Automated Probation System (CAPS) for adults. The corresponding action can result in the imposition of sanctions if the probationer does not comply with compliance to treatment protocols. Treatment protocol can range from increasing the number of urine tests to referral to an appropriate treatment center. The SAE has the option of referring the probationer to an outpatient or residential treatment facility for treatment if the problem is sufficiently severe.

Drug testing is extremely expensive. The division utilized four testing modalities, the oral swab, test cup, eye recognition program and the standard urine test. The standard urine test (the subject of this research) is the most reliable; however, it is the most expensive. The standard urine test involves sending the collected sample to the New Jersey Department of Health Laboratory (the testing laboratory). The required test panel must be designated on the label of the specimen. The cost of the test is directly related to the number of drugs that are to be detected, the more drugs that are to be tested for, the higher the cost. The most expensive test panel is \$9.83, panel #90011 (ABBCMMOPP), (table B identifies the available test panes).

The drug-testing program is essential to the administration of probation services. In that a primary function of probation supervision is to enforce court orders and oversee the compliance of probationers, the division cannot shirk from its responsibility. In view of the importance of urine testing to the courts and the probationers as well as the rising costs of the program, a measurable goal of the division is to increase its efficiency while reducing the operating costs.

A measurable objective of the urine-monitoring program is to realize consistence cost effectiveness. Cost effectiveness in this case can be manifested in reduced instances of substance abuse relapse

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as well as reduced criminal recidivism. It will take a period of time to realize the relapse and recidivism benefits resulting from improvements emanating from the current research findings. However, any proposed program improvements should prove practically and philosophically sound to the degree that when implemented will be expected to accomplish its intended goal.

The research methodology will consist of the current research design. It will also provide relevant details about the data collection as well as the unique manner in which this research was initiated. The findings section will detail the results of the research and the conclusion section will provide for a summarization of the research findings as well as the implications that those findings have for the division's substance abuse monitoring program.

## **Findings**

Prior to discussing the research findings, it is important to comment on some facts relating to the data collection. A number of test participants failed to answer various questions. All valid test questions were used and will be identified as well as the number of participants that did not answer the specific question. The variables that were tested are (Please see tables C, D, E, and F & G):

- Race
- Age
- Gender
- Drugs

The probationers who did not answer specific questions or for whom data was not entered were eliminated from analysis and deleted from the corresponding analysis. Also deleted were entries in which the urine test result was provided but no demographic data were given. After deleting the above-indicated cases, there were 652 research participants left to research.

1. First, in that we want to find the effect of gender on the test result, we needed to consider those cases for which gender (male or female) was provided. Out of the remaining 652 cases, there were (N=86) of them for which the gender of the probationer was not provided. The table is based on the remaining 596 cases.

The data were summarized to obtain the urine test results for both male and female probationers subsequent to the omission of the missing cases (N=86) (Please see table D).

From the table, the proportion of positive urine test results among males is 39.87% and the proportion of positive urine tests is 40.21% among female probationers. To answer the question whether the male probationers exhibit a higher ratio of positive urine test results than female probationers, set the null hypothesis as:

Using Chi-square test of independence in order to determine whether there is any dependency between the classifying variables, male and female, the test failed to reject the null hypothesis. ( $p=0.96$ ), concluding that both female and males have the same ratio of positive urine test results.

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2. First we summarized the data into the following table, which shows the urine test results for black males, Caucasian males and Hispanic males. We see from the table that the percentage of positive results is 31.91% among white males, 41.31% among African Americans and 37.28% among Hispanic males. In order to answer the question we set the null hypothesis as:

I applied Chi-square Test of Independence in order to determine whether the proportion of positive results is the same for Caucasian, African American and Hispanic males. we began with testing for the equality of the proportions for positive urine results among the three groups. The test failed to reject the null hypothesis, ( $p=.12$ ), concluding that Caucasian males, African American males and Hispanic males have the same ratio of positive urine test results.

3. First we summarized the data after removing the missing cases from the data. It was observed from Table G that the percentage of positive results among the age group of less than or equal to 25 is 43.28% and it is 36.46% for the older age group. For testing if probationers twenty-five 25 have a greater ratio of positive test results than probationers less than or equal to 25, we set the null hypothesis as:

4. Using the Chi-square test of independence, we failed to reject the null hypothesis ( $p=0.12$ ) concluding that the ratio of positive urine test results is the same for both the age groups.

**TABLE G** **AGE /RESULTS:**

	Age≤25	Age>25
Positive	129	97

4. The goal in this test is to establish the preferred drug that is being abused by probationers in Essex. Through determining whether the obviously disparate differences were real or merely occurred by chance will accomplish this task. In that the relationship between three or more variables was being tested, the decision to use the z-test was made which shows the list of positive results. The list stopped at alcohol, which showed just seven positive test results. The final group of positive drugs was not identified because of the extremely small numbers. This included probationers that tested positive for more than one drug. The last column shows the percentage of positive samples that tested positive for the listed drugs. There were 297 positive test results studied for this test. It was clear that a majority of the positive results were for THC. The second most used drug was cocaine. The drugs with a small number of people using them were pooled together in the "others" category located in the last row of the table.

For testing whether THC is the preferred drug among probationers, two tests were performed on the data, the first answered whether the population proportion of THC users was more than 55%? 55 percent was used because it represented a clear enough majority that upon being confirmed established THC as being the preferred drug among the tested population. In order to answer question one, a z-test was employed. ( $p=0.99$ ), concluding that the proportion of THC users is more than The answer to the second question established cocaine as the second most abused drug by Essex Probationers. It answered whether the proportion of cocaine users was less than 30%. The 30 percent marker (which is less than 55%) was used in order to confirm cocaine as the second most preferred drug among the tested probationers. Since Table F clearly identifies cocaine as the second most abused drug, confirmation was needed that the rank was valid and did not occur by chance.

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After employing a z-test, which resulted in ( $p=0.96$ ), confirming that the cocaine user proportion is less than 30%. The conclusion is that THC is the preferred drug among the probationers.

**TABLES**

**TABLE A: Outcome Based Standards and New Jersey Mandated Requirements for Drug Testing**

<p>Standard 6</p>	<p>(The intake processes is when the probation officer gathers the crucial information to develop the supervision strategy. A thorough investigation and assessment of all relevant information leads to more complete and appropriate plan for supervision. Appropriate drug testing can and is an important aspect of the process.)</p> <p>The initial intake process shall consist of the Outcome based Guidelines that calls for the following:</p> <p>Initial urine drug test if probationer is under supervision for a drug offense, has a drug use history, evidences symptoms of use, if the court orders a test or if the professional judgment of the officer indicate4s a test is neede4d.</p> <ul style="list-style-type: none"> <li>• Referral to treatment if ordered or indicated.</li> </ul>
<p>Standard 19</p>	<p>When treatment is required, either based on a court order or the officer’s assessment, the probation officer shall make the referral to the appropriate treatment facility or provider within 30 days, and shall follow-up to ensure that the probationer arrived and was interviewed, and to determine the status of the referral.</p> <ul style="list-style-type: none"> <li>• Treatment most often needed is substance abuse treatment. This ranges from residential treatment to outpatient counseling.</li> <li>• Whatever treatment is required, it is essential that the probation officer make a prompt referral for services. The referral must be followed up to ensure that the probationer went to the facility and was interviewed. The officer needs to know the result of the interview, and often can provide additional information to the program. The officer may be able to facilitate acceptance of the probationer by intervening with staff to advocate on behalf of the probationer.</li> </ul>

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**URINE TEST PANELS****TABLE B:**

<b>Panel #90011 (ABBCMMOPP) Cost: \$9:82</b>	
<b>Tests for the presence of:</b>	<b>A=Amphetamine; B=Barbiturate; B=Benzodiazepines; C=Cocaine; M=Methequalone; M=Methadone; O=Opiates; P=Phencyclidine; P=Propoxyphene</b>
<b>Panel #90012 (ABBCMO) Cost: 8:52</b>	
<b>Tests for the presence of:</b>	<b>A=Amphetamine; B=Barbiturate; B=Benzodiazepines; C=Cocaine; M= Methadone; O=Opiates</b>
<b>Panel #90013 (ACOT) Cost: \$5:53</b>	
<b>Tests for the presence of:</b>	<b>A=alcohol, C=Cocaine; O=Opiates; T=Tetrahydrocannabanois</b>
<b>Panel #90014 (CMO) Cost: \$4:30</b>	
<b>Tests for the presence of:</b>	<b>C=Cocaine; M=Methadone; O=Opiates</b>
<b>Panel #90015 (THC) Cost: \$1:53</b>	
<b>Tests for the presence of:</b>	<b>THC</b>
<b>Panel #90016 (ALCOHOL) Cost: \$1:53</b>	
<b>Tests for the presence of:</b>	<b>Alcohol</b>

**RESEARCH DATA****TABLE C, D, E:**

<b>Number of Positive Urine Tests for Essex</b>				
	<b>RACE</b>			
	<b>Black</b>	<b>White</b>	<b>Hispanic</b>	<b>All</b>
<i>Gender</i>				
Male	145	15	22	182
Female	25	9	3	37
Totals	170	24	27	<b>221</b>

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**TABLE F:**

**RESULTS SUBSTANCES ABUSED (DRUGS)**

Drug Type	# of Probationers	Percentage
THC	179	60.26%
Cocaine	38	12.79%
Opiates	11	3.70%
Alcohol	7	2.35%
Multiple drugs	49	16.49%
Other drugs	13	4.37%

(Continued on page 16)

*(Continued from page 15)***APPENDIX A****Data as of January 2005****Essex County Probation Division General Statistics****Distribution of Active Clients by Gender:**

GENDER	CLIENTS	PERCENT
MALE	6280	78.27
FEMALE	1475	18.38
UNKNOWN	268	3.34
TOTALS	8023	100

**APPENDIX B****Distribution of Active Clients by Age:**

	CLIENTS	PERCENT
UNDER 16	6	.07
16 TO 20	783	9.76
21 TO 30	3389	42.24
31 TO 40	2114	26.35
41 TO 50	1243	15.49
51 TO 60	393	4.90
61 TO 70	70	.87
71-80	17	.21
UNKOWN	8	.10
TOTALS	8.023	100

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be increasingly present in behavior disorders and social pathology (Wilson, 1977: 232).

The backgrounds of offenders are characterized by economic deprivation and emotional instability (Anderson, 10/85: 153, 258; Bender, 1977: 2). They note that various officials are in agreement that a great majority of offenders in the New York Correctional institutions are from fragmented family environments (Anderson, 10/85: 153, 258). One individual interviewed in the article, Chaplin Joseph P. Kane, S. J., of Rikers Island stated, "You can be poor and not go to jail. What makes criminals is disaster families. Poverty accelerates the disaster because there is not enough money to handle basic needs ..." (Anderson, 10/85: 153).

In addition to family structure, the quality of family relationships as it relates to delinquency has also become increasingly important to some social scientists studying the problem. Specifically, this line of thought involves the investigation of the extent to which family interaction mechanisms influence delinquency (Cernkovich, Giordano, 1987: 295). Based on a family interaction study performed on 824 adolescents, seven distinct interaction dimensions were identified: control and supervision, identity support, caring and trust, intimate communication, instrumental communication, parental disapproval of peers, and conflict (Cernkovich, Giordano, 1987: 295).

Although there has been much written about the breakdown of the black American family structure, compared to a generation ago, the single parent and fractionated white family is now increasingly present in America (Wilson, 1987:9).

Family structure in the United States today has changed dramatically. Older and younger adults are more likely to live alone (Wilson, 1987: 8). Divorce is more prevalent today than thirty years ago (Wilson, 1987: 8). The age at which women first marry has been rising (Wilson, 1987:8/9). The number of women having conceived their first children outside of marriage has been increasing,

and of those who conceive outside of marriage, the proportion of women who are married when their first birth occurs has been falling (Wilson, 1987: 10).

Approximately 7 in 10 young adults paroled from prison were arrested again at least once for serious crimes within six years, according to the U.S. Department of Justice (Times, 5/87: p.6). The amount of time spent in prison for earlier crimes had no impact on recidivism rates. The study was based on a selected sample population of 3,995 parolees, out of a total population of 11,347 who were between the age of 17 and 22 years of age when they were released from prison in 1978. Based on the behavior of the sample group, the report projected that the total parolee population of 11,347 would have accounted for 25,347 new arrests involving 324 murders, 231 rapes, 2,291 robberies and 3,053 assaults (New York Times, 5/87: p.6).

The Juvenile Delinquency Disposition Commission, in its first annual report presented to New Jersey Governor, Thomas H. Kean on September 19, 1986, reported similar conclusions. "There is increasing evidence that a small number of repeat offenders are responsible for a significant amount of crime" (Juvenile Delinquency Disposition Commission, 1986: vol. I, p. 7). Much of that increase can be attributed to poor family structure.

### **Purpose of the Study**

It was proposed that just as important as the family's role in determining whether a juvenile turned to delinquent activity, was the role that family stability or instability would have on determining whether the delinquent would return to his recidivistic behavior. This research was performed in an attempt to identify through the analysis of selected juvenile delinquent files the familial factors contributing to the recidivism of that group. Secondly, the black and white delinquents were segregated in an attempt to detect any recidivism differences significant to either group. The results would serve as a powerful predictor of recidivism.

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Although the focus of this investigation was on family structure as it related to juvenile delinquent recidivism, family structure data was gathered for both black and white juveniles. This was done because there are questions that may be answered regarding the influence of family structure, race and juvenile delinquent recidivism.

As white youths outnumber blacks in Essex County but are arrested and found guilty less often, we undertook this task in the belief that through the study of family structure variables for both groups, a reason for this statistical discrepancy would be uncovered.

The family unit when identified as a dysfunctional system has received much therapeutic attention. However, evaluation of the effects of this treatment approach has been notoriously absent. Based on the results of this study, juvenile delinquency professionals in New Jersey may turn towards the early prevention of recidivism.

### **Methodology**

#### **Data Base**

The records needed for this study were stored in the warehouse for all Essex county's closed juvenile cases. There were several thousand cases filed by a set of numbers representing the date of sentencing and assignment to probation. It was from this source that a systematic random sample was taken. Specifically, of the selected cases, all arrests occurred between January 1979 and prior to December 11, 1985. Trial and sentencing usually occurred within two months of the initial arrest date.

#### **Age**

The closed case files of juveniles having reached and passed the legal age of majority 18, were examined (McCabe, 1980: 54/55). Only arrests for nonstatus crimes (felony offenses), between the time of the initial offense and the time the juvenile became 18 years of age were considered. The first

formal felony offense and/or probation will have occurred on or before the delinquent's 16th birthday. This allowed time for second and third offenses prior to age 18 when the file was closed and the offender was no longer a juvenile. Setting these constraints also provided a finite time period beyond which a juvenile offense cannot be committed because of his present adult status.

#### **Random Sample**

The systematic random sampling method was similar to that used in a study to determine the success or failure of offenders on parole as measured by recidivism (Ashford, LeCroy, 1984: 143). The ordinal number in which the random selections were made, was chosen in a manner that subjected the total population of files to the selection process. That is, there were approximately 2,500 target cases stored, the method was to select every 10th case, after a random start. Had there been no allowance made for rejected files (estimated to be between 50 to 60 percent) every 25th case would have been chosen to validly select 100 files randomly. In that the files are stored in the manner of the above, and not by offense, there was no chance of selecting biased samples. File number 84-1000 a murder case, can be filed next to a truancy case with a file number of 84-1001.

There were four segments of the population whose family variables were studied; white and black recidivist and non-recidivist. The segregation of whites from blacks in the general population of delinquent files was performed through the same continuous process of systematic random sampling (Ashford, LeCroy 1984: 143). By constructing three separate grids (Grids A, B, and C) all of composed of four boxes each labeled for an assigned segment of the population, we marked each acceptable file in its appropriate box until the representative 25 cases were attained for each box. To allow for the assessment of the general population, each individual case belonging to a category that reached 25 test subjects was noted in another four box grid. This grid was also labeled for the segment of the

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population that it represented, but returned to the general population as it was no longer needed. This procedure was continued until all the files needed for this research was collected and ready for processing. The supply of folders ended before all the sample folders were selected. To insure that a new selection of files were surveyed during the next round in the selection process, every 11th file was selected until the entire test population was selected.

There were thirty five excess black recidivist cases, ninety five excess black non-recidivist and seventy two excess white non-recidivist cases before we could collect the final twenty fifth white recidivist file. We sampled a total of twenty four cases that were misfiled or did not fall into either of the above categories.

From our study which involved approximately 3260 files, it appears that the juvenile delinquent population in Essex County was distributed in the following order: black non-recidivist, white non-recidivist, black recidivist and white recidivist.

### **Degree of Recidivism Scale**

Data relating to the degree of recidivism was also collected. Once a case file was selected for the study, a count was made and recorded as to the number of convictions the case has had.

The degree of recidivism was presented on a bar graph for the black and white population respectively. The total population of 25 non-recidivists was represented by a complete bar. The subsequent bars were arranged in the order they were selected from the first recidivist to the 25th recidivist regardless to the number of new offenses committed.

### **Size of Sample**

The sample size should approximate the degree to which the sample population is characteristic of residents in the general population (Leedy, 1978: 116). In this study, the general population represents the approximate 2,500 closed delinquent files and it is homogeneous because of its mutually shared delinquent status.

In the described process of selecting the test files an accurate codification and assessment of the population was made. Because of the homogeneity approximately .04 percent of the population was sampled (Leedy, 1978: 116).

### **Data collection**

When a juvenile is initially adjudicated a delinquent and placed on probation, a case folder is assembled and remains the only case folder until the juvenile turns 18 years of age. Within this court record there exists a pre-disposition report which is ordered by the judge prior to sentencing and prepared by the probation department (Abadinsky, 1977: 46). It is usually ordered after the Juvenile has been adjudicated a delinquent for committing a serious nonstatus offense such as aggravated assault. The pre-disposition report details all areas of the juvenile's family and delinquent background and provides the judge with an objective basis for imposing sentence (Abadinsky, 1977:46).

For each test case, the pertinent data gleaned from the pre-disposition report, court records and rap sheets were analyzed. The analysis was performed through the use of a scoring system which had been developed for this purpose. The system was based on the assignment of non-parametric values or ranks to the scores for family oriented variables which depending upon quality, current literature designates as potential catalysts for delinquency. After further validity testing, a Spearman rank correlation coefficient test was calculated to determine the respective relation between each group and the rate of recidivism.

### **Measurement of Family Structure Variables**

The following variables were measured in determining the score assigned to each family:

- (1) education/school problems (Baird, 1985: 36; Wilson, 1977: 232).
- (2) history of drug/alcohol abuse (Baird, 1985: 36; Fagan and Wexler, 1987: 645/55).

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- (3) parental marital status (married, divorced, separated etc, single parent households (Gove and Crutchfield, 1982: 304; Wilson, 1977: 232; Rosen, 1985: 559).
- (4) documented incidences of mental/physical abuse (Fagan and Wexler, 1987: 662/663).
- 5) criminality in the family relationships (Baird, 1985: 36).
- (6) employment status (source and amount of income), (Fagan and Wexler, 1987: 645).
- (7) health (mental & physical) (Fagan and Wexler, 1987: 644).
- (8) parental control (Ashford, LeCroy, 1988: 141).
- (9) peer relationships (Ashford, LeCroy, 1988: 141).
- (10) family Size (Rosen, 1985: 559).

### **Ranking of the Score**

In studying the Wisconsin Classification systems ranking of non-parametric variables, it is appropriate to note the empirical validity of research results obtained when a researcher cannot assert that the differences (of scores) are numerically exact, but he does maintain that they are sufficiently meaningful that they may appropriately be ranked in order of absolute size" (Siegel, 1956: 77). In this study, the variables were scored on a scale of 0-1,2,3 or more, dependent upon the number of categories for each specific variable. The highest score indicated a greater risk for recidivism and 0 the lowest risk.

### **SUMMARY AND CONCLUSIONS**

This research was performed in an attempt to identify familial factors contributing to the recidivism of black and white juveniles in Essex County, New

Jersey. We randomly selected 100 files from the Essex County

Court; twenty five white and twenty five black recidivists and twenty five white and twenty five black non-recidivists. We developed a family structure scoring system and a recidivism scale. We tested two hypothesis: (1) The degree of family structure of juvenile delinquent files in Essex County is inversely related to the degree of juvenile delinquent recidivism. (2) Given a similar family structure score, the files of white and black juvenile delinquents will have proportionately similar scores on the recidivism scale.

Logistic regression analysis performed on the family structure variables, race and category of recidivism yielded five variables that affect recidivism: Family Criminality, Peer Relationship, Parental control, Parental Employment, and Parental Education. The first hypothesis was sustained.

Using ANOVA, and Tukey's Studentized Range (HSD) Test, we found that black recidivists (score;5.188) and white recidivists (3.933) are significantly different from black (2.767) and white (2.575) non-recidivists. Also, black recidivists are significantly different from white recidivists. Black and white non-recidivists are not significantly different from one another. The second null hypothesis was rejected.

A Histogram of predicted probabilities of success - for group success and group failure, was charted from logistic regression data. It denoted a seventy eight percent success rate in predicting recidivism from our variables.

With implications that family structure may be influenced by environmental factors - thus explaining the black recidivist dilemma, we summarize by recommending for future research: (1) The arrest and conviction records of adults in predominantly black and white communities respectively. (2) The socio-economic differences of the sample groups.

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(3) The extent that the external environment affects the rate of juvenile delinquent recidivism.

The primary purpose for this investigation was to determine whether familial factors contribute to juvenile delinquent recidivism. The results of the logistic regression procedure revealed significant evidence which supports our hypothesis: The degree of family structure of juvenile delinquent files in Essex County is inversely related to the degree of recidivism. That is, a delinquent is more prone to being a juvenile delinquent recidivist if he is from a dysfunctional family environment. Conversely, a juvenile is less prone to being a juvenile delinquent recidivist if he is from a family that does not show dysfunctional tenancies

Along with this, we have determined those familial factors that, of our variables, most contribute to recidivism. Familial criminality (E), was diagnosed by logistic regression to be of extreme importance in influencing recidivism. This variable was also determined by Baird as being of extreme importance for delinquency (Baird, 1981:16) •

As we have indicated previously, recidivism as opposed to delinquency, may have more far reaching consequences. While delinquency is wasteful to our society, recidivism is not only wasteful, but perilous to our very way of life. In so much as we believe this to be true, we feel that research such as this - specifically directed at recidivism, is direly needed.

The secondary reason for our research, was that, given disparate incarceration rates, we wanted to uncover any differences or gain any knowledge between the white and black delinquent files. Such knowledge can only be helpful to juvenile delinquent professionals in their battle against recidivism. Although our second null hypothesis was confirmed, we feel the study has accomplished its objectives.

We now know that the family plays a large part in whether a juvenile becomes a delinquent recidivist.

There are factors, however, that affect the black recidivist more than the other categories of delinquents in our study—black or white. The implications of our results indicate that there are additional causal factors influencing the black recidivist group that are not readily obvious.

Our research did not investigate several factors which may shed some light on the black recidivist dilemma. We recommend that the topics to follow be subjects for future research. Our study did not directly investigate the adult arrest and or conviction records in predominantly black communities as opposed to that of predominantly white communities. This is important considering: of our family structure variables, logistic regression identified family criminality as being most significant in affecting recidivism.

If the arrest and or conviction rate is higher in predominantly black communities as opposed to that of predominantly white communities - which we suspect is true, some children of those affected communities are at a greater risk of becoming juvenile delinquent recidivists. In addition to the latter, the families of those arrested individuals would likely show signs of greater fragmentation in larger numbers.

According to our collection matrix, should the adult arrest and conviction rate approximate the data reflecting juvenile recidivists and non-recidivists, the arrest and conviction of black adults would significantly outnumber those of white adults.

Our research did not examine socio-economic differences of the sample groups. One of the reasons this is important is that the arrest of a low salaried bread winner could conceivably mean spending more time incarcerated before trial because of the inability to "make bail". Thus subjecting the family to further economic stress.

The investigation did not analyze the extent to which the external environment affects the rate of juvenile delinquent recidivism. Fagan and Wexler

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indicated that high Crime neighborhoods are typically poor and socially disorganized. In that those neighborhoods tend to lack social institutions that normally control crime, the environment for criminal behavior flourishes (Fagan, Wexler, 1987: 664).

In the latter setting, the family as well as the juvenile may be products of the environment. An environment which often exhibits the material allure and enticements of crime to families lacking the resources to create a positive environment in the home which can neutralize the criminogenic influences of poverty in the neighborhood.

If future research confirms that the environment does affect the quality of family structure, our established relationship between poor family structure and juvenile delinquent recidivism - particularly when considering the black recidivist, can be explained more easily.

The subsequent steps yielded five variables which significantly affected the response of recidivism within the specified limits:

Term	COEFFICIENT/S.	E EXP (COEFF)
E: Family Criminality	2.234	2.035
L: Peer Relationship	2.055	1.627
K: Parental Control	2.046	1.558
F: Parental Employment	1.606	1.297
A: Education	2.094	1.279

Since the original publication of this research, June, 1991, there has been much positive action regarding the subject matter of this research; delinquency, families, recidivism and race. In 2008, Liela Fiester, Senior Consultant to the Annie Casey Foundation published a report entitled "The Story of Family to Family, The Early Years 1992-2006 An Initiative to improve Child Welfare Systems". The report identified the mission statement of the Annie Casey foundation: "...to foster public policies, human service reforms, and community supports that more effectively meet the needs of today's vulnerable children and families" (Fiester, 2008: 3).

Ms Fiester identified the problems of the child welfare system by noting that "...children of color were still removed from home at a disproportionate rate, stayed in care longer, and were less likely to rejoin their families. "Once children were in care...the system wasn't being creative about addressing their needs or those of their families,".

The family structure differences between White and Black Delinquents as observed by our research can possibly be explained by the primary observation of the report:

- Children of color continued to be disproportionately represented in child welfare. African-American children entered foster care at a rate of almost six per 1,000 compared with less than two per 1,000 for whites. African-American children with open child welfare cases were least likely to be served at home, most likely to remain in care longer, and least likely to be reunified with their families compared with other racial/ethnic groups (Fiester, 2008: 45).

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- ...In New Jersey, for instance, caseworkers handled an average of 41 cases—twice the standard recommended by the Child Welfare League of America (Fiester, 2008: 3).

The Juvenile Detention Alternative Initiative (JDAI) is a program which was designed to support the mission statement of the Annie Casey Foundation. It spotlights the juvenile detention aspect of the Juvenile Justice System and has the reduction of “racial disparities and biases” in the juvenile justice system as one of its primary goal ([www.aecf.org](http://www.aecf.org)).

In coordination with the heightened efforts to respond to the problem certain designated New Jersey vicinages began to work in conjunction with goals of the JDAI initiative. Accordingly, a 2002 review of the Administrative Office of the Courts (AOC) Family Automatic Case Tracking System (FACTS) revealed that in New Jersey, minorities were in fact disproportionately charged with crimes. The latter is in addition to the Fiester report which found that minorities are also disproportionately represented in the child welfare system care system:

- For cases with “more serious offenses”, African-Americans were 16.7 times more likely than Whites to be charged with more serious offenses docketed. African-Americans were also 2.2 times more likely to be charged with “less serious offenses”. Hispanics were 7.6 times more likely to be charged with “more serious offenses”, and less likely than Whites to be charged with “less serious offenses” (AOC/FACTS DATA. 2002).

In a program first, the Annie E. Casey Foundation has named New Jersey as the Juvenile Detention Alternatives Initiative’s Model State Program. This action will strengthen the states resolve to solve the problem. To date, New Jersey’s efforts have proven successful in reducing the numbers of juveniles in county detention facilities:

**New Jersey Annual Admissions to Detention  
(2003-2008)**

<b>Original NJ Sites</b>	<b>2003</b>	<b>2008</b>	<b>Percent Reduction</b>
<b>Atlantic</b>	468	335	-28.4%
<b>Camden</b>	1661	655	-60.6%
<b>Essex</b>	2460	1480	-39.8%
<b>Monmouth</b>	508	286	-43.7%
<b>Hudson</b>	1222	947	-22.5%
<b>TOTAL</b>	6319	3703	-41.4%

  

<b>Phase 2 Sites</b>	<b>2005</b>	<b>2008</b>	<b>Percent Reduction</b>
<b>Mercer</b>	863	578	-33.0%
<b>Union</b>	540	438	-18.9%
<b>Bergen</b>	246	138	-43.9%
<b>Burlington</b>	284	284	0.0%
<b>Ocean</b>	242	185	-23.6%
<b>TOTAL</b>	2175	1623	-25.4%

([www.aecf.org](http://www.aecf.org))

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In 2011 the Pew Center on the States, completed extensive research entitled "The State of Recidivism the Revolving Door of America's Prison." In considering the proven relationship of Juvenile delinquent recidivism and family structure, the findings of the pew study should prove beneficial in the attempts to eradicate the overall problem of recidivism. ✪

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Waters (2007) cited the fact that *anyone* can edit Wikipedia articles as a negative because students who use it to research can easily get incorrect information. Crovitz and Smoot (2009) recognized the flaw that anyone can contribute to Wikipedia, whether a scholar on the topic or not, and used that to allow instructors the opportunity to teach their students the proper way to do research. Although Crovitz and Smoot encouraged the use of Wikipedia to *inspire* research, Waters thought that using Wikipedia beyond initial topic research should be banned because a writer can never be sure that the information on the site is correct.

### **Conclusion**

Wikipedia, as well as any encyclopedia, should never be used as an end all for research sources (Waters, 2007). Because of Wikipedia's nature of constantly updated, facts can end up on this site *before* they have been confirmed. Research suggested that Wikipedia should never be a primary source, but it can be helpful for preliminary topic investigation. In the technological world of 2011, it seems that more instructors will be faced with finding the *best* way to handle Web sites, such as Wikipedia, in their courses.

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### **Biography**

Kate Booth is a graduate student in Centenary College's Master of Arts in Leadership and Public Administration program. Her paper was submitted to Professor Jeffrey Carter in partial completion of Advanced Written Communication GLP-602. ¶



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### **Conclusion**

Both scholarly articles examined what skills recent college graduates were missing when entering the workforce and found communication skills to be in the forefront. They found that employers are most likely to hire, and promote, people that have good communication skills. Communication skills have become a top priority for both securing and retaining employment (Stevens, 2005). Both articles demonstrate that due to societal changes, that there is an ever evolving need to improve the teaching curriculum for communication skills. West (2006) took an approach that was more concerned about the problem and not the solution, where Stevens (2005) focused more on possible solutions to this dilemma. Based on both these articles, it is clear that communication skills need to be improved. The students and workers, who are afforded the opportunity to receive better training to improve both their oral and written communication skills, will be the recipients of more job opportunities and greater financial gains. ¶

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**APPENDIX C:**

**Distribution of Active Clients by Race:**

RACE	CLIENT	PERCENT
CAUCASION	898	11.19
BLACK	5732	71.44
HISPANIC	921	11.48
ASIAN ORIENTAL	22	.27
NATIVE AMERICAN	9	.11
ALASKAN NATIVE	0	0
OTHER	72	.90
UNKNOWN	369	4.60
TOTALS	8.023	100

**(APPENDIX D)  
ESSEX COUNTY PROBATION DIVISION  
SUBSTANCE ABUSE STUDY**

DEMOGRAPHIC INFORMATION CARD (APPENDIX 11)

CAPS ID # \_\_\_\_\_ TODAY'S DATE \_\_\_\_\_

1. AGE \_\_\_\_\_ YEARS

2. SEX/GENDER Circle:  
Male or Female

3. Race \_\_\_\_\_

4. Currently on probation Circle:  
For drug related offense? Yes or No

5. Any prior drug related Circle:  
Yes or No

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*(Continued from page 26)*

**(APPENDIX E)**  
**ESSEX COUNTY PROBATION DIVISION**  
**SUBSTANCE ABUSE STUDY**

RESPONSE CARD (APPENDIX 1)

TODAY'S DATE \_\_\_\_\_

- |    |   |  |
|----|---|--|
| 1. | Are you taking any medicine/drugs?  | Circle:<br>Yes or No   |
| 2. | Have you taken anything for a cold,<br>Flu or headache within the past<br>two days? | Circle<br>Yes or No  |
| 3. | Do you currently have a prescription?   | Circle<br>Yes or No  |
| 4. | Have you ever used any illegal drugs?   | Circle<br>Yes or No  |
| 5. | If yes to question 4 how long ago<br>Did you take the illegal drug?                 | insert number<br>Hours _____<br>Days _____<br>Weeks _____<br>Months _____<br>Years _____ |

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## APPENDIX F: GLOSSARY OF TERMS

<b>Amphetamines:</b>	<b>The term amphetamine is used to refer to a large class of Stimulants. The most commonly used amphetamines include Dexedrine and Ritalin.</b>
<b>(Designer) Amphetamines</b>	<b>(MDMA or “Ecstasy”) use a synthetic, psychoactive drug with both stimulant (amphetamine-like) and Hallucinogenic (LSD-like) properties. Street names include: “E”, Hug Drug, Disco Biscuit, White doves, New Yorkers, Lover’s Speed, and ”XTC”.</b>
<b>Cocaine:</b>	<b>Cocaine is extracted from the leaves of the coca bush grown in South America.</b>
<b>Heroin</b>	<b>Heroin is an opioid, Heroin can be a white to dark brown powder or a tar-like substance that is injected, inhaled or smoked.</b>
<b>Inhalants:</b>	<b>Inhalants are a group of chemicals that produce vapors which when inhaled interfere with normal functioning.</b>
<b>Methamphetamines:</b>	<b>These stimulants are made in make shift labs or imported into the United States.</b>
<b>LSD:</b>	<b>Lysergic Acid Diethylamide LSD is perhaps the best-known hallucinogen.</b>
<b>Opiates:</b>	<b>This class of drugs includes opium, morphine, codeine hesperidins and heroin.</b>
<b>Oxycodone</b>	<b>Oxycodone, like heroin, is an opioid. It has gained popularity in the past years.</b>
<b>Phencyclidine (PCP)</b>	<b>Common street names include angel dust, drip, sherm and water. Frequently it is sprinkled on marijuana and smoked or used in combination with crack or other drugs.</b>
<b>Stimulants:</b>	<b>Stimulants are drugs that are very similar to our hormones adrenaline and epinephrine.</b>
<b>THC (Tetrahydrocannabinol)</b>	<b>A physiologically active chemical C<sub>21</sub>H<sub>30</sub>O<sub>2</sub> from hemp plant resin that is the chief intoxicant in marijuana.</b>

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*(Continued from page 28)***APPENDIX G***Cost Benefit Analysis***Current**

JANUARY 2005-CURRENT TEST & CHARGES				
	PANEL#	CHARGE	COUNT	TOTAL
ABBCMMOPP	90011	\$9.82	117	\$1,148.94
ABBCMO	90012	\$8.52	5	\$42.90
ACOT	90013	\$5.53	194	\$1,072.82
CMO	90014	\$4.30	4	\$17.20
THC	90015	\$1.53	94	\$143.82
ALCOHOL	90016	\$1.53	51	\$78.03
			465	<b>\$2,503.71</b>

**Proposed**

JANUARY 2005-PROPOSED TEST & CHARGES				
	PANEL#	CHARGE	COUNT	TOTAL
ABBCM	90011	\$9.82	76	\$746.32
	90012	\$8.52	5	\$42.90
ACOT	90013	\$5.53	116	\$641.48
CMO	90014	\$4.30	4	\$17.20
THC	90015	\$1.53	207	\$316.71
ALCO-	90016	\$1.53	69	\$105.57
			477	<b>\$1,870.18</b>

Based on research data in Table F. 90011 reduced by 35%, 90013 reduce by 40%, 90015 increased by 120% 90016 increased by 35%. **Results is a savings of \$ 633.53 per month.**

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## **Conclusion**

The paramount conclusion was that the way in which the division detected treated and referred substance abusing probationers could be improved. The improvements can positively affect the instances of substance abuse and relapse as well the budgetary drain that unnecessary testing has created. The above results are rendered notwithstanding the possible reduction of criminal or delinquent recidivism.

In that the research found no differences in the ratio of positive results among the tested population in the gender, racial and age classifications (as defined in the methodology section) more effective and economical treatment modalities can be shaped. In adding to the above stated research benefits is the homogeneity of the tested population in the preference for THC as the preferred drug. The population's drug usage is homogeneous in character with 60.26% of the tested population found to be positive of THC with cocaine and opiate positives showing a distant second (12.79%) and third (3.70%) respectively.

What is important about obtaining this information is that the division now has definitive knowledge regarding this heretofore-questionable area. In addition to indicated findings, prior to this research, common treatment yielded the more intense treatment classification status to males. The division now knows that the same intensity must attend treatment regardless to gender. ✪

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