**Administration**

**Table of Organization**

As can be seen in appendix A at the end of this report, the Evanston Community Defender Office (ECDO) is a small agency. Robert Roy is an attorney who has been working with the Evanston Community Defender Office for nearly twenty years. He is the director of the agency. Formally, he has the most control in the agency.

Nareen Kim is the other attorney at the office. She came to the Defender Office approximately one year ago. Previously, she had worked as a public defender in Lake County, IL. Informally, she has much control in the agency. This is simply because of her personality. She is very organized and driven. Therefore, she often takes control of various activities in the agency. In her first year at ECDO, she created many new, more efficient forms for the agency.

Guadalupe Acosta-Nava is the director of social services at the Evanston Community Defender Office. She started working at the agency around the same time as Ms. Kim, approximately one year ago. She is the only social worker in the agency and works somewhat independently as her purpose is different than that of the attorneys.

Judith Aronson is the office manager. She has also been at the agency for about twenty years. Ms. Aronson works part-time at ECDO. She is not usually involved in office meetings concerning the clients.

The Defender Office also occasionally has interns. The intern’s field of interest determines where most of his/her time is spent. This intern has worked fairly equally with all of the members of the agency doing whatever can be done to help the office staff.

Informally, this agency is very relaxed. All of the members are considered equal and are treated that way. The only factor that may separate them is the experience of each individual. Mr. Roy may handle a certain case instead of Ms. Kim simply because he has had more
experience with that particular type of case. Mr. Roy also has a great knowledge of the Evanston community and the clients in the area because he was been in Evanston for an extended period of time. However, this does not mean that he is, in some way, "above" the other members of the agency.

**Purpose: Mission of Agency**

The mission of this agency, as stated in a former brochure (see appendices R-T), is "to provide legal and social work services to low income youth under 21 and their families through a community based office concerning matters in the juvenile justice/welfare systems (including school systems) and adult criminal court." The agency, as stated in the above mission statement, deals primarily with youth involved in the criminal juvenile court.

The Evanston Community Defender Office has been serving the Evanston community since 1973 (see appendix T). It was in 1973 that the Evanston City Council recognized that the indigent Evanston residents were experiencing inherent problems and limitations in the delivery of legal services. The public defender's office was not effectively delivering legal services. Attorneys were not available to indigent defendants when they were needed. Due to the large caseloads, attorneys were not familiar with clients or their cases. Therefore, quality service was not being rendered.

Therefore, in 1973, the Evanston City Council hired an attorney who reported to the Human Services Committee. His purpose was to provide legal representation to indigent Evanston residents. This differed greatly from a public defender. This attorney would have more knowledge of the defendant and his/her case as a result of the established relationship or referral. A public defender first sees his/her clients only after the defendant is taken into custody. The public defender has no familiarity with the defendant. The attorney appointed by the Council could make relevant recommendations to the court in setting bond; a public defender
could not. The office was officially established as the Evanston Community Defender Office in 1978.

The social work program evolved from the attorney’s experience with the clients. It was apparent to the attorney that the client’s legal problem was truly a manifestation of underlying social problems such as substance abuse, unemployment, family dysfunction etc. It was determined that the collaborative work of the attorney and the social worker would provide the best service to the clients.

ECDO committed to integrating the practices of both the law and social work in the service of the low-income community (see appendix U). The legal service program seeks to make a critical difference in representing low-income youth by bridging the gap in juvenile advocacy. This often results from the traditional separation of the civil and criminal justice systems for the indigent. The agency, therefore, provides legal representation in criminal matters as well as related civil matters.

On the other hand, the social work program is primarily crisis-intervention counseling. However, it also includes limited group counseling. This aids in addressing root causes of conflict with the law and long-term client social/emotional issues.

All of the agencies clients are low income. About 90-95% of the clients are African American. Roughly 83% of the clients are male while 17% are female. Almost 70% live in female-headed households.

The intern has noticed that the Evanston Community Defender Office has been effective in reaching most of its goals. ECDO does represent most of the indigent youth in Evanston. There is never a shortage of clients. The attorneys seek the best interest of the minor and provide the best legal service they are able to. The social worker also works with as many clients and
families as she can to resolve social problems. Therefore, ECDO is effective in delivering services to its target audience.

However, another goal of the Evanston Community Defender Office is to reduce the recidivism rates of clients. Unfortunately, this goal is not usually attained. Many of the clients of the agency will be back for more legal and social help. Indigent youth in Evanston committing crimes is a considerable problem. Unfortunately, ECDO has not been able to stop recidivism. The clients may decide to change their ways while speaking with the agency staff. However, when they return to the street environment that they are surrounded by at home, they often commit crimes again.

**Chain of Command**

As mentioned above, the chain of command primarily exists only on a formal basis. The day-to-day functioning of this agency reflects that all members are equally important. The members discuss issues and clients together, and each member’s contribution to the office is greatly valued.

Ms. Kim was the main supervisor for this intern. The intern spoke Ms. Kim regarding the details of the internship and various projects for the intern to work on. However, the intern worked equally with all members of the office. She worked on projects for all three members. As far as the intern’s role, she aided the office staff in whatever was necessary. She received a broad range of experience due to this fact.

This chain of command, or lack thereof, is very fitting for this particular agency. There are only three members that are actually working with the clients. Therefore, a formal chain of command is not entirely needed. All of the office members work well together and value the importance of one another.
Number of Personnel

The Evanston Community Defender Office is a rather small agency. There are two attorneys, Nareen Kim and Robert Roy, and one social worker, Guadalupe Acosta-Nava. All three of these individuals work full-time with the agency. Judith Aronson is also a member of this agency. She works part-time as the office manager. This summer, there were a total of two interns. The office also works with two men that are employed by the YMCA. Those men work part-time at ECDO on a Fatherhood Project (which is explained later in this report). However, the intern rarely saw these men during her time at this agency.

Ranks/Titles of Personnel

The Evanston Community Defender Office has two attorneys and one social worker. The attorneys’ responsibilities are to represent clients in court. Therefore, much of the attorneys’ time is spent in court or preparing for court. This may involve doing legal research, deposing witness, filing motions (see appendices V-GG, Q), working on plea agreements, and speaking with the probation officer. The attorneys also spend time meeting with clients to discuss their cases (see appendices HH-II). The social worker spends most of her time meeting with clients and attending various meetings that concern clients. The members of the agency also spend time working on committees with the Local Area Network. There are not many specific responsibilities that are associated with each job title. Due to the small size of the office, many of the job responsibilities overlap. Simply, the attorneys deal with legal issues while the social worker deals more directly with a client’s personal problems. For a more detailed description of their job functions, please see the “operations” portion of this report.

Training Activities Performed

There are no true training activities performed at this agency. There is no formal training needed to work in this agency. Each member of the office has formal education and a degree in
their related field. That provides the training necessary to perform their jobs. For specific office training, it is informal, on-the-job training. This intern was trained in such a fashion. For example, she learned where the courthouse was when the rest of the office staff took her there. Knowing the location of the courthouse was an essential part of her internship. Yet, she learned this from on-the-job experience, as opposed to a formal training process.

However, members of this agency have attended various workshops out of their own interest. For example, Ms. Kim recently attended a seminar relating to immigration policies. Ms. Acosta-Nava has recently attended a training seminar on leading small groups for young adults. In the past, members of this agency have also attended training courses related to various topics, such as the Department of Children and Family Services (DCFS) and defense for the death penalty.

**Agency-Community Relations**

The Evanston Community Defender Office works often with the community. They serve the community of Evanston. The relations appear to be amicable. Their clients are pleased with the service that the agency offers. The agency is also partially funded by the people of Evanston. The agency seems to carry the support of the community. ECDO maintains its positive presence in the community by its active involvement with the youth. The attorneys could restrict themselves to the legal matters at hand. However, they go beyond the legal services and seek other ways to aid the youth of Evanston. The Defender Office is a part of the Local Area Network in Evanston. This is a great service to the youth of Evanston.

**Research Activities**

This agency applies for grants in order to receive adequate funding. This is a part of the research the agency does. The Defender Office also keeps statistics based on their clientele. These statistics usually consist of basic characteristics of the clients such as age, race, gender etc.
They usually keep a running number of how many clients they serve and the demographics of that group.

Each office member also conducts his/her own research based on information that they need. For example, the attorneys often research past cases in order to assist them with the current case they are working on. The social worker also engages in a few research activities. In the past, the office as a whole has worked on more substantial research projects. Currently, they are working with someone who is seeking to do research on gang activity through the agency.

**Interfaces Within and Outside the Agency**

The Evanston Community Defender Office interacts daily with members of different organizations and agencies. The Cook County Juvenile Court (see appendix QQ) is constantly in contact with the agency. Probation officers frequently call to speak with the members of this agency about clients. The agency also interacts with the Evanston Police Department. The agency uses police reports to determine what the client allegedly did. Often police officers are subpoenaed to appear at a defendant’s trial to speak of what happened. The agency also deals with the Illinois Department of Corrections. This contact is usually made when employees visit clients that are in jail. The agency is also often in contact with Evanston Township High School as most of the clients attend school there.

The Defender Office also works frequently with various organizations in the Evanston Community. Ms. Acosta-Nava often makes referrals for clients. For example, she will contact Peer Services when a client has a drug abuse problem. She has a large number of resources that she uses daily to assist the clients. The intern worked on a project with Ms. Acosta-Nava to help her update her files on the different resources available to the youth in Evanston. This project took the intern several weeks as there are many agencies in Evanston that serve the youth.
Sources of Authority and Funding

The Evanston Community Defender Office is funded by several sources. The three largest sources come from the City of Evanston. These three sources are as follows: the City of Evanston Planning Department (which provides a community development grant), the City of Evanston Health and Human Services Department (which provides general funds), and the City of Evanston Mental Health Board.

Other funding comes from the Evanston United Way, the Chicago Bar Foundation, and the Illinois Bar Foundation. This funding is provided annually. This past year, the Defender Office also received grants for one year to fund projects they were running. These grants were from the Kraft Employee Fund and the Rotary club. The agency is applying again for these grants along with the Open Studio Project (see appendices JJ-LL).

Finally, the Evanston Community Defender Office receives donations from private foundations and individuals. These donations are usually a result of a fund-raising campaign. The Defender Office last did one of these campaigns about five years ago. They are seeking to do one again soon. The Board of Directors (see appendix R, names are listed on brochure) is usually responsible for these private donations.

Services

Records

The agency keeps records of its past clients from 1973, when the agency first began. The files between 1973 and 1988 are kept in paper files, organized in an index in a notebook. The office began using computers to keep records in 1989. Therefore, clients' files that have come to the office after 1988 are kept in the computer. An index of the cases is kept by name and date of birth.
Financial records of the agency are kept in the office in files from 1978 through the present. 1978 is when the office became the Evanston Community Defender. Financial records before that time are still kept. However, they are not in the office.

The office keeps these records in case they need them in the future. Many of the clients at ECDO are related to past clients. Reviewing old files can help to provide a family history for a current client. In addition, attorneys are required to keep a client's file for ten years.

**Equipment and Supplies**

The Evanston Community Defender Office uses many pieces of equipment. The office has four computers, which are all connected to one another so that information is easily shared. All computers are also connected to the Internet. The attorneys also use a computer program to conduct legal research for cases. The agency has four telephones that have 4 different phone lines, but they are all connected. The office uses an answering machine to take calls when no one is present in the agency to receive the phone calls. A fax machine is also used by members of this agency. It is the means by which the office receives the court call from the Cook County courthouse.

Other equipment used by this agency includes two copy machines. One serves as a back up in case the other one malfunctions. There is also a television/VCR in the office. This is used to show videos to various clients regarding the dangers of drug abuse, for example. The office also contains an extensive law library, which contain books related to many aspect of criminal law, including an updated book on the criminal code of Illinois.

**Facility**

The Defender Office only has one location. It is located in downtown Evanston. It is in a very appropriate location as it is close to forms of public transportation. There is easy access to the subway (the "L"), buses, and trains. It is in the center of downtown Evanston and is
relatively close to other important agencies such as Evanston Township High School, Evanston Police Department, YMCA, as well as many others.

The office itself is in a building with many other non-profit organizations. The particular office has four rooms. There is a conference table in the social worker’s office that is used for meetings. The office is usually somewhat cluttered. Its physical appearance reflects the hectic activities of the office.

Complaints

Most complaints are directed towards Mr. Roy, as he is the supervisor of the agency. If a client had a concern about Ms. Kim or Ms. Acosta-Nava, he/she would speak with Mr. Roy. Complaints may also be presented to the Illinois Bar Association if a client feels that he/she was misrepresented by an attorney. The client may always challenge an employee by contacting the Department of Professional Licensing. However, many clients do not file complaints. Unfortunately, they have not developed the thought process that most would consider when unhappy with service.

Other Services Provided

The office offers different groups run by the social worker. In the past, groups have been held for girls and boys (separately) to raise self-esteem. There have also been sibling support groups to help with family issues. This past year, the office received a grant to fund what was called the Fatherhood Project. This was run by two men that work with the Evanston YMCA. It was designed to assist young fathers in understanding the importance of fatherhood and the responsibilities that come along with it. Unfortunately, the staff learned that most young fathers are not seeking to be involved in such a program. There simply is not much interest.
Operations

The Evanston Community Defender Office performs many functions. The two attorneys work with the clients on their legal matters. This involves many aspects. The attorneys attend court with their clients and represent them before the judge. This includes presenting motions and petitions before the judge (see appendices V-PP, Q) before judges, which involves much preparation. The attorneys must subpoena individuals for depositions as well as for trials (see appendices EE & FF). The attorneys interact with the clients mostly at the courthouse to discuss their case (see appendices GG-II). Mr. Roy and Ms. Kim usually attempt to set up appointments with the clients before they appear in court. However, most clients do not attend their scheduled meeting. The attorneys will also make visits to the jail to speak with their clients.

The social worker at this agency performs many functions as well. She attends court with the attorneys each Monday morning. Ms. Acosta-Nava will meet with the clients in the courthouse as well to discuss issues that may have come up in court. She also meets with clients outside of court. She picks them up from school or home and will meet with them in the office or elsewhere. She often treats the clients to lunch. She also has a lot of contact with the parents of the juvenile clients. The social worker also holds group meetings with the clients. She is currently working with a group of five girls in a group called "Girl Talk," formally called "Butterflies" (see appendix MM). During this time, she works to build the self-esteem of these young women. The social worker also visits the clients in jail.

The office manager serves as a secretary while she answers phones. She also keeps the court dates in order and does the book keeping. Ms. Arsonson is in charge of the paychecks for the employees as well as keeping records for ECDO. She also helps the other members of the office with various tasks that they may have.
The attorneys and the social worker are all involved in the Child and Adolescent Local Area Network (LAN). This is a group that involves representatives of various agencies in Evanston that work with the youth (see appendix I). The LAN does wraparounds. A LAN wrap is basically providing services of the Evanston Community for a needy family using funds from the LAN (see Appendices J-K). All ECDO staff members are on the LAN Steering Committee, the main committee of the LAN (see appendix L). All three are all also members of the DCFS Subcommittee (see appendix M).

Mr. Roy is the head of the Advocacy Subcommittee, another subcommittee of the LAN (see appendices N-O). The intern attended many LAN meetings during the course of her internship. She also did many activities with the Advocacy Subcommittee.

Ms. Acosta-Nava also works on a subcommittee of the LAN. Her subcommittee planned a Resource Fair in which many community agencies participated. The goal of the Resource Fair was to display services available to the community in Evanston. Many agencies were present as well as individuals from the community (see appendix G for those agencies that were present at the Resource Fair).

**Evaluation of the Internship Experience**

**Narrative of Overall Internship Activities**

I learned a great deal about the criminal justice system during my internship at the Evanston Community Defender Office. I feel very fortunate to have interned at this specific agency due to the wide range of opportunities I was given. There was no typical day or week throughout my internship. That aspect made each day a new adventure.

I spent each Monday in Juvenile Court with Mr. Roy, Ms. Kim, and Ms. Acosta-Nava. I always read the files of the clients that were due in court that Monday in order to familiarize
myself with the cases (see appendix E). I would usually determine which clients were present in
court that day by calling out their names in the waiting area. After that, I would observe the
action in the courtroom. I would also meet with the office staff and various clients to discuss
cases. This was very interesting. I learned a lot about interaction with clients. Many of them do
not have a firm understanding of the consequences of their actions. The attorneys were usually
fairly strict in explaining to the clients the consequences of their actions in an attempt to teach
the clients not to repeat their mistake.

Another interesting aspect about spending time in court was observing the interactions
between members of the court. The courtroom workgroup is clearly displayed in the juvenile
court. The prosecutors know all of the defense attorneys. The clerk, the judge, and the attorneys
all interact each week and know each other quite well.

I also witnessed the workings of the juvenile justice system. I was able to see many cases
at various points in the juvenile justice process. It was also clear to see how the juvenile justice
system differs from the adult criminal justice system (see appendices A-C). The juvenile process
takes many aspects of the juvenile's life into account. For example, most cases require a social
investigation (see appendix NN). This is a report written by the probation officer about the
juvenile. The probation officer offers a recommendation to the judge as to how to treat the
juvenile at the end of the report.

I also learned the terminology of the juvenile court. For example, the minors in the
juvenile court are not found guilty. They are instead adjudicated delinquent. Sentencing in the
juvenile court is referred to as a dispositional hearing. They are also many abbreviations that are
used in the courtroom that I learned in my time there (see appendix OO). For example, a
violation of probation is called a VOP.
Whenever a minor entered a plea of guilty, the judge would always say, “Before I can accept your plea of guilty, there are certain things I have to ask you and certain things I have to tell you.” These statements and questions that he needed to discuss with the minor are part of the Illinois law (see appendix PP).

I was also able to spend some time in the adult court. ECDO does represent a few adult clients, although all clients are under the age of 21. It was very interesting to watch Mr. Roy argue a motion to suppress in the adult court. It was fascinating to watch a pre-motion trial in a courtroom.

In addition to time in court, I spent time at the Cook County Juvenile Detention Center, also known as Audy. I went to Audy three times with Ms. Acosta-Nava to visit a client. It was intriguing to be in the jail itself and to learn how it operates. I also enjoyed meeting with a client. This client in particular was very intelligent. It enabled me to see that rehabilitation might be possible with this individual.

I also spent much time at LAN meetings with members of the office. I attended meetings for the Steering Committee, the Advocacy Subcommittee, and the DCFS Subcommittee. Mr. Roy asked me to help him with some research for the Advocacy Subcommittee which was very interesting. He gave me a booklet called “How Laws Are Made”. This aided me in my research. I was to find the representatives on a local, state, and national level for the citizens of Evanston. In addition, I researched basic lobbying skills. I also had the opportunity to attend a LAN wrap meeting. I learned how difficult it can be to find the right services to extend to a family given a certain budget.

I spent most of my time doing various activities at the office to assist Mr. Roy and Ms. Kim. I made many phone calls to clients and various agencies. Working on letters and faxes was also a common activity. I learned that most of the work that needs to get done is rather
mundane. I knew that there are many tasks that I could not assist the attorneys with because I have not attended law school and do not have the proper training. That was frustrating sometimes. However, I believe that I learned the most by observing what occurs at the office and what the attorneys do.

Ms. Acosta-Nava had a project for me to work on. She had me go through her files that she has on various agencies in the Evanston area. I was to update these files by calling agencies and requesting current information. This was a great experience, as I was able to learn more about the services that are available to clients.

There was also a lot of reading to do. Mr. Roy gave me several articles to read. They were related mainly to restorative justice and defense work. Ms. Kim had me read the Juvenile Court Act of 1987 (see appendix F) so I could learn the basis of juvenile law in Illinois. Mr. Roy also lent me his copy of *A Civil Action*, a novel by Jonathon Harr. He also gave me a copy of the Constitution to read through. Mr. Roy would often discuss these readings with me. Mr. Roy is a great teacher. He would often take time to explain the system to me.

I also had the opportunity to do participate in various activities on certain occasions. For example, in my first week I visited Lawrence Hall Youth Services, an alternative high school that can also be used as a residential placement for youth. I also attended the Resource Fair (discussed above). That was very informative. I was able to learn a lot about the resources available in Evanston. The rest of my time was usually spent answering phones, making photocopies, typing letters, and other clerical work.

Most of the knowledge and experience gained through this internship is a result of conversations I was able to have with all members of the agency. They were all very patient and helpful in explaining things to me. I also learned a lot by observing the office staff in their daily activities.
The staff at the Evanston Community Defender Office graciously evaluated my experience at their office. A copy of this evaluation is included in this report and can be found in appendix SS.

**Time**

Most of my time during the internship was spread between four main areas. These areas are as follows: court, office, meetings, and time with clients. As appendix RR shows, about 40% of my time was spent in the office. While at the office, I participated in many activities. Some of these activities included answering the phone as well as making phone calls. I also spent time working on written work or research for Ms. Kim. Also involved in these activities is reading. I read a lot of material given to me by Mr. Roy and Ms. Kim. Reading of files about certain cases also took up a majority of my time (see appendix E).

Roughly 25% of my time was spent at the Cook County courthouse. I was there every Monday from 9:00am to about 1:00pm. Monday morning is when Juvenile Court is held. Therefore, I was in Juvenile Court every week. While at the courthouse, I would often observe the workings of the courtroom (as explained in more detail above). I also had the opportunity to meet with some clients while at court. On occasion, I would also attend court with Mr. Roy or Ms. Kim for an adult case that had a court date. This was also a learning experience for me. I was able to see the differences between adult and juvenile court.

Approximately 20% of my time was spent in meetings. I attended all types of meetings while at the Evanston Defender Office. Many of these meetings were related to the Local Area Network (LAN). I attended the Steering Committee meetings, Advocacy Subcommittee meetings, as well as DCFS Subcommittee meetings. I also spent time in meetings with the office staff discussing cases. Mr. Roy would also meet often one-on-one with me to discuss legal issues or to teach me more about the system. These times were very informative.
Finally, about 15% of my time was spent meeting with clients. These meetings usually occurred at the courthouse, as it is difficult to schedule appointments with clients. However, on occasion, a client would come to a scheduled meeting at the office. I also went to visit a certain client at the Cook County Juvenile Detention Center (Audy) several times. Meeting with clients was very interesting. I gained more perspective into why they did the things they had done. Most of the clients were very pleasant.

These past three weeks at the Evanston Defender Office were somewhat unusual. Both Mr. Roy and Ms. Kim were on vacation at some point during this time. The Fourth of July holiday also interrupted these past weeks. However, I was still at court each Monday. I also went to Audy every Friday. In addition, I spent much time at the office doing some research for Ms. Acosta-Nava.

This past week, I attended a meeting held at the office regarding the Fatherhood Project (discussed previously). Those present at the meeting (Mr. Roy, Ms. Acosta-Nava, a man that has been running the project, and myself) discussed the progress of this project. It was funded by a grant that had run out. The meeting was conducted to decide if the agency should apply for a grant renewal. It was decided that the audience did not exist for such a project. This project seeks to help young fathers take responsibility for themselves and their child. Unfortunately, many young fathers are not interested in such aid.

During these past few weeks, I also spent time at the office working on issuing and serving subpoenas for Ms. Kim. I also spent much time reading through some material that Mr. Roy had left for me as well as the cases that were up for court the following Monday. Although these past few weeks have not been “typical,” they are still a fair representation of how my time has been spent at the Evanston Community Defender Office.
Internship Impact

This internship impacted my values, ethics, and interpersonal skills. I found that values and ethics are not as black and white as I had previously thought. It was hard for me to accept aiding a client in his case when he admitted that he was guilty. My values tell me that when one has done something wrong, one should be punished. I still believe that to be true. However, those values were challenged when other factors were brought into the situation. For example, the attorneys often tried to prove that the arrest of the client was illegal because the police did not properly do their job. That challenged both my ethics and more values. I understand due process and an individual’s rights. Yet, it is difficult to see a guilty individual be released because of a technicality. It was also difficult for me to understand that the defense attorneys’ job was to defend their client and seek the best deal for that client, regardless of guilt or innocence. It seems to me that in order to help the clients, they must be taught that wrong actions have consequences. This is an issue that I still have not resolved.

My interpersonal skills were also challenged. I met with many different people during my internship. All of the clients that I came into contact with were of a different race and socioeconomic class than I. Their background and upbringing were completely different than mine. I had to learn how to relate to them in their situations. That was a challenge. Yet, I began to focus on the similarities between the clients and myself as opposed to the differences. That made my interactions with them less complex.

Being a shy individual, it was sometimes difficult for me to approach the office staff with questions or comments. I quickly realized that this was an area that I needed to develop. Throughout the course of my internship, I attempted to turn that weakness into a strength. I recognize that it is an area that still needs work, but I do believe that I have made progress.
Satisfactory Aspects of Internship

I found this internship to be very fulfilling. I learned a lot about the criminal justice system. I believe that the small size of this office was a positive aspect. I was able to develop positive working relationships with all of the staff members. I was also able to observe and do much more than might have been possible at a larger agency. The office staff was very helpful and patient. I learned a great deal by observing their activities and discussing those activities with them. I believe the size of the agency was the greatest strength. It enabled me to have a firm understanding of all aspects of the agency.

I also appreciate the staff. They really sought to teach me a lot about the system. They also tried to help me specifically in areas that I am interested in. I also appreciate the freedom they extended to me. I was often able to explore different courtrooms at my leisure. They also provided me with complete access to everything in the office. I spent much time reading through the files they had kept on clients and agencies in order to gain a firm understanding of the agency. The staff was definitely a positive aspect of the internship experience.

Limitations of the Experience

I can only identify one limitation of this experience. That limitation is my lack of proper education. I could not help the attorneys with much of their work because I do not have the training that one receives at law school. This was frustrating for me. It was difficult for the staff to find projects for me to work on. Certain things required more knowledge about the law than I possess. Therefore, I would not have much to do at times. I understand that it is a limitation that could not be changed. This is really the only limitation that I found during my internship.

Meaningfulness

My internship experience could have been more meaningful if it was more structured. I understand that the agency itself is not very structured due to the nature of its work. However, I
believe that if the staff had developed some type of a project for me to work on or to be responsible for, the experience may have been more meaningful. However, the experience was incredibly meaningful. I learned a lot about how to work without structure as a result of this internship. Other than the lack of structure, the agency, agency staff, and faculty advisor were very helpful in providing a meaningful internship experience.

**Internship Experience Rating**

I would rate this internship as excellent. I believe that the experience I had at the Evanston Community Defender Office during this internship is extremely valuable. It gave me a real indication of what defense work is. I also learned a lot about the justice system. The fact that I was able to observe so much and was helped so much by the staff made it a truly excellent experience.

**Knowledge and Skills Learned**

Much of what I learned during this summer was conceptual and intellectual information. I learned a lot about how the court system works during my time at court. I also learned much about the system through conversations I had with the office staff. They would often explain concepts to me as well as share past experience with me to help me understand certain issues. I learned a lot about how to prepare a case through my conversations with the staff.

In addition, I learned how to fill out subpoenas and serve them. I also learned how to use the computer system at the courthouse. I learned the workings of this office and the paperwork that is necessary to fill out in legal proceedings. I also learned how to interact with office staff as well as with clients and individuals from other agencies. I was able to see how connected the different stages of the criminal justice process are.

I also learned a lot about the daily life of an attorney. I was able to observe their daily activities and responsibilities. I have contemplated attending law school for quite some time.
Due to this internship, I was able to see what lawyers truly do. Their activities peaked my interest. I am now almost certain that I will attend law school in the future.

**Background courses**

**Skills and Concepts Gained Through CJC Courses**

The two most valuable Criminal Justice courses to the intern during this internship were the courts class (CJC 250) and the juvenile justice class (CJC 309). The courts class taught the intern much about the workings of the court system. She was able to see that material come alive during her time at the courthouse. The background knowledge provided by that course helped the intern understand much of what was happening in the courtroom.

The intern's juvenile justice course taught her a lot about the juvenile court system. This information proved to be very helpful. It provided the intern with a basic understanding of how the juvenile justice system works as well as the terminology that is used. The intern was able to deepen this knowledge during her time at the Evanston Community Defender Office. It was definitely an advantage for the intern to have the background information in the juvenile court proceedings prior to the start of the internship.

The intern also used information learned in other courses, such as the corrections course (CJC 240) and the policing course (CJC 230). The intern often saw police officers and probation officers in court every week. She also visited the Juvenile Detention Center. The intern's basic knowledge of policing and corrections was helpful during those times.

**How the Intern Could Have Made the Experience More Meaningful**

The intern believes one way that she could have made her internship experience more meaningful would be to have been more assertive. She did not take as much initiative as she had hoped. It was often difficult for her to articulate what she wanted to gain from the internship.
experience. Therefore, the intern had a difficult time explaining to the agency staff what work she would be interested in doing. This sometimes resulted in a lack of activities for the intern to work on.

The intern found the internship to be somewhat overwhelming. There was so much for her to learn that it was difficult for the intern to focus on one area. The intern gained knowledge of the agency as a whole as well as the juvenile justice system. However, the intern wishes that she had been able to specify what she specifically wanted to learn so that she could have had more experience in a particular area.

**Summary of Experience**

Overall, this internship was an excellent experience for the intern. Her knowledge of the juvenile justice system as well as the court system expanded as a result of this internship. She learned a lot about herself as well. She was able to identify some of her professional strengths and weaknesses. This intern gained a great foundation for future experience in the criminal justice field due to this internship. The intern also refined her future plans. Her goal to attend law school has become more concrete as a result of this internship.

She gained valuable experience and knowledge throughout the course of this internship. The intern established positive professional relationships with her coworkers throughout this internship. These relationships will probably prove to be helpful in the future. This internship has had a profound impact on this intern’s professional life.
Appendices
Index of Appendices

A. Juvenile Justice chart
B. Felony v. Juvenile cases
C. Criminal v. Juvenile Justice system*
D. Table of Organization
E. Memorandum from Ms. Kim
F. Juvenile Court Act of 1987
G. List of those present at LAN Resource Fair
H. Flyer for LAN Resource Fair
I. LAN information packet
J. LAN Referral form
K. LAN Wraparound chart
L. LAN Steering Committee
M. LAN DCFS Subcommittee
N. LAN Advocacy Subcommittee information
O. LAN Advocacy Subcommittee notes
P. Agenda for On-Campus Meeting
Q. Petition to Expunge
R. ECDO brochure
S. Former ECDO brochure
T. Brief history of ECDO
U. HUD information
V. Amended Motion to Withdraw Plea of Guilty
W. Certificate of Counsel
X. Motion to Suppress
Y. Motion to Suppress Evidence
Z. Motion in Limine
AA. Motion for Reduction of Bail
BB. Motion for Discovery
CC. Motion to Dismiss Indictment
DD. Notice of Appeal
EE. Subpoena for Deposition
FF. Subpoena
GG. Court Minutes
HH. Client Interview Form
II. Case Log
JJ. Open Studio Project
KK. Rotary Club grant
LL. Kraft Employee Fund grant
MM. Butterflies
NN. Social Investigation
OO. Abbreviations
PP. Waivers and Pleas
QQ. Cook County Probation Department
RR. Time Chart
SS. Evaluation of Intern from ECDO

(All appendices were graciously given to the intern by the staff at the Evanston Community Defender Office unless otherwise noted.)

Appendix A
This chart explains the Juvenile Justice Process.
An Overview of Felony Processing in Illinois

Law Enforcement
- Incident
  - Arrest
  - Possible discharge of defendant or formal discontinuation of felony process

Prosecution
- Felony screening
  - Grand jury
  - Information

The Courts
- Preliminary hearing
- Bond hearing
- Arraignment
- Trial
  - Sentence hearing
  - Supervision

Defendant pleads guilty

Corrections
- Probation
- Prison sentence
- Mandatory supervised release

Appendix B
This is a chart that compares the processing of a felony case and the processing of a juvenile case in Illinois.

An Overview of Juvenile Processing in Illinois
(For a juvenile charged with an offense that would be criminal if committed by an adult)

Incident
- Police custody

Juvenile screening
- Informal adjustment
- Up to 6 mo. supervision
- Delinquency petition
- Transfer hearing
- Adult court

Adjudication hearing
- Up to 24 months of supervision

Dispositional hearing
- Treatment
- DCF
- Alternative placement
- Probation
- Up to 30 days of detention
- Institution custody

1 Begin adult felony process at preliminary hearing
2 After successful completion of court supervision, charges may be dismissed
3 Or other term of court supervision, such as conditional discharge
4 Or other conditional release from prison

Note: This chart is a simplified representation of the processes involved in handling felony and juvenile cases.
The juvenile justice system differs from the criminal justice system, but there is common ground

The juvenile justice system grew out of the criminal justice system

After working within the criminal justice system, designers of the juvenile justice system retained many of the components of the criminal justice system as they constructed a new process to respond to delinquent youth. An understanding of what was retained and what was changed helps to make clear the basic differences between the two systems as they exist today.

During its nearly 100-year history, the juvenile justice system in the U.S. has seen fundamental changes in certain aspects of process and philosophy. Recently, there has been some discussion about the possibility of essentially merging the juvenile and criminal systems. An understanding of similarities and differences between the two systems is valuable in assessing the implications of the proposed changes.

Although the juvenile and criminal justice systems are more alike in some jurisdictions than in others, generalizations can be made about the distinctions between the two systems and about their common ground.

<table>
<thead>
<tr>
<th>Juvenile justice system</th>
<th>Operating Assumptions</th>
<th>Criminal justice system</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Youth behavior is malleable.</td>
<td>- Sanctions should be proportional to the offense.</td>
<td></td>
</tr>
<tr>
<td>- Rehabilitation is usually a viable goal.</td>
<td>- General deterrence works.</td>
<td></td>
</tr>
<tr>
<td>- Youth are in families and not independent.</td>
<td>- Rehabilitation is not a primary goal.</td>
<td></td>
</tr>
</tbody>
</table>

Prevention

- Many specific delinquency prevention activities (e.g., school, church, recreation) are used.
- Prevention is intended to change individual behavior and is often focused on reducing risk factors and increasing protective factors in the individual, family, and community.

Law Enforcement

- Specialized “juvenile” units are used.
- Some additional behaviors are prohibited (truancy, running away, curfew violations).
- Some limitations are placed on public access to information.
- A significant number of youth are diverted away from the juvenile justice system, often into alternative programs.

Appendix C
This chart compares the criminal and juvenile justice systems.
<table>
<thead>
<tr>
<th>Juvenile justice system</th>
<th>Common ground</th>
<th>Criminal justice system</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Disposition—Sentencing</strong></td>
<td></td>
<td><strong>Sentencing decisions are bound primarily by the severity of the current offense and by the offender's criminal history.</strong></td>
</tr>
<tr>
<td>- Disposition decisions are based on individual and social factors, offense severity, and youth's offense history.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Dispositional philosophy includes a significant rehabilitation component.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Many dispositional alternatives are operated by the juvenile court.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Dispositions cover a wide range of community-based and residential services.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Disposition orders may be directed to people other than the offender (e.g., parents).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Disposition may be indeterminate, based on progress demonstrated by the youth.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Decisions are influenced by current offense, offending history, and social factors.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Decisions hold offender accountable.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Decisions may give considerations to victims (e.g., restitution and no-contact orders).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Decisions may not be unusual.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| **Aftercare—Parole** |       | Function is primarily surveillance and reporting to monitor illicit behavior. |
| - Function combines surveillance and reintegration activities (e.g., family, school, work). |       |       |
| - The behavior of individuals released from correctional settings is monitored. |       |       |
| - Violation of conditions may result in reincarceration. |       |       |
### Juvenile justice system

**Intake—Prosecution**
- In many instances, juvenile court intake, not the prosecutor, decides what cases to file.
- The decision to file a petition for court action is based on both social and legal factors.
- A significant portion of cases are diverted from formal case processing.
- Intake or the prosecutor diverts cases from formal processing to services operated by the juvenile court, prosecutor's office, or outside agencies.

**Detention—Jail/lockup**
- Juveniles may be detained for their own protection or the community's protection.
- Juveniles may not be confined with adults unless there is "sight and sound separation."

**Adjudication—Conviction**
- Juvenile court proceedings are "quasi-civil" (not criminal) and may be confidential.
- If guilt is established, the youth is adjudicated delinquent regardless of offense.
- Right to jury trial is not afforded in all States.

### Common ground

**Intake—Prosecution**
- Probable cause must be established.
- The prosecutor acts on behalf of the State.

**Detention—Jail/lockup**
- Accused offenders may be held in custody to ensure their appearance in court.
- Detention alternative to custody or electronic detention are used.

### Criminal justice system

**Intake—Prosecution**
- Plea bargaining is common.
- The prosecution decision is based largely on legal facts.
- Prosecution is valuable in building history for subsequent offenses.
- Prosecution exercises discretion to withhold charges or divert offenders out of the criminal justice system.

**Detention—Jail/lockup**
- Accused individuals have the right to apply for bond/bail release.

**Adjudication—Conviction**
- Defendants have a constitutional right to a jury trial.
- Guilt must be established on individual offenses charged for conviction.
- All proceedings are open.
Table of Organization

Evanston Community Defender Office

Robert E. Roy
Attorney at Law
Agency Director

Nareen Kim
Attorney at Law

Guadalupe Acosta-Nava
Director of Social Services

Judith Aronson
Office Manager

Anne Palubicki
Intern

Appendix D
This table shows the members of the office at the Evanston Community Defender Office.
To: Anne  
From: Nareen  
Date: May 14, 2001  

Please take time to look over the cases that are up on the juvenile court call for next Monday. The files are on top of the big file cabinet in my office.

In addition, familiarize yourself with these two cases – Defendant and Defendant.

I should be back around 11:00

Appendix E  
This is a memorandum from Ms. Kim to the intern. The intern spent much of her time reading through files of the agency's clients.
CHAPTER 705

COURTS

JUVENILE COURTS


ARTICLE I. GENERAL PROVISIONS

Section

405/1-1. Short title. This Act shall be known and may be cited as the Juvenile Court Act of 1987.

405/1-2. Purpose and policy.

The purpose of this Act is to secure for each minor subject hereto such care and guidance, preferably in his or her own home, as will serve the safety and moral, emotional, mental, and physical welfare of the minor and the best interests of the community; to preserve and strengthen the minor's family ties whenever possible, removing him or her from the custody of his or her parents only when his or her safety or welfare or the protection of the public cannot be adequately safeguarded without removal; if the child is removed from the custody of his or her parent, the Department of Children and Family Services immediately shall consider concurrent planning, as described in Section 5 of the Children and Family Services Act so that permanency may occur at the earliest opportunity; consideration should be given so that if reunification fails or is delayed, the placement made is the best available placement to provide permanency for the child; and, when the minor is removed from his or her own family, to secure for him or her custody, care and discipline as nearly as possible equivalent to that which should be given by his or her parents, and in cases where it should and can properly be done to place the minor in a family home so that he or she may become a member of the family by legal adoption or otherwise. Provided that a ground for unfitness under the Adoption Act can be met, it may be appropriate to expedite termination of parental rights:

(a) when reasonable efforts are inappropriate, or have been provided and were unsuccessful, and there are aggravating circumstances including, but not limited to, those cases in which (i) the child or another child of that child's parent was (A) abandoned, (B) tortured, or (C) chronically abused or (ii) the parent is criminally convicted of (A) first degree murder or second degree murder of any child, (B) attempt or conspiracy to commit first degree murder or second degree murder of any child, (C) solicitation to commit murder, solicitation to commit murder for hire, solicitation to commit second degree murder of any child, or aggravated assault in violation of subdivision (a)(18) of Section 12-2 of the Criminal Code of 1961 or (D) aggravated criminal sexual assault in violation of Section 12-14(b)(1) of the Criminal Code of 1961;

(b) when the parental rights of a parent with respect to another child of the parent have been involuntarily terminated; or

(c) in those extreme cases in which the parent's incapacity to care for the child, combined with an extremely poor prospect for treatment or rehabilitation, justifies expedited termination of parental rights.

(2) In all proceedings under this Act the court may direct the course thereof as promptly as to ascertain the jurisdic-

This is a copy of the first of many pages of the Juvenile Court Act of 1987 found in West's Illinois Criminal Laws and Procedures.
Appendix G
This is a list of some of the agencies that were present at the Resource Fair sponsored by the LAN.

### Evanston Child & Adolescent Local Area Network (LAN 40)
**Membership List**
April 9, 2001

1. Childcare Network of Evanston
2. Connections For The Homeless
3. Cook County Juvenile Court
4. Evanston Community Consolidated School District 65
5. Evanston Community Defender
6. Evanston Department of Health and Human Services
7. Evanston Hospital
8. Evanston Neighbors At Work
9. Evanston Police Department
10. Evanston Township High School
11. Family Focus - Our Place
12. Illinois Department of Children and Family Services
13. Kenneth Young Center
14. Lawrence Hall Therapeutic Day School
15. McGaw YMCA of Evanston
16. Metropolitan Family Services
17. Peer Services
18. Rice Children and Family Center
19. St. Francis Hospital
20. The Harbour
21. Webb, Zollie (foster parent)
22. Wood, Irene (parent)
23. Youth Job Center
24. Youth Organizations Umbrella (Y.O.U.)

*Task Force noted:*
- Topics + for discussion, presentations within the LAN meetings
- Ideas for actions, educational programming
Appendix H
This is a flyer that was sent to agencies, parents, and members of the community to invite them to attend the Resource Fair.

EVANSTON RESOURCE FAIR

The Local Area Network 40 (LAN) will be hosting a resource fair in the Evanston area. The purpose is to provide foster parents, community members, and caseworkers the opportunity to learn about the youth/family services available to them in Evanston. Come by and visit the many agency booths throughout the fair, and see what is available to you.

DATE: THURSDAY MAY 17TH

TIME: 10:00 A.M. - 6:00 P.M.

PLACE: The new DCFS offices at 8100 N. McCormick Blvd. in Skokie (between Oakton and Main)

DIRECTIONS: FROM THE NORTH: Main to McCormick, South to 8100, Right to rear of building.
FROM THE SOUTH: Oakton to McCormick, North to 8100, Left to rear of building. (FOLLOW THE SIGNS)(PARKING ON SOUTH SIDE)

REFRESHMENTS

FREE
HEALTH SCREENINGS
* BLOOD PRESSURE
* CHOLESTEROL
EVANSTON CHILD AND ADOLESCENT LOCAL AREA NETWORK
TARGET POPULATION DEFINITION

A CHILD OR ADOLESCENT REFERRED TO THE EVANSTON C and A LAN SCREENING COMMITTEE FOR SERVICE MUST MEET THE FOLLOWING CRITERIA:

1) IS A EVANSTON RESIDENT;
2) IS 0-21 YEARS OF AGE;
3) EXHIBITS A COMBINATION OF THE FOLLOWING: school failure due to emotional/behavioral problems, depression, truancy, history of running away, self-injurious behaviors, sexual acting out, family dysfunction, damage to property, extreme hyperactivity, impulsiveness, severe aggressiveness, substance abuse, severely impaired social and/or self-care functioning, serious eating and/or sleeping disturbances, or impaired contact with reality;
4) is unable to function in any one or combination of life domains; home, school, community, work, without long-term help from two or more service organizations providing educational, recreational, vocational, health, mental health, child welfare, or juvenile justice services;
5) is at risk for or is currently in a restrictive school, living or treatment environment or may be separated from home and/or community;
6) the duration of problems is at least one year or is of short duration and high intensity of danger;
7) being identified as eligible for special education services is not a requirement, although for most children and adolescents in the target population such identification will have occurred or will be in progress.

GOALS

1) Better serve students with severe behavior and emotional disabilities
2) Identify gaps in services and develop plans to fill those gaps
3) Create an ongoing problem solving and case management group
4) Develop a mechanism to create ongoing collaboration among agencies serving severely behaviorally disabled young people
5) Create an interagency case management system
6) Foster the concept of Wraparound Services with other area agencies
Functions of the Committee

The function of the Screening Committee is to:

1. Review/screen all referrals to determine their appropriateness for Wraparound planning.
2. Approve all Wraparound plans developed by Child and Family Teams.
3. Monitor all existing Wraparound cases to be sure that the Child and Family Teams are functioning acceptably.
4. Determine appropriate allocation of Flexible Funds for Wraparound plans.

Process of a Wraparound Plan

1. A child and family is referred to the Screening Committee when the completed referral forms have been received. These include:
   a. Participation agreement
   b. Authorization for exchange of information
   c. Family information sheet
   d. Other pertinent information
2. At the next Wraparound Committee meeting referral material is shared with all committee members. The agency making the referral may come to this meeting and make an oral presentation. However, an oral presentation is not a requirement for acceptance. This should be limited to fifteen minutes. Parents/families are not expected or encouraged to attend this referral meeting.
3. The Wraparound Screening Committee then makes a decision as to acceptance or rejection as a Wraparound case.
4. The referring agency convenes the first Child and Family Team meeting. The Team chooses a case manager who leads the Team. A written Wraparound plan is completed.
5. The Child and Family Team meets at least monthly and provides a quarterly report to the Screening Committee. This report includes a list of Child and Family Team members, what planning occurred, financial report if applicable and outcomes from previous action plans.

6. If a Child and Family Team no longer wants or needs to continue meeting, the Screening Committee needs to receive a written notification that the family is no longer being served by Wraparound planning.

Application for Flexible Funds

Some Wraparound plans will require the use of Flexible Funding as part of the plan. However, acceptance as a Wraparound case does not automatically mean acceptance for Flexible Funds. All Wraparound plans will not require Flexible Funds.

Application for Flexible Funds must include:

1. Documentation of the existence of a Child and Family Team and a Wraparound plan.

2. Documentation of all other sources where the team has tried to obtain these funds and services

3. Budget of detailed planned expenses

4. Name of the agency/individual designated to receive and administer funds from the LAN. This is usually the case manager.

5. The Child and Family Team will provide the Screening Committee with receipts for all Flexible Funding expenditures. If the initial Wraparound plan needs to be changed, the Child and Family Team needs to submit a revised plan including a revised budget for approval. If the team does not document an alternate acceptable plan for use of the Flexible Funds these funds must be returned to the LAN.

The Screening Committee can approval all Flexible Funding requests up to $1000 per family per year. Requests over this amount should be approved by the Steering Committee of the LAN.

The Wraparound Screening Committee shall include the following members:

1. A convener of the LAN
2. A representative of School District #65
3. A representative of School District #202
4. The DCFS LAN Liaison
5. A representative of the preschool population
6. Other members determined by the Steering Committee
**Child & Family Team Facilitator**

- Initiates referral to Wraparound Committee
- Schedules Child & Family Team meetings
- Obtains parent signature for Authorization and Exchange of Confidential Information
- Coordinates the completion of Packets 1 and 2 for the Wrap process
- Presents Wrap Plan to the Wrap Committee
- Sends Quarterly reports to Liaison

**Wraparound Committee Chair**

- Accepts referral calls
- Provides information on Wraparound Services
- Provides other resources to contact for those for whom Wrap is not appropriate
- Provides appropriate forms to the C & F Team Leader
- Arranges and chairs Wrap meetings
- Appoints a Liaison to serve as ongoing contact person for Wrap information and clarification
- Forwards Application for Flex Funds and committee approval to fiscal agent (YOU)
- Maintains all Wrap records in a secure location

**Child and Family Team***

Meets to determine strengths and goals

Completes Wrap plan with focus on relevant Life Domains

Carries out the goals/tasks of the Wrap plan as required

Continues to meet as needed (usually monthly)

*The C&F Team may be comprised of parent/guardian, the child, school or agency personnel, neighbor, family friend, etc. How the C&F Team is defined is up to the family. They should choose those individuals who they know, trust and have something to contribute to the Wraparound process.
A. DEMOGRAPHICS

1. DCFS ID #: __________  2. ISBE#: __________  3. SSN#: __________

4. Child’s Last Name: __________________________ First: __________________________ Middle: __________

5. DOB: __________  6. Gender: (M or F)  7. Primary Language: __________________________

8. Race/Ethnicity: □ African American □ Asian/Pacific Island □ Hispanic/Caucasian
□ Hispanic □ African American/Caucasian □ Caucasian □ Native American
□ African American/Hispanic □ Other: __________________________

9. Name of Mother: __________________________  10. Name of Father: __________________________

Home Address: __________________________  Home Address: __________________________

City: __________ Zip Code: __________  City: __________ Zip Code: __________

Phone Number: (__) __________  Phone Number: (__) __________

11. Number of Siblings: _________

12. Special considerations (check all that apply):
□ interpreters □ transportation □ child care □ other: __________________________

13. Special Needs (check all that apply):
□ Severe Emotional Disturbance □ Medically Complex □ Pregnant/Parenting
□ Developmental Disability □ Other: __________________________

B. REFERRAL INFORMATION

1. For non-DCFS, Date of Referral to LAN: __/__/____

2. For DCFS, Date of Referral to Wrap Facilitator: __/__/____  3. Date Mailed to MIS: __/__/____

4. Child’s LAN of Origin: __________  5. LAN where Services will be Provided: __________  6. LAN Receiving Referral: __________

7. □ DCFS Referral □ Non-DCFS Referral

8. Indicate reason why this child was referred to LAN:
□ Current Placement is at Risk □ Step-down Placement □ Team Resources Needed
□ Other: __________________________

9. Referral Source:
□ DCFS □ Community □ School □ Family □ Private Agency □ DHS
□ Other State Agency □ Court System □ Other: __________________________

10. Name of person making the referral: __________________________ Title/Role: __________________________

Phone: (__) __________

Address: __________________________  City: __________________________ Zip Code: __________________________

Appendix J
This form is used to refer a client for a LAN wrap. The intern was present while Mr. Roy filled out one of these forms with a client.
C. CURRENT LIVING ARRANGEMENT

For All Referrals:

1. Current Living Arrangement (check one):
- Home of Parent
- Home of Relative
- Foster Care
- Specialized Foster Care
- Group Home
- Residential
- Independent Living
- Detention/Incarcerated
- Psychiatric Hospital
- Nursing Care Facility
- Shelter, including Diagnostic
- Runaway
- Other

2. If not home of parent...
   Current Placement Start Date: ___/___/___ (month/day/year)

3. Current Living Arrangement Information:
   Name: _______________________
   Contact Name: _______________________
   Address (& ZIP): ___________
   Address (& ZIP): ___________
   Phone: (___) __________
   Current LAN#: ___________
   Phone: (___) __________

4. Projected discharge date if child is in a group home, institution, residential treatment center or psychiatric hospital: ___/___/___

D. LEGAL STATUS

1. Guardian Type (check one):
- Parent
- DCFS
- Subsidized Guardianship
- Other Individual
- Unknown

IF DCFS IS NOT THE LEGAL GUARDIAN:

2. Name of Legal Guardian: ______________________________________________________
   Address: ____________
   City: ____________
   Zip Code: ____________
   Home Phone: (___) __________
   Work Phone: (___) __________

IF DCFS IS THE LEGAL GUARDIAN (Open Intact Cases):

3. DCFS/POS Caseworker: ____________
   Address: ____________
   City: ____________
   Zip Code: ____________
   Phone Number: (___) __________

4. Region/Site/Field or Private Agency: __________________________________________

CUSTODY STATUS

For all Children

5. Custody Status of the Child (check one):
- Mother
- Father
- Both Parents
- DCFS
- Emancipated
- Unknown
- Other
E. TARGETED AND PRIOR LIVING INFORMATION

1. Targeted Living Arrangement: □ Home of Parent  □ Foster Care  □ Specialized Foster Care  □ Home of Relative  □ Independent Living  □ Not Known

2. Placement Name: ___________________________  Contact Name: ___________________________
   Address (& ZIP): ___________________________  Address (& ZIP): ___________________________
   Phone: (_____)__________________________  Phone: (_____)__________________________

3. Permanency Goal (DCFS ONLY): □ Remain at Home  □ Adoption  □ Return Home  □ Subsidized Guardianship  □ Independence  □ Cannot be Provided for in Home Environment

4. Case Status (see definitions): __________________________________________________________________________

5. Age of First Out of Home Placement: ______  6. Number of Foster Care Placements: ______

7. Number of Prior Institution, Residential Treatment Home or Group Home, etc. Placements: ______

8. Number of Prior Psychiatric Hospitalizations: ______

F. CURRENT SCHOOL INFORMATION

1. Name of Child’s School: ___________________________  Phone Number: (_____)
   Address: ___________________________  City: ___________________________  Zip Code: ___________________________

2. School contact person (name): ___________________________
   □ social worker  □ teacher  □ other: ___________________________

3. Child Currently Enrolled in Grade: ______

4. Educational Status: □ regular education  □ special education  □ case study in progress

5. Child’s PRIMARY Educational Disability: ___________________________

6. Child’s SECONDARY Educational Disability: ___________________________

7. INDIVIDUAL EDUCATION PLAN:
   IEP needed: □ YES  □ NO  IEP completed: □ YES  □ NO  DATE: ____________  

8. How long has this child been receiving any special education services? ___________________________
G. CASE PREPARATION INFORMATION
(Use back of page for more space)

1. Wraparound planning benefit for this child and family will be: ____________________________

2. Describe how special educational needs are being met or not: ____________________________

3. Briefly describe the emotional/behavioral actions that precipitated this referral: ______________

4. Explain why this LAN was chosen: ______________________________________________________

5. Which region has fiscal responsibility for this case? (DCFS Referrals Only): ____________________

H. Inventory of Current Services/Support (add more pages if necessary)

<table>
<thead>
<tr>
<th>1. Service provider/agency name, address and phone#</th>
<th>2. Start Date</th>
<th>3. Area of Support (Check one)</th>
<th>4. Service/ Purpose of Involvement (Service Goal)</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ home</td>
<td></td>
<td></td>
<td>□ home</td>
</tr>
<tr>
<td>□ school</td>
<td></td>
<td></td>
<td>□ school</td>
</tr>
<tr>
<td>□ community</td>
<td></td>
<td></td>
<td>□ community</td>
</tr>
<tr>
<td>□ home</td>
<td></td>
<td></td>
<td>□ school</td>
</tr>
<tr>
<td>□ school</td>
<td></td>
<td></td>
<td>□ community</td>
</tr>
</tbody>
</table>

I. LAN GATEKEEPING/SCREENING OUTCOME
(To be completed after the Gatekeeping/Screening Meeting)

1. Date of Meeting: __/__/ __ 2. # Attending Meeting: _______
3. Results of Meeting (Non-DCFS Referral): □ Accepted for LAN Support to Develop Team/Plan
   □ Referred to community services □ Ineligible Referral □ Other: ____________________________

4. Results of Meeting (DCFS Referral): Child and Family Team Support Identified: □ Yes □ No
5. Potential Placement Identification (DCFS Referral): □ Yes □ No

J. WRAPAROUND FACILITATOR

1. Wraparound Facilitator: ____________________________
   Address: ____________________________ Phone: (____)
**K. CONSENT FOR RELEASE OF INFORMATION**

I/We authorize the release of all information contained in this Child and Family Referral Form to the members of C&A LAN # ___ and the Child and Family Team for consideration of services and evaluation purposes. This consent has been explained to me in a language I can understand. The consent is valid until (date) __________.

<table>
<thead>
<tr>
<th>Client, if over 12:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>_________________</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Parent/Guardian:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>_________________</td>
<td></td>
</tr>
</tbody>
</table>

**FOR DCFS PURPOSES ONLY:**

<table>
<thead>
<tr>
<th>DCFS Authorized Agent:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>_________________</td>
<td></td>
</tr>
</tbody>
</table>
Wraparound Planning Process

- Identify Outcomes
  - System Expectations
  - Parent Expectations
  - Student Expectations

- Resolve Conflicts

- Develop Child & Family Team

- Review Against Expectations

- Normalization Goals for Inclusion & Community Based Opportunities

- Develop Strategies across Life Domain Needs

- Secure Commitments for Task Completion Design Follow-up
What Is Wraparound?

Wraparound is a term used to describe a process that results in the identification and delivery of comprehensive, coordinated services for children and their families. A wraparound plan is based on strengths and addresses needs across all life domains. The wraparound approach blends traditional and non-traditional resources, and frequently results in the creation of new services that meet the unique and changing needs of each child and family served.

Life Domains Include:

- Family
- Place to Live
- Education
- Social/Recreational
- Emotional/Psychological
- Vocational
- Safety
- Medical
- Legal
- Spiritual
Evanston Child & Adolescent Local Area Network
Steering Committee

Evanston Township High School, Room W124
Tuesday, May 22, 2001
8:30 - 10:00 a.m.
AGENDA

I. Introductions, announcements, approval of minutes of April 24, 2001

II. Current Issues
   • Proposal regarding the Evanston Task Force for Safety & Civility
   • Update on Homeless Survey

III. Agency Focus
   1. Native American Foster Parents Association
   2. Review schedule of “Agency Focus” presentations (June - Rice; September - ECD; October - YJC; November - EPD; January - District 65; February - St. Francis; March - Y.O.U.; April, May, and June - TBA)

IV. Reports
   1. Wraparound Screening Committee – Tana Paul, Chair
   2. Program Committee – Chair, Sandra Stumme
   3. Membership Committee – Delores Holmes, Chair
   4. Family Centered Services Committee – Kate Mahoney, Chair
   5. Advocacy Committee – Bob Roy, Chair
   6. DCFS Liaison Committee – Sally Frau, Chair
   8. Web Site Task Force – Suzanne Auburn, Convener
   9. SASS/WASA – Kenneth Young Center representative

V. Review upcoming meeting dates (all Tuesday morning at 8:30 a.m.)
   • June 26, 2001
   • July and August – no meetings
   • September 25, 2001

Agenda ideas for future monthly LAN steering committee meetings:
   • Conversation with District 65 Superintendent Hardy Murphy
   • How to do program evaluations
   • How to do legislative advocacy as agencies and as a LAN

Agenda ideas for future quarterly LAN membership meetings:
   • “Meet-and-greet” meeting with key DCFS staff to allow relationships to be built
   • Training for use of new wraparound forms
   • Special Education services at District 65 and 202
   • Juvenile Court system
   • Multicultural issues
   • Interagency team building for direct service staff of LAN agencies
<table>
<thead>
<tr>
<th>Name</th>
<th>Address</th>
<th>Phone</th>
<th>Fax</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lupita Acosta-Nava</td>
<td>Evanston Community Defender 828 Davis St.</td>
<td>(847)492-1410</td>
<td>(847)492-9828</td>
</tr>
<tr>
<td>Herbert Bashir</td>
<td>DCFS 8100 McCormick Blvd Skokie, IL. 60076</td>
<td>(847)745-3077</td>
<td>(847)745-3172</td>
</tr>
<tr>
<td>Peggy Bosell</td>
<td>DCFS 8100 McCormick Blvd. Skokie, IL. 60076</td>
<td>(847)745-3012</td>
<td>(847)745-3066</td>
</tr>
<tr>
<td>Sally Frau</td>
<td>Metropolitan Family Services 820 Davis Street</td>
<td>(847)425-7406</td>
<td>(847)328-1295</td>
</tr>
<tr>
<td>Cynthia Harris</td>
<td>Evanston Police Department 1454 Elmwood</td>
<td>(847)866-5016</td>
<td>(847)866-9686</td>
</tr>
<tr>
<td>Amie Joof</td>
<td>DCFS 8100 McCormick Blvd Skokie, IL. 60076</td>
<td>(847)745-3154</td>
<td>(847)745-3066</td>
</tr>
<tr>
<td>Nareen Kim</td>
<td>Evanston Community Defender 828 Davis St.</td>
<td>(847)492-1410</td>
<td>(847)492-9828</td>
</tr>
<tr>
<td>Kate Mahoney</td>
<td>PEER Services 906 Davis St. Evanston, IL. 60201</td>
<td>(847)492-1778</td>
<td>(847)492-0320</td>
</tr>
<tr>
<td>Chris McGrath</td>
<td>DCFS 1911 S. Indiana Chicago, IL. 60616</td>
<td>(312)328-2516</td>
<td>(312)328-2688</td>
</tr>
<tr>
<td>John Molinaro</td>
<td>Juvenile Court of Cook County 5600 Old Orchard Rd. Skokie, IL. 60077</td>
<td>(847)470-7370</td>
<td>(847)470-5166</td>
</tr>
<tr>
<td>Joanne Nett</td>
<td>DCFS 8100 McCormick Skokie, IL. 60076</td>
<td>(847)745-3049</td>
<td>(847)745-3066</td>
</tr>
<tr>
<td>Name</td>
<td>Address</td>
<td>Phone</td>
<td>Fax</td>
</tr>
<tr>
<td>--------------</td>
<td>------------------------------</td>
<td>---------------</td>
<td>---------------</td>
</tr>
<tr>
<td>Kristin Owen</td>
<td>Chrysalis Consulting Group</td>
<td>(708)456-9224</td>
<td>(708)456-9320</td>
</tr>
<tr>
<td></td>
<td>2725 N. Thatcher</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Suite 201</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>River Grove, IL 60171</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sari Rowitz</td>
<td>DCFS</td>
<td>(312)328-7488</td>
<td>(312)328-2688</td>
</tr>
<tr>
<td></td>
<td>1911 S. Indiana</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Chicago, IL 60616</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bob Roy</td>
<td>Evanston Community Defender</td>
<td>(847)492-1410</td>
<td>(847)492-9828</td>
</tr>
<tr>
<td></td>
<td>828 Davis St.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Evanston, IL 60201</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix M

These are minutes from a LAN Department of Children and Family Services (DCFS)
Sub-Committee meeting.

DCFS Subcommittee 4/27/01

In addition to updating on the resource fair and helping John and his committee firm up these plans, we:

Reviewed what we thought we should be addressing in our ongoing dialogue with the department. Issues that are ongoing or have raised themselves to the surface are as follows:

- Relationships with the POS agencies. Trying to make wraparound work with POS agencies, trying to access resources for our clients who are POS affiliated and maintaining reasonable relationships with them. Sari informed us that Terry Weck is now the AP monitor for Cook North and Bernard Jackson is the Deputy Director of POS’s. Suggested that maybe Terry could come and address one of our meetings and answer questions related to POS issues. Process for dealing with problems with the POS agencies is still to call the Advocacy office in Springfield. The Advocacy Office reports to the Agency Performance teams on trends.

Also recommended that we do Wraparound training for Evanston community so that we can better educate the POS agencies about how to do them, since they are hesitant around this.

- Communication with DCP. Trying to improve this. A lot of times we can’t get information about cases that we’ve reported, can’t coordinate with investigator and then can’t find out the outcome. Herb tells us that the investigators are under a lot of pressure to complete the investigations and so fall through on this obligation sometimes. 75% are to be completed in 30 days. 100% must be completed in 60 days. They are, however, required to report back to the reporter. Told Herb that we would like to assist the investigator in ways that would probably cut down on the investigation time. Herb states that we can get information on pending investigation from hotline. This is disputed around confidentiality. We will want to do more follow-up on DCP.

- Residential. We still want to be able to know when kids are coming back. We want better information and better planning for their return. Joann has lists of residential information around where kids are going to upon release and what LAN that is in so that we can facilitate more effective Wraps.

Next meeting is June 8 at 9:30 AM.
Officials Representing
Evanston, IL

United States Senators (IL)
Richard Durbin (D)
364 Russell State Senate Office Building
Washington, DC 20510
(202) 224-2152
dick@durbin.senate.gov

Peter Fitzgerald
555 Dirksen Senate Office Building
Washington, DC 20510
(202) 224-2854
senator_fitzgerald@fitzgerald.senate.gov

United States Representative (IL)
Janice D. Schakowsky (D) District 9
515 Cannon House Office Building
Washington, DC 20515
(202) 225-2111 fax: (202) 226-6890
janschakowsky@mail.house.gov

Illinois State Senator
Kathleen K. Parker (R) Sen. Dist. 29
191 Waukegan Rd, Suite 204
Northfield, IL 60093
(847) 441-0077 fax: (847) 441-0322
senkathyparker@worldnet.att.net
OR
M-118 State House
Springfield, IL 62706
(217) 782-2119 /fax: (217) 782-0650

Illinois State Representative
Jeffrey M. Schoenberg (D) Dist. 58
1000 Skokie Blvd, Suite 150
Wilmette, IL 60091
(847) 853-00130 fax: (847) 853-0135
jschoenberg@earthlink.net
OR
2031-J Stratton Building
Springfield, IL 62706
(217) 782-0499

Local Officials
Mayor Lorraine H. Morton
2100 Ridge Ave, Rm 2500
Evanston, IL 60201
(847) 866-2979 fax: (847) 866-2978

Mary P. Morris, City Clerk
2100 Ridge Ave, Rm 1400
Evanston, IL 60201
(847) 866-2925

Roger Crum, City Manager
2100 Ridge Ave
Evanston, IL 60201
(847) 866-2936
citymanager@cityofevanston.org

Evanston Aldermen
2100 Ridge Ave
Evanston, IL 60201
(847) 328-2100 fax: (847) 475-7295
Ward 1: Arthur B. Newman
Ward 2: Dennis R. Drummer
Ward 3: Melissa A. Wayne
Ward 4: Steven James Bernstein
ald4th@aol.com
Ward 5: Joseph N. Kent
Ward 6: Edmund B. Morgan, Jr.
Ward 7: Stephen B. Engelman
sengelman@aol.com
Ward 8: Ann Rainy
annrainy8@aol.com
Ward 9: Gene Feldman
Appendix N
This is an information packet compiled by the intern and Mr. Roy, which was presented at the Steering Committee meeting.

*Advocacy Committee of C & A Lan #40: Looking for A Few Good Analysts on...*

...on issues including, but not limited to, system policies and procedures, child care for all age levels, education, health care, juvenile justice, mental health, and substance abuse to join the Advocacy Committee of the LAN.

Members would be expected to:
- Stop, Look, Listen, Reflect and Share Issues and Circumstances in your respective fields, which affect your ability to provide service to children and families.
- Attend meetings faithfully.
- Discuss & analyze these issues, and help formulate recommendations on those matters to Steering Committee for further action.
- Time commitment: approximately 6 regular meetings per year, which last 1-1/2 hours, plus any time needed to develop issues through subcommittee working groups.

We expect that committee member will be a source for issues and ideas. However, we will not presume that this group will be totally representative of the entire group. Therefore, and as a starting point, if agreed upon by the newly constituted group, the first order of business for our next meeting will be to structure a one page questionnaire to learn from the general membership perspective:
- The three biggest needs of children and families not being provided in LAN #40 and why.
- Critical issues affecting the funding base of those who provide service.
- Top three policy related issues, e.g. funding level, policies on type and level of service provided, or gaps, which prevent service needs from being addressed.

If you are overbooked, please consider widening the circle and turn to a trusted member of your staff to join. Sign up today or call Bob or Anne at 847-492-1410.
HEY, NOW....I WOULD LOVE TO JOIN....

My Name Is ________________________________

My Field of Work Is ________________________________

I Work For ________________________________

Which Is Located At ________________________________
(please include street address and zipcode)

Where My Telephone Number Is ________________________________

And My Fax Is ________________________________

And I Even Have an E-Mail Account at ________________________________

But, I will be taking a vacation or will be unavailable during the summer noted below:
LAN 40 WEB LINKS
Compiled by Irene Wood

POLICY

OHHS- Human Services Policies  
http://aspc.hhs.gov/hsp/index.htm

Kids Count – Annie F. Casey Foundation  
http://www.aecf.org/kidscount/

ADVOCACY

Board on Children, Youth and Families  
http://www4.nationalacademies.org/chse/hocyf/webbud

The Children's Partnership  
http://www.childrenspartnership.org/home.cfm

Children Now  
http://www.childrennow.org/images/topbanner.gif

Child Welfare League of America  
http://www.cwla.org/images/head_b1b.jpg

Children's Defense Fund  
http://www.childrensdefense.org/healthy-start.htm

The Future of Children  
http://www.futureofchildren.org/

National Association of Child Advocates  
http://www.childadvocacy.org/

National Early Childhood Technical Assistance System  
http://www.nectas.une.edu/

National Clearing House on Child Abuse and Neglect Information  
http://www.calib.com/necanchi/
CROSS-CULTURAL

Centros Para el Control y la Prevención de Enfermedades
http://www.cdc.gov/spanish/default.htm

Mi Pediatra
http://www.mipediatra.com.mx/

HEALTH ISSUES

American Academy of Child and Adolescent Psychiatry- Facts for Families
http://www.aacap.org/info_families/

American Academy of Pediatrics
http://www.aap.org/

CHIP – Child Health Insurance Programs
http://www.hcfa.gov/init/children.htm

Children’s Health Insurance Issues
http://aspe.hhs.gov/health/kids.htm

Healthfinder: Just for You – Families
http://www.healthfinder.gov/justforyou/families/default.htm

LEGAL ISSUES

National Association of Counsel for Children
http://nacclaw.org/

Office of Juvenile Justice and Delinquency Prevention
http://ojjdp.ncjrs.org/images/2_mainmenu2.jpg

MISCELLANEOUS

ERIC – Educational Resources and Information Clearinghouse
http://ericicece.org/

Girl Power!
http://www.girlpower.gov/default.asp
Grandparents Raising Grandchildren
http://www.state.il.us/aging/erg.htm

Resource Center on Domestic Violence
http://www.dylawsearch.com/ryv_center/

Low Income Home Heating Assistance Program
http://aspe.hhs.gov/health/kids.htm
Appendix O
This is information discussed at the LAN Advocacy Sub-Committee meeting. (Notes compiled by the intern)

Advocacy Committee Meeting
Friday, June 8, 2001

Report to LAN Steering Committee
-3 meetings thus far: lack of attendance
-Is this committee really necessary?
-Think about it over the summer?

Agencies that should be involved:
- Early Childcare Community
- Childcare Network
- Education representatives
- Health representatives
- Juvenile Justice
- Mental Health/Disabilities
- Substance Abuse
- Family Focus

Continuum of care legislation
- In progress in legislation
- Mainstream social services delivery
- Affects all aspects

How is Community Defined?

Issues
- Systems
- Gaps in service delivery

What is expected of people on Advocacy Committee?
- Interpret how policies impact agencies
- Be aware of information
- Be able to gain support, raise level of consciousness
- Actively recruit issues
- Attend meetings

Meetings
- One meeting approximately every other month at beginning/ 6 meeting per year (minimal)
- Depends on current legislation etc.

Survey the LAN Steering Committee
- What are the top 3 issues that impact service delivery?
- What issues face my agency?
- What issues face families and the community?
- Based on experience, what are the 3 biggest service needs in the Evanston community that are not being met right now?
- What funding issues currently exist?
- Are you willing to commit time to this committee?
- What would you like to see the Advocacy Committee do for the Evanston LAN?
- Are you willing to devote time, staff, and resources to achieve this?
  If not, why (this helps to determine if there is really a need for this committee)
- Would you share your e-mail address in order to be contacted with information regarding the Advocacy Committee?
- I represent ______________ type of agency (Ex: Education, Early Childcare, Dept. of Human Services/Public Health etc)
“The thing to do with the future is not to forecast it, but to create it. The objective of planning should be to design a desirable future and invent ways to bring it about.”
...Russell Ackoff, Author and Consultant.

The Advocacy Committee is the invention of the LAN. It is an outgrowth of the steering committee’s discussions on how to build on the significantly improved communication and cooperation between community service providers and the Department of Children and Family Services through our mutual participation in the LAN process.

It is meant to be a subcommittee for LAN members to present, discuss and compare policies and procedures in place, which govern our interaction and how we provide service to clients.

It is meant also to be a forum to examine from all perspectives whether our current policies and procedures operate effectively to assure that every child, the object of our common jurisdictions, is healthy, housed, educated and safe.

In instances where we see opportunities for improvement, we will advocate for change within our network. In instances where evidence exists of policies established by entities outside our network, which hinder our collective mission, we will present the matter to the steering committee with recommendations on steps to achieve appropriate changes.

The Advocacy Committee’s mission is to examine issues inhibiting efficient service and/or negatively affecting cooperation or collaboration. Then, through advocacy, we will offer suggestions for systemic change. It is not meant to be a forum for problems on specific cases. It is meant to be a tool to achieve in the future more efficient and desirable services for children at risk of failure at home, in school or in the community.
Appendix P
This is the agenda from the intern's on-campus meeting.

**Summer 2001 Interns**
**Mid-term On-Campus Meeting**
**June 15, 2001**

Morning Agenda
9:00-11:30 a.m.

I. Statement of Goals for On-Campus Meeting
II. Overview of Process
III. Who, What, and Where
IV. On-Site Meeting
V. Activity Report #2
VI. Activity Report #3
VII. Faculty Evaluations

**Break for lunch: 11:30 a.m. – 1:00 p.m.**

Afternoon Agenda
1:00-3:00 p.m.

VIII. Files and Grade to date
IX. Final Report
X. Other
IN THE CIRCUIT COURT OF COOK COUNTY, ILLINOIS

THE PEOPLE OF THE STATE OF ILLINOIS )

v. ) CASE NO.

Charge: Date of Arrest:

Arresting Authority: I.D. NO: ________________________________

Date of Birth: Sex: Race:

Return Records to Petitioner at:

ADDRESS: ________________________________________________

CITY/STATE/ZIP: __________________________________________

PETITION TO EXPUNGE

The above named Defendant/Petitioner states under oath that:

1. The Petitioner was arrested by the Arresting Authority on the date and for the offense stated above.
2. □(a) The Petitioner was released without being convicted or,
   □(b) The Petitioner was released without being convicted following a sentence of supervision and it has been
two (2) years since discharge and dismissal of that supervision.
3. The Petitioner has not previously nor has he/she subsequently been convicted of any criminal offense or any
   municipal ordinance violation, including violations of 625 ILCS 5/4-400 and 5/11-204.1, formerly Chapter 4,
   and Section 11-204.1 of the Illinois Vehicle Code, and he/she has not since been arrested for any such offense
   and there are no criminal charges pending against him/her at the present time.
4. Under penalties provided by law pursuant to Section 1-109 of the Code of Civil Procedure, the undersigned
   Petitioner certifies that the statements set forth in this instrument are true and correct, except as to matters
   therein stated to be on information and belief and as to such matters the undersigned Petitioner certifies as
   aforesaid that he/she believes the same to be true.

WHEREFORE, the Petitioner asks the Court to expunge his/her arrest records and return the same to
Petitioner at the address shown above.

DATED:

X ________________________________

Prepared by: Evanston Community Defender

Address: 828 Davis Street

City/State/Zip: Evanston, IL 60201

Phone: (847) 492-1410

(Atty. No.): ________________________________

STATE'S ATTORNEY OR PROSECUTOR

AURELIA PUCINSKI, CLERK OF THE CIRCUIT COURT OF COOK COUNTY, ILLINOIS
Board of Directors

William Parks, Pres.
Parks & Associates

Patricia Barber, Sec/Treas.
Stickler & Nelson

Jerald Esrick
Wildman, Harrold, Allen & Dixon

Victor Grimm
Bell, Boyd, & Lloyd

Hon. James Moran
U.S. District Court

Roger Pascal
Schiff, Hardin, & Waite

(Firm names given for affiliation purposes only)

Evanston Community Defender Office

A public/private partnership in legal and social work advocacy for Evanston youth

828 Davis Street, Suite 304
Evanston, Illinois 60201
(847) 492-1410
Fax (847) 492-9828

Appendix R
This is a brochure from the Evanston Community Defender Office.
Evanston Community Defender Office is a not for profit agency that provides legal representation to juveniles 21 years and under in criminal and civil court. In conjunction to legal services there is a social work component to help these youths and their families through crisis counseling, needs assessment, and referral sources.

Please call us at (847) 492-1410. Or fax us at (847) 492-9828.

We employ a multidisciplinary approach to service and evaluate client strengths and needs in the major domains affecting the development of youth and families.

We represent Evanston youth needing whole life support.

828 Davis Street, Suite 304
Evanston, IL 60201
The Tragic Need

The Evanston Community Defender Office was founded in the wake of the tragic suicide of a black youth in the local lockup.

Because he was poor he had no one to advocate for him, and he had not yet appeared in court where a public defender might have been appointed.

His desperate act sent a clear message that poor people can suffer tragic consequences if they are denied the help they need.

The Evanston Community Defender Office has been making a real difference in the lives of low-income youth, adults and families for over 20 years. The Evanston Community Defender Office provides effective legal representation for low-income Evanston residents, as well as crisis counseling, advocacy and social services to help address root causes of conflict with the law.

We are breaking new ground by bridging a gap in juvenile advocacy resulting from the traditional separation of the civil and criminal justice systems. This separation works to the detriment of low-income youth and families.

About Our Clients...

All of our clients are low income. Historically, 90% to 95% of clients have been African American. In the last reporting period, 68% lived in female headed households. 83% are male and 17% female. Our youngest client was 6 years old. We can accept clients 21 and older only if referred to us by mental health agencies.

And Our Community:

The future of our community work force and tax base depends upon our current school aged youth. Their development depends upon personal desire, a supportive family environment, and completion of basic education.

Our Mission:

To provide legal and social work services to low income youth under 21 and their families through a community based office in regard to matters in the juvenile justice/welfare systems (including school systems) and adult criminal court.

The social work service program, primarily outreach, works as crisis-intervention counseling. It is designed to take the circumstance of seeking legal help as an opportunity to work with clients to identify personal circumstances which have contributed to their need for legal services. While there are two programs of service, legal and social work, they are provided simultaneously.
Appendix T
This is a brief history of the Evanston Community Defender Office.

EVANSTON COMMUNITY DEFENDER OFFICE

As a public service project, the Defender Office functions as a community based law office which as an integral function of its operation utilizes a social worker who actively intervenes in working with office clients. As a community law office in a community service center in downtown Evanston, the Office represents indigent Evanston residents who are, or may be charged with the commission of a crime. Our program of legal assistance interfaces with a program of social work services. This program aims to help the client with any underlying social problems. These problems can often be an initial cause of being charged with a crime.

To be eligible for service, a client must be an Evanston resident, indigent, and have a case pending in the Juvenile Court at the Second Municipal District.

Staff consists of a full time attorney, a full time social worker and a 1/2 time secretary. The office has regular office hours and an answering machine and will accept any eligible client’s case at any stage of the proceeding (even prior to arrest, formal charging, and the first court appearance). The agency design and staffing level is directed towards providing the client with effective, comprehensive assistance in dealing with his immediate legal problem and with his more general social problems, problems which are often the more serious, both to the person and to the community as a whole.

In relation to the background and development of the agency, it is significant that in 1973, the Evanston City Council recognized that there were inherent problems and limitations in the delivery of purely legal services to its indigent Evanston residents through the model of service delivery of the public defender’s office. Often attorneys were not accessible to indigent defendants when they were most needed, and the results of representation were not satisfactory when they were involved in cases. This system often developed cynical people from defendants who did not feel that they had had a fair chance to participate in the system that was judging them, and who would, too often,
repeat the acts that first caused them to become involved in a criminal case as defendants. Generally, it was felt that the system was not consistent with principles that govern the delivery of other human services to Evanston residents. High caseloads, inaccessibility, lack of continuity of representation, were undermining the concept of a proper professional relationship, a by-product of which is confidence in the attorney's familiarity with the client, the facts of his case, and the judgments to be made thereon.

Consequently, in 1973, the Council hired an attorney, who reported to the Human Services Committee. He had an office in a community agency in order to represent and to provide purely legal services to indigent Evanston residents in criminal cases heard in Municipal District Two. He opened a case on determination of eligibility (financial indigence and Evanston residency), and was available in the legal process much sooner than the public defender. He was available by being present in the community to advice potential clients and arrange, if necessary, for the orderly surrender of clients who had outstanding arrest warrants. Because of his familiarity with the client (even if only secondhand through the family or a referring agency), he could make relevant recommendations to the court in setting bond. This differed greatly from the situation of the public defender who first saw clients only after they were in custody and who had no familiarity, even secondhand, with the client's past.

The social work assistance program evolved from the attorney's experience in interacting with the agency clients. It soon became apparent that often the client's legal problem was a manifestation of, or related to, an underlying social problem such as substance abuse, mental illness, unemployment, family dysfunction, negative peer group association, etc. It was preferable to deal with both the immediate legal problem and the more long term social problem affecting the client and those who live around him. It was recognized then that there were many people seen in the legal assistance program who should be seen by some social service agency, but who were not. Furthermore, that by the attorney and social worker coordinating their efforts would bring more appropriate clients to presently existing social service agencies in the area.
At first, the program tested this need through the use of graduate social work students placed with the agency by the University of Chicago. Their success, coupled with the fact that this specialty was beyond the work capacity and training of an attorney, led to the hiring of a social worker to run the social work program. As that delivery system matured, so also did the concept of the partnership approach to problem solving. In this setting, the social worker can have an immediate and lasting impact on the client's future conduct. A person arrested, and under the jurisdiction of the court, is very often in a crisis situation; and, therefore, receptive to self-help and to aid from others. Viewing his attorney and social worker as allies, the client is usually more willing to trust the guidance and advice of the social worker. This is especially so if the client is given the additional incentive that willingness to cure or cope with or control underlying problems that had contributed to his becoming a criminal defendant, may greatly improve the disposition of the court case. It is an important technique of this service that the client know that the social worker is part of the defense team, and is a person who will aid him in court by reporting his progress and recommending a disposition), but who will make no excuses for the client if he does not follow through.

The Office functioned with one attorney under the administrative supervision of the City Manager's Office until 1976, when the Criminal Defense Consortium of Cook County became the contractual agent with the City. From 1976 until 1978, the Office functioned with four attorneys, a social worker, and an investigator, primarily with Law Enforcement Assistance Administration funds supplemented by a 10% match grant from the City of Evanston. In 1978, the Office took its present staff structure based upon a community needs assessment with funding from the City of Evanston Community Development Block Grant fund later supplemented in part by the Mental Health Board, City of Evanston General Fund, Town of the City of Evanston, Evanston United Way, Lawyers Trust Fund of Illinois, Continental Bank Foundation, Elizabeth Beidler Foundation, Chicago Bar Foundation, Evanston Community Foundation, Illinois Bar Foundation, and contributions from the private bar, and the Office restricted its intake of
clients to those residents in the City of Evanston only, from its previous boundaries which included the far north side of Chicago and certain other north suburbs. In 1982, the Evanston Community Defender Office, Inc., with a totally Evanston resident Board of Directors, became the contractual agent with the Office’s funding sources.

Although we may appear to the client, in the first instance, or to the community at large as a purely legal service program, the agency in its programmatic approach has greater depth. For example, clients may first come to us requesting legal service and then upon evaluation and mutual agreement are connected through our social work program to other social service agencies. However, since we are community based and work with many social service agencies, some clients come as referrals from, and as clients of, those agencies who feel that we can give the legal assistance necessary as well as supportive social work service throughout the pendency of the legal case.

But, the nature of the services required to meet the needs of low income younger clients has changed. In connection with case representation, we have received more requests to represent high risk low income youth in school special education conferences, disciplinary proceedings or to obtain review of administrative denial of some special services. This all requires legal advocacy outside of the courtroom. The goal is advocacy for rehabilitative services which will help youth resolve problems which impair social or educational development and hence the likelihood of gainful employment as an adult. This is in furtherance of the objective to, through reasonable and effective legal and social service, favorably impact on service users to thereby reduce the likelihood that they will return to the criminal justice system as the defendant.

From July 1, 1997 to June 30, 1998, the Office represented 157 legal clients. 115 of these clients had contacts with the social worker. Of the 157 clients, 79% were male, 21% female; 96% were minority; 96% were 25 or younger; 75% lived in female headed households.
Appendix U
This shows the HUD income limits, which determines the financial eligibility of clients. This is included in every client's file. The pages behind it are also included in each file. They are forms that the client must sign in order to be represented by the Evanston Community Defender Office.

COMMUNITY DEVELOPMENT BLOCK GRANT PROGRAM
HUD INCOME LIMITS

Area Covered by this Ruling:
CHICAGO MSA, INCLUDING COOK COUNTY
Effective February 1, 2000

There are three income limits used for determining HUD program eligibility: 30% of median income, Very Low-Income (50% of median income), and Low-Income (80% of median income). The "LOW INCOME LIMIT" (80% of median) represents the maximum allowable income for a family in order to be eligible for a program funded by Community Development Block Grant (CDBG) funds where there are income eligibility restrictions. Therefore, use the 80% of median income to determine CDBG program low/moderate income eligibility.

<table>
<thead>
<tr>
<th>Family Size</th>
<th>CDBG Eligibility Low Income Limit (80% of Median)</th>
<th>Very Low Income Limit (50% of Median)</th>
<th>30% of Median</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>$35,150</td>
<td>$23,750</td>
<td>$14,250</td>
</tr>
<tr>
<td>2</td>
<td>40,150</td>
<td>27,150</td>
<td>16,300</td>
</tr>
<tr>
<td>3</td>
<td>45,250</td>
<td>30,550</td>
<td>18,350</td>
</tr>
<tr>
<td>4</td>
<td>50,200</td>
<td>33,950</td>
<td>20,350</td>
</tr>
<tr>
<td>5</td>
<td>54,200</td>
<td>36,650</td>
<td>22,000</td>
</tr>
<tr>
<td>6</td>
<td>58,250</td>
<td>39,400</td>
<td>23,650</td>
</tr>
<tr>
<td>7</td>
<td>62,250</td>
<td>42,100</td>
<td>25,250</td>
</tr>
<tr>
<td>8</td>
<td>66,250</td>
<td>44,800</td>
<td>26,900</td>
</tr>
</tbody>
</table>

City of Evanston
Community Development Department
Planning Division
ph 847-866-2928
AUTHORIZATION FOR RELEASE OF INFORMATION
PURSUANT TO THE MENTAL HEALTH & DEVELOPMENTAL
DISABILITIES CONFIDENTIALITY ACT

I. (Name of Student) (Date of Birth)

(Address) (Home Phone)

Authorize to release the following information from my records.

Nature of information to be released: ________________________________

The above information is to be sent to: ________________________________

For the purpose of: ______________________________________________

I understand that I have the right to inspect and copy any written information to be disclosed and the right to revoke this consent at any time by giving written notice to the Special Education Department of Evanston Township High School.

This release will be valid for a period of ninety (90) days from the date of signing and limited to only that information I have requested above to be sent to the facility named herein, and that it is not to be further disclosed or used for any purpose other than as stated in this authorization.

(Student) (Date)

(Parent/Guardian) (Date)

I know and I know and have witnessed their signatures.

(Witness) (Date)

Student signature requested if student is over twelve (12) and under eighteen (18). Student signature required in all cases if student is over eighteen (18). Parent signature required if student is under eighteen (18).

Check here if the student has been informed verbally of this release and does not object.

Check here if the student has been informed of this release, and objects, but I believe release of said records is in the best interest of the student.

(Therapist) (Date)

3/88