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AN INVENTORY AND EXAMINATION OF RESTORATIVE JUSTICE PRACTICES FOR YOUTH IN ILLINOIS

ICJIA

An inventory and examination of restorative justice practices for youth in Illinois

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Prepared by
Kimberly S. Burke, ICJIA research analyst

With assistance from
Lindsay Bostwick, ICJIA research analyst
Amy Sylwestzak, ICJIA intern

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Illinois Criminal Justice Information Authority
300 West Adams, Suite 200
Chicago, Illinois 60606
Phone: 312.793.8550
Fax: 312.793.8422
www.icjia.state.il.us

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Key findings

In this study, organizations in Illinois that address youth misconduct or delinquency were surveyed to examine the use of restorative justice practices in Illinois and the extent to which they incorporate critical components of restorative justice, and to create an inventory of restorative justice practices across the state. A total of 152 individuals completed a web-based survey. From their responses, 95 organizations were included in an inventory of restorative justice practices.

Key findings include:

- Respondents reporting using restorative justice practices were found in 54 Illinois counties, and in many different types of organizations who respond to youth misconduct, including police departments, probation and court services, schools, community-based organizations, and other state and municipal departments

- Of respondents who indicated the types of restorative justice practices they used (n=69), the most common restorative justice practices used were peer juries (40 percent), circles (17 percent), family group conferencing (16 percent), and victim-offender mediation (23 percent).

- Respondents most commonly used restorative justice practices with non-violent, first-time offenders. For program eligibility, restorative justice programs commonly required youth to volunteer to participate, admit guilt for the wrongdoing, and have little or no criminal history.

- Of respondents who listed an agency affiliation (n=114), 68 percent worked within the juvenile justice system, and 65 percent of those working within the juvenile justice system were law enforcement.

- Of the respondents who indicated the types of restorative justice practices used (n=69), 61 percent reported using a combination of practices.

- When a single program was used peer jury was the most commonly reported.

This study provided respondents with a scale to measure the degree to which they used five components of restorative justice in their program. The five components of restorative justice included offender involvement and experience of justice, victim involvement and experience of justice, victim-offender relationships, community involvement and experience of justice, and problem-solving through restorative justice. Respondents were invited to respond on how likely it was that each component of restorative justice was addressed through their programming. The study found the following through the use of the scale.

- Twenty-three percent of survey respondents *highly incorporated* the five components of restorative justice into programming in their organizations. Respondents were given a

survey with five choices of the degree to which restorative justice is incorporated into programming.

- The components reported as the least likely addressed by organizations was victim-offender relationships in their programs (average of 2.11 on a scale of five) or involve the community in the experience of justice (average of 2.93 on a scale of five).

Introduction

Restorative justice is a philosophy based on a set of principles that guide responses to conflict or harm, and can be used in many criminal and juvenile justice system settings. Restorative justice practices balance the needs of those identified as offenders (or rule violators), the victim, and the community. These practices can be used within the juvenile justice system or other institutions that are responsible for dealing with youth misconduct. Restorative justice can allow offenders to recognize their mistakes, make amends for their wrongdoing, and avoid further involvement with the criminal justice system. It also provides a voice to victims and the community who are often ignored in traditional justice proceedings. *Table 1* compares the traditional view of criminal justice with that of restorative justice.

Table 1
Views of justice

Traditional Criminal Justice	Restorative Justice
Crime is a violation of the law and the state.	Crime is a violation of people and relationships.
Violations create guilt.	Violations create obligations.
Central focus: Offenders get what they deserve.	**Central focus:** Victim needs and offender responsibility for repairing harm.

Adapted from (Umbreit, Vos, Coates, & Lightfoot, 2006, p. 257).

Studies have shown restorative justice practices reduce a juvenile's further contact with law enforcement and the court system (Bergseth & Bouffard, 2007; Rodriguez, 2007; Latimer, Dowden, and Muise, 2005, Luke & Lind, 2002; McGarrell, 2001). Studies have also shown that victims and offenders are generally satisfied with restorative justice practices (Braithwaite, 2002; Latimer & Kleinknecht, 2000, Latimer et al., 2005).

Modern restorative justice practices are based on ancient indigenous traditions from around the world. Since the 1970s, restorative justice has become popular in the United States for dealing with certain offenders, mainly juveniles (Bazemore & Umbreit, 2001). In Illinois in 1998, the Illinois Juvenile Court Act was revised through the Illinois Juvenile Justice Reform Act adopting the principles of the balanced and restorative justice philosophy (BARJ) for all juvenile delinquency cases.

For nearly 15 years, Illinois has developed and promoted restorative justice practices. Beginning in 1997 with a loose collaboration of interested individuals, the use of restorative justice has continued to grow each year. In 2003, the Illinois BARJ Initiative (IBARJI) was created to

provide leadership, education and support promoting the principles, practices, implementation and sustainability of BARJ. IBARJI and other groups have offered conferences, trainings, and other opportunities for restorative justice practitioners to collaborate and initiate new restorative justice practices.

ICJIA has supported and fostered restorative justice programs and practices in Illinois. In 2003, ICJIA organized the planning of the Illinois Balanced and Restorative Justice Summit. The goal of the summit was to create a strategy that promoted the statewide development and implementation of BARJ practices consistent with the purpose and policy statement of the Illinois Juvenile Justice Reform Act. ICJIA has sponsored nine program implementation trainings and released a series of eight restorative justice implementation guidebooks for law enforcement, probation, prosecutors, defense attorneys, judges, juvenile detention, juvenile corrections, and schools.

Restorative justice practices are beginning to gain popularity outside of the traditional justice system as a way of dealing with different types of misconduct, including misconduct in schools (Mirsky, 2011). Most recently, in response to the zero-tolerance discipline policies in schools, many school districts in Illinois are looking to incorporate restorative justice practices into their discipline codes. Chicago Public Schools, the largest school district in Illinois, has included restorative justice in its Student Code of Conduct and has implemented peer juries in several high schools.

The goal of this study was to learn the extent to which programs incorporate the components of restorative justice and provide an inventory of organizations implementing programs using restorative justice practices in Illinois. A web-based survey was widely distributed to organizations charged with responding to youth misconduct or delinquency. The survey included a variety of questions to gauge the frequency and consistency of using restorative justice components in response to youth misconduct or delinquency, and offered a selection of responses from a scale of 0 (never) to 5 (always). A total of 152 individuals from the juvenile justice system, schools, and community based organizations completed the survey.

Literature review

In the United States, restorative justice is utilized more often in the juvenile justice system because it is more closely related to the rehabilitation philosophy of the juvenile court than the traditional retributive, social control and incapacitation philosophy of the adult criminal justice system (Rodriguez, 2007). The retributive philosophy believes the offender should be punished for their offense, and the severity of the punishment should fit the crime (Bedau, 1978). The restorative justice philosophy differs from the retribution model in that it focuses on restoration and repairing the damage caused by the offender's crime. Restorative justice is used by criminal and juvenile justice organizations, schools, business, and religious organizations to help individuals deal with conflict and disputes that arise (Zehr, 2002).

What is restorative justice?

Restorative justice is a philosophy based on the view that conflict or harm affects individuals and their relationships with each other and society (Braithwaite, 2002). Restorative justice allows individuals experiencing conflict to come together to resolve issues, work to repair damaged relationships, and deal with the consequences of the conflict (Zehr, 2002). Offenders must take responsibility for their crimes, which are viewed as harming victims and the community rather than the state (Bergseth & Bouffard, 2007; Shapland, Atkinson, Atkinson, Colledge, Dignan, Howes, Johnstone, Robinson, & Sorsby, 2006).

To make the restorative justice model relevant to the juvenile justice system, the U.S. Department of Justice Office of Juvenile Justice and Delinquency Prevention used the term balanced and restorative justice (Ashley & Stevenson, 2006). BARJ brings together the offender, the victim, and the affected community to address the harm caused by an offender's crime. The BARJ philosophy takes a balanced approach to crime, stressing accountability, public safety, and competency development for offenders (Pranis, 1998). The BARJ philosophy seeks to hold an offender accountable for their actions, while increasing the pro-social skills of each offender and protecting the community from further offenses (Ashley & Stevenson, 2006).

There are several principles guiding the BARJ philosophy:

- Crime is injury.
- Crime hurts individual victims, communities, and offenders and creates an obligation to make things right.
- All parties should be a part of the response to the crime, including the victim if he or she wishes, the community, and the offender.
- The victim's perspective is central to deciding how to repair the harm caused by the crime.
- Accountability for the offender means accepting responsibility and acting to repair the harm done.
- The community is responsible for the well-being of all its members, including both victim and offender.
- All human beings have dignity and worth.

- Restoration—repairing the harm and rebuilding relationships in the community—is the primary goal of restorative justice.
- Results are measured by how much repair was done rather than by how much punishment was inflicted.
- Crime control cannot be achieved without active involvement of the community. (Pranis, 1998)

The goal of BARJ is the "restoration of both victims and offenders, as well as the reparation of harm done to the wider community, whose fabric has been negatively impacted by the crime," (Bergseth & Bouffard, 2007, p.434). All participants in the restorative justice practice are expected to tell their story and be given the time to do so without interruption, and trained facilitators and mediators guide the process ensuring that all participates are respected (Shapland et al. 2006). Victims take an active role and are given the opportunity to confront the offender face-to-face to express their feelings and emotions about the crime committed against them. This gives victims a chance to heal through forgiveness and reconciliation while providing them with a sense of security and empowerment (Braithwaite, 2002). Offenders are encouraged to look at impact of their behavior, accept responsibility for their actions, and attempt to repair the damage caused by their crime. Through these actions, offenders are able to restore relationships with other individuals, improving their reputation and acceptance within their community (Pranis, 1998). The community benefits from restorative justice through the reintegration of victims and offenders (Llewellyn & Howse, 1998).

Offenders may be referred to a restorative justice program through police, the courts, or corrections. According to Latimer, Dowden, and Muise (2005), there are five points in the criminal justice system that an offender may enter a restorative justice program: pre-charge, post-charge, court, post-sentence, and pre-revocation of parole. Restorative justice is an alternative to further involvement in the criminal justice system.

As restorative justice principals and practices are extending to arenas beyond the scope of the criminal justice system, the definition has been revised to deal with issues of harm and wrongdoing before they reach the criminal justice system, such as schools and communities. Amstutz and Mullet proposed the following definition:

> *Restorative justice promotes values and principles that use inclusive, collaborative approaches for being in community. These approaches validate the experiences and needs of everyone within the community, particularly those who have been marginalized, oppressed, or harmed. These approaches allow us to act and respond in ways that are healing rather than alienating or coercive* (2005, p.15).

Components of restorative justice

There are five components of the restorative justice model—offender involvement, victim involvement, victim-offender relationship, community involvement and, and problem-solving through restorative justice (Zehr, 2005). Offenders participate in the restorative justice process by taking responsibility for their actions and are given the opportunity to make up for the harm done and change their future behavior (Zehr, 2005). The needs of the offender are also taken into

consideration. The restorative justice program builds upon the strengths and skills of the offender and addresses the factors that led to the offender committing the crime (Ashley & Stevenson, 2006).

Victims participate in the restorative justice process by expressing their feelings and experiences related to the offense. The victim's involvement helps the offender to understand how their actions have impacted another person. Victims may also receive compensation or restitution from the offender and have a say in how the offender should atone for the crime (Zehr, 2005). In order for the victim to participate in a restorative practice, the victim must feel safe and be protected from future crimes by the offender (Zehr, 2005).

Another component of the restorative justice model is the victim-offender relationship. Victims and offenders are given the opportunity to meet with each other, face to face, and exchange information pertaining to the crime (Rodriguez, 2007). This encounter should be entirely voluntary for both the victim and the offender and involve only truthful information (Llewellyn & Howse, 1998). This gives victim and offender the opportunity to understand each other and the crime itself.

The community is another component of restorative justice. The community is informed of the restorative justice process and its outcome (Zehr, 2005). Community members affected by the crime are given the opportunity to participate in the process and the offender should provide restitution to the community in some form (Zehr, 2005). The community must also feel safe and protected from future harm by the offender (Ashley & Stevenson, 2006).

The final component of restorative justice is problem-solving. The restorative justice process addresses the factors that led up to the offender committing the crime. Participants in the restorative justice process develop strategies for solving problems that may lead to offending (Zehr, 2005). The outcomes of the process are monitored and handled appropriately and the intentions of the offender are addressed (Zehr, 2005).

These five components of restorative justice address the harm and wrong-doing inflicted on the victim and the community, the offender's accountability for the action, and the well-being of the community after the wrong-doing. These components are found in restorative justice programs and practices to varying degrees.

Restorative justice program models

There are five basic models of restorative justice programs: victim-offender mediation, community reparative boards, family group conferencing, circle sentencing, and peer jury/youth court (*Table 2*). However, variations in the programs exist because communities are encouraged to modify the programs to better fit their specific needs (Bazemore & Umbreit, 2001). To be considered a program based in the philosophy of restorative justice, the following elements must be present:

- Offenders are willing to accept full responsibility.

- Participant referrals are provided at the discretion of the juvenile justice system practitioners.
- A trained individual facilitates the program. The facilitator may be an employee of a juvenile justice agency, a non-profit agency, or community volunteer.
- Victims and/or community members are involved in the process.
- Participation is voluntary.
- Proceedings are kept confidential. (Ashley & Stevenson, 2006, p. 16)

Table 2
Basic models of restorative justice programs

Program	Description
Victim-offender mediation	A trained facilitator acts as a mediator between the victim and offender. Victim and offender discuss the crime committed and develop an agreement to repair the harm done.
Community reparative boards	The offender is brought before a panel of community members who address the offender in constructive ways and determine dispositions.
Family group conferencing	Family members attend the conference alongside the victim and offender to offer support. A trained facilitator directs the group discussion, allowing participants to express their feelings about the offender's crime. An agreement is then reached that dictates what the offender must do to repair the harm done.
Circle sentencing	A trained facilitator encourages participants to share any feelings or information that are related to the offense. A talking piece is passed from person to person indicating whose turn it is to speak. Circles offer an opportunity for safe, open conversation to resolve conflict and rebuild relationships between participants.
Peer jury/Youth court	Volunteers come together to hear the case of the offender and make recommendations for sentencing that are meaningful and related to the offense.

Adapted from (Ashley & Stevenson, 2006, p. 16).

There are also several criminal justice practices that can be considered restorative justice practices if implemented in accordance with the restorative justice philosophy—community service, victim-impact statements, victim-impact panels, and apology letters. These practices must adhere to the principles of restorative justice and focus on a balanced approach, addressing the needs of the victims, offenders, and community (Ashley & Stevenson, 2006). *Table 3* provides examples of the most common types of criminal justice practice that can used restoratively.

Table 3
Examples of restorative justice practices

Practice	Description
Community service	For community service to be restorative, it must be linked to the crime or be chosen by the victim. In addition, it should increase the competency of the offender by considering the offender's strengths, interests, and skills.
Restitution	For restitution to be restorative, it must ensure the offender's payment of restitution to the victim and increase the offender's competency. For juveniles who often cannot pay, they can work to repair the harm caused.
Victim impact statements	Victims may provide written statements sharing the effects of the offender's crime. These statements may be used to help the offender understand the impact of their crime and influence the sentence or program outcomes.
Victim impact panels	Victim impact panels allow victims of similar crimes to share their experiences with offenders of similar crimes. Victims do not confront their specific offender but rather address offenders of similar crimes. By hearing the impact that their crimes have on other people, offenders are able to understand the harm they have caused to their victims and the community, even though they are not interacting with their specific victim.
Apology letters	Offenders may write apology letters to the victims of their crimes. Writing apology letters is beneficial to the victim and the offender as it helps the victim heal and the offender to consider the harm caused by his or her crime.

Adapted from (Ashley & Stevenson, 2006, p. 16).

Restorative justice in schools

Restorative justice practices can be used in schools similar to how restorative justice is used in the justice system. Misconduct is not a merely the violation of a rule but a violation against people and relationships in the school and wider community. Restorative discipline allows school personnel to move beyond viewing discipline as punishment or problem-solving to a more holistic approach (Amstutz & Mullet, 2005).

Restorative justice practices can be used to facilitate a dialogue on prominent issues in schools. The International Institute for Restorative Practices instituted the Whole-School Change Program in 22 schools across the country to train school communities. The schools in the program have noted an improvement in engagement and communication not only among students, but within the entire school community (Mirsky, 2011)

Restorative justice can be applied in many different ways involving all members of the school community. For example, peer juries and restorative justice circles are used in middle and high schools as an alternative to detention, suspension, or expulsions. The Chicago Public Schools uses a small group of student jurors to reviews the misconduct of their peers at school, working to address all aspects of transgression in a manner that meets the needs of the parties involved. This program strengthens school safety by building a problem-solving setting where skills are learned and student accountability is addressed (Chicago Public Schools, 2004).

Table 4 compares traditional, punitive responses to youth misconduct in schools to responses using a restorative approach (Ashley & Burke, 2009, p. 7).

Table 4
Punitive compared to restorative justice responses in schools

Punitive response	Restorative justice response
Misbehavior defined as breaking school rules or letting the school down.	Misbehavior defined as harm emotional/mental/physical) done to one person/group by another.
Focus on establishing blame or guilt, on the past (what happened? Did he/she do it?	Focus on problem-solving by expressing feelings and needs and exploring how to meet them in the future.
Adversarial relationship and process-an authority figure with the power to decide on penalty, in conflict with wrongdoer.	Dialogue and negotiation-everyone involved in communication and cooperating with each other.
Imposition of unpleasantness to punish and deter/prevent.	Restitution as a means of restoring both parties, the goal being reconciliation and acknowledging responsibility for choices.
Attention to rules, and adherence to due process- must be consistent and observe the rules.	Attention to relationships and achievement of a mutually desired outcome.
Conflict/wrongdoing represented as impersonal and abstract; individual versus school.	Conflict/wrongdoing recognized as interpersonal conflicts with opportunity for learning.
One social injury replaced by another.	Focus on repair of social injury/damage.
School community as spectators, represented by member of staff dealing with the situation; those affected not involved and feeling powerless.	School community involved in facilitating restoration; those affected taken into consideration; empowerment.
Accountability defined in terms of receiving punishment.	Accountability defined as understanding impact of actions, taking responsibility for choices and suggesting ways to repair harm.

Adapted from Ashley & Burke, 2009, p. 7.

Effectiveness of restorative justice

Most evaluations of restorative justice involve the effectiveness of programs and practices. Much of the interest surrounding the outcomes of restorative justice programs revolves around reductions in recidivism (Bergseth & Bouffard, 2007; Rodriguez, 2007; McCold & Wachtel, 1998; Umbreit, 1994; Luke & Lind, 2002). The impact of programs reducing recidivism is important for policymakers interested in keeping youth from entering or at least, limiting their involvement in the juvenile justice system.

Although, some studies have shown how participation in restorative justice programs can reduce a juvenile's further contact with law enforcement and the court system (Bergseth & Bouffard, 2007; Rodriguez, 2007; Latimer et al., 2005, Luke & Lind, 2002; McGarrell, 2001). Zehr (2002) argues that this reduction in recidivism is not the primary goal or reason for implementing restorative justice programs. These programs are designed so that offenders and victims can heal damaged relationships, and the offenders can accept responsibility for their crimes and understand the wrongfulness of their acts (Zehr, 2002). According to Zehr (2002), reductions in recidivism are a byproduct of a restorative justice program's main objective.

In the study *Restorative justice: the evidence*, Sherman and Strang (2007) sought to test two claims made about restorative justice programming. First, that restorative justice provides more procedural fairness to both offenders and victims and second, that restorative justice provides more effective outcomes such as lower recidivism, more victim satisfaction, and more offenses brought to justice than traditional criminal justice programming. Looking at existing research on restorative justice the authors found the following; repeat offending was reduced for some offenders, the use of restorative justice practices doubled the number of diversions from the traditional justice system, the occurrence of PTSD in crime victims was lowered, reduced victims' desire for revenge against offenders, and provided both offenders and victims with a greater feeling that justice was served than in traditional criminal justice proceedings.

Research is limited on victim and offender satisfaction or compliance with restorative justice programs, but studies have shown high levels of success (Braithwaite, 2002; Latimer & Kleinknecht, 2000, Latimer et al., 2005). In the study, *Restorative and Community Justice in the United States*, the authors found that over 90 percent of victims and offenders would recommend restorative conferencing to others, with 93 percent of participating victims saying that meeting the offender was helpful and 100 percent of participating offenders saying that meeting with the victims was helpful (Kurki, 2000).

Implementing and evaluating restorative justice programs presents several challenges. Lemley and Russell (2002) evaluated the success of restorative justice program implementation by observing several sites in operation, reviewing notes from the program planning committees, and surveying offenders and participants involved in the programs. They found that there were several barriers when implementing the restorative justice programs—policy ambiguity, lack of support from criminal justice staff, and little community participation (Lemley & Russell, 2002). In addition, many people are unclear about what constitutes harm, what the community and victims roles are, and the level of restoration the offender needs to do to make up for the harm caused (Lemley, 2001). The main barrier when evaluating restorative justice programs, either

through process or outcome evaluations, is the lack of a consistent, agreed upon model of restorative justice.

Researchers in Minnesota evaluated the perceptions of offenders, victims, and community members participating in state-funded restorative justice programs, typically victim-offender mediation, family group counseling, and circle processes, using survey data collected through pre-and post-tests (Minnesota Department of Corrections, 2005). The study examined the impact of restorative justice processes on the perceptions of people participating in restorative justice programs and found that 95 percent of participants felt the process and the outcomes were fair to them, and that all parties had fulfilled their obligations. Victims surveyed indicated a significant decrease in the fear of re-victimization after participating in a restorative practice. Offenders expressed a greater understanding of the impact their crime had on others and had more confidence in the criminal justice system's ability to treat offenders fairly. Community members felt an increased sense of responsibility in correcting crime in their community and felt an increased confidence in the criminal justice system's ability to address the needs of the community after a crime has been committed (Minnesota Department of Corrections, 2005).

Cost effectiveness of restorative justice

Cost effectiveness in the criminal justice system is difficult to estimate. Calculating the costs and benefits of restorative justice initiatives presents conceptual and practical problems. They should include hidden and direct costs and savings and some of the benefits may be difficult to quantify. In addition, costs will vary with the location and size of the programs. For example, if using restorative justice practices diverts cases from the court system, court costs will be saved. If the restorative justice practices lead to lower offending rates among juveniles, savings would be system-wide (Liebmann, 2007).

The costs of restorative justice programming can be lower than the traditional system . Volunteers typically mediate sessions. Low-level offenses can often be dealt with quickly as most offenders do not require legal representation, and the cost impact of stress and social breakdown for victims and offenders is addressed quickly and personally. Effectiveness is often difficult to measure in monetary terms for restorative justice because the outcomes include concepts like better attitudes, victim satisfaction, community feelings of safety, and repairing the harm.

According to Liebmann (2007), few cost-benefit analyses have been completed on restorative justice programs in the justice system, and results have varied among them. Liebmann describes the North Carolina Criminal Court Mediation Program which estimated the cost of a mediated case at $108, in comparison to a traditional court case which cost about $396, saving $288 per case. Annual cost savings for North Carolina was about $3,602,000 using a restorative justice practice. Another example in cited in the book *Restorative justice: how it works* (2007), is the Bridges to Life program in Texas for incarcerated people. The program entailed a 12-week course costing $450 per prisoner to implement. The recidivism rate for graduates of this program was 14 percent, while the average recidivism rate in Texas was 24 percent. Since it cost about $70,000 to incarcerate an offender in Texas, program administrators estimated that even if one out of 100 participants was not re-incarcerated, the program was still less expensive than incarceration.

According to Umbreit, Vos, and Coates, using restorative justice reduces costs to the criminal justice system in part through diversion (2006). A North Carolina program reduced court trials by two-thirds. In New Zealand, court cases decreased from 13,000 per year before the nationwide establishment of conferencing for youth and families in 1989 to 2,587 in 1990 (Umbreit et al., 2006, p. 12). Three out of five youths received a penalty in court before implementation while 95 percent either received a penalty or made an apology after implementation of restorative justice programming. In addition to the cost to the criminal justice system, the financial cost of property loss and destruction to victims may be reduced by prevention and reduction in recidivism (Umbreit et al., 2006, p. 8-9).

Although, cost-benefit analyses show the highest savings occur when restorative justice is used to divert offenders from traditional court processes. Savings, however, are also seen when restorative justice is used in conjunction with traditional criminal justice processes (Liebmann, 2007).

Conclusion

Restorative justice is a philosophy of justice emphasizing repairing harm caused by criminal behavior. It is accomplished through cooperative processes including all stakeholders (victim, offender, and community). Practices and programs reflecting the restorative justice philosophy will respond to crime and misbehavior by:

1. Identifying and taking steps to repair harm.
2. Involving all stakeholders.
3. Transforming the traditional ways that we respond to crime and misbehavior.

Incorporating restorative justice practices into the justice system can be done in many ways, and can be implemented to different degrees. The philosophy of restorative justice is less formal than traditional justice models making evaluation of the implementation and impact more difficult to measure (Shapland et al., 2006). While communities are encouraged to alter restorative justice programs to fit their own needs, inconsistent program models make evaluation difficult (Presser & Van Voorhis, 2002). This study attempts to identify organizations in Illinois that use restorative justice and how it is used.

Methodology

As noted in the literature review, research has shown that classifying and evaluating programs and practices using the restorative justice philosophy can be challenging. ICJIA researchers embarked on an exploratory study to begin classifying restorative justice programs and practices in Illinois based on previous research and the series of profession specific BARJ guides published by ICJIA. To achieve this goal, researchers began by e-mailing an exploratory web-based survey to organizations and schools that were known to respond to youth misconduct or delinquency. The survey was designed to identify:

1) The types of organizations in Illinois using restorative justice practices with youth, and
2) The extent to which they are incorporating components of restorative justice into programming for youth.

Survey questions

The survey included 56 questions in two sections (*Appendix A*). One section included 17 open-ended questions about the respondent's agency and use of restorative justice practices with youth served by their organization. The following topics were included in the questions:

- Program services, staff, and operations (8 questions).
- Program participants (6 questions).
- Victim and community involvement (2 questions).
- Additional comments (1 question).

A listing of agencies using programs and practices incorporating the restorative justice philosophy was included in the inventory of restorative justice practices in Illinois appearing in *Appendix B.*

The second section of the survey included 39 questions incorporating a restorative justice scale to measure the extent to which organizations incorporate critical components of restorative justice into their programs. The questions measured the *frequency* to which the components were incorporated into their program on a scale of 0 (never) to 5 (always). The five restorative justice components and the number of questions asked for each component were:

- Offender involvement and experience of justice (11 questions).
- Victim involvement and experience of justice (10 questions).
- Victim-offender relationships (6 questions).
- Community involvement and experience of justice (7 questions).
- Problem-solving through restorative justice (5 questions).

The components of restorative justice were based on research done by Howard Zehr, a prominent figure in the field of restorative justice (Zehr, 2005).

Survey distribution

Respondents were recruited from organizations, associations, groups, and individuals serving youth. Individuals were contacted via e-mail and invited to participate in the web-based survey. To identify the largest sample possible while reducing sample bias, staff used multiple recruitment methods to identify a list of potential survey participants. Recruitment methods included:

- Using ICJIA e-mail lists of individuals at Illinois probation departments, detention centers, public defender's offices, and state's attorney's offices, and attendees to prior ICJIA sponsored restorative justice events.
- Sending the survey to the Regional Offices of Education in Illinois, Illinois Youth Court Association, and the Illinois Juvenile Officers Association for distribution among their members.
- Introducing the survey at juvenile justice meetings in Illinois, including meetings of the Illinois Balanced and Restorative Justice Initiative, Chicago Citywide Restorative Justice Committee, and Illinois Juvenile Justice Commission.
- Posting a survey announcement on a statewide Illinois restorative justice listserv.
- Completing an Internet search to identify restorative justice-related and school-based associations, organizations, groups, and individuals.
- Providing a link to the survey on ICJIA's website with a description of the study.
- Asking participants to share the survey with others.

Sample size

The final sample size was 152 survey respondents. There were originally 169 total respondents, but 17 were excluded from the final. Additionally, sixty-five respondents only completed the questions used to create the inventory of organizations incorporating restorative justice into their programs and practices. Since the survey was created in a manner as to accept incomplete responses researchers have no way of knowing why these respondents only answered one section of the survey. Six did not provide information beyond the first question and one agency indicated they did not respond to youth misconduct. Ten surveys were excluded due to duplications—surveys filled out by the same person and referring to the same program within an institution.

Scale validity and reliability

The development of any scale should include initial investigations into its reliability and validity. *Appendix C* provides a detailed description of the preliminary investigation into the reliability and validity of the survey instrument. These initial investigations indicate that the survey and its subscales have moderate to high reliability. Additionally, analyses indicate there is justification for the validity of the scale, however, further investigation with a larger sample size is necessary.

Study limitations

The study's methodology relied on individuals from juvenile justice organizations, community organizations, and schools voluntarily filling out a web-based survey. Since this was an exploratory study, researchers were limited in ways to solicit responses and follow up with respondents of the survey. Based on anecdotal information, researchers concluded there are many more organizations and schools in Illinois using restorative justice practices than responded to the survey request. Researchers used many methods to reach potential study participants, but were unable reach all possible survey respondents. In addition, researchers were not able to ensure all survey questions were answered. While preliminary investigations indicate the survey instrument is both valid and reliable, further use and investigation are necessary to more definitively establish its psychometric properties.

Findings

Survey results are outlined in two sections. The first section offers information about the organizations who responded to the survey and how restorative justice was used in their programs and/or practices. An inventory of 95 organizations which responded to this survey and included contact information is provided in *Appendix B.* Information in the inventory includes organization, program name, address, website, program type, area(s) served, point of contact, referral type(s), and a program description. The second section provides information on the restorative justice scale used to measure the extent to which organizations incorporated five core components of restorative justice into their programs and/or practices.

In addition, two *Restorative justice in action* sections are provided highlighting two different types of organizations—a probation department and an intergovernmental agency—that successfully use restorative justice in their procedures and practices while serving youth and communities. Based on survey responses, these institutions highly incorporated the components of restorative justice as measured by the survey's restorative justice scale. These sections illustrate ways to incorporate and sustain restorative justice programs or practices into organizations procedures and practices. Contact information for these two organizations can be found in *Appendix B.*

Organizations using restorative justice

The final sample of survey respondents included 152 survey respondents from a variety of organizations across Illinois. Survey respondents were not required to answer each question on the survey, which led to a varying number of respondents for each question. Since this is an exploratory survey to begin measuring the extent to which organizations incorporate restorative justice into programming and practices, researchers decided to not require respondents to answer all questions, but still participate in the survey.

Of the respondents who listed their agency affiliation (n=114), 78 were working within the juvenile justice system, either in an official capacity or as a community partner.

Survey respondents were from the following agency types:

- 51 law enforcement departments.
- 21 probation and court services departments.
- 18 other state and municipal departments.
- 17 community-based organizations.
- 7 schools or school districts.

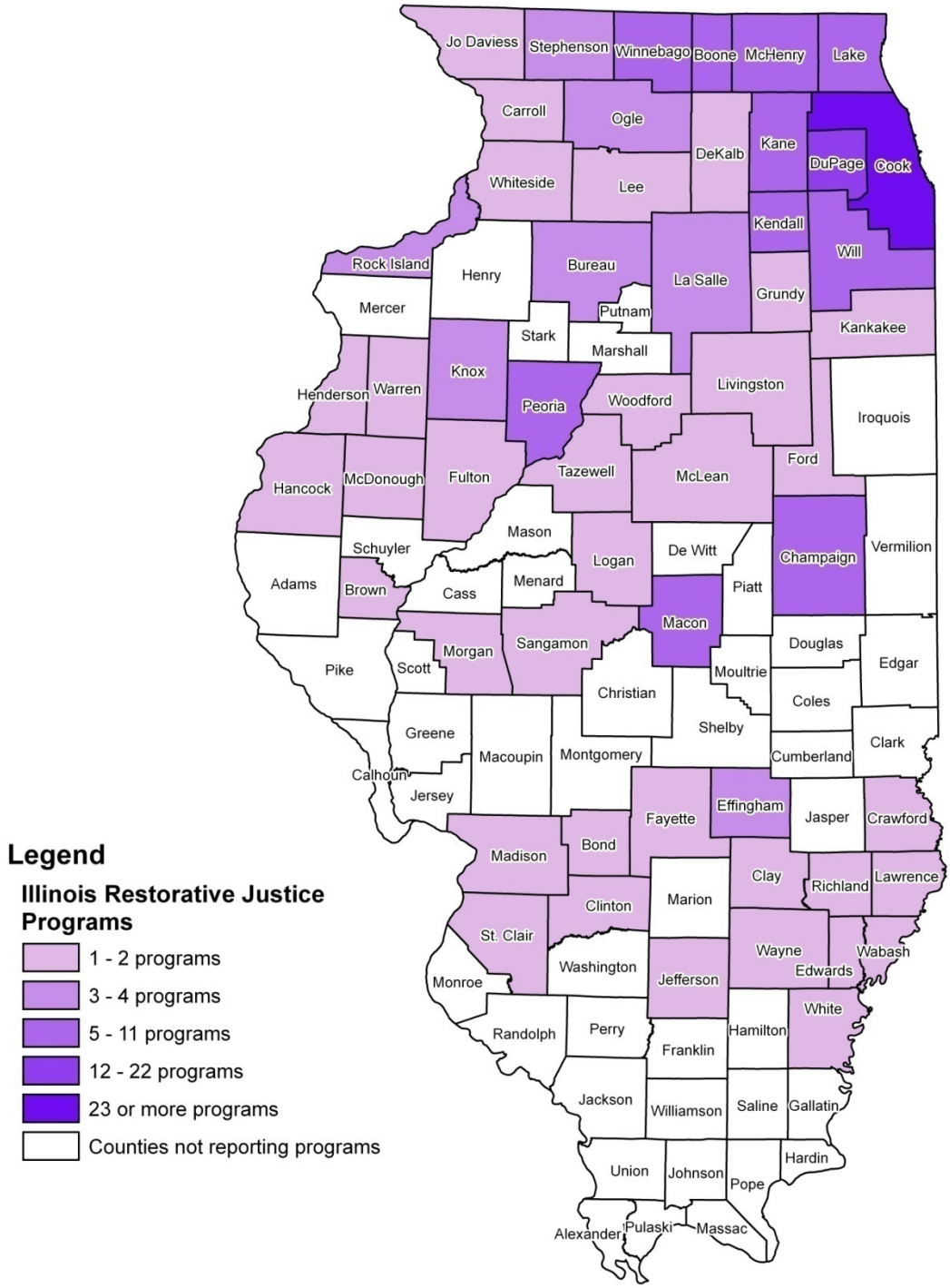
All survey respondents worked with youth (n=152) and 14 survey respondents indicated they also work with adult offenders.

Organization location

This study found that more than half of the counties in Illinois—54 of Illinois' 102 counties—use restorative justice for youth misconduct. *Map 1* illustrates the survey respondents using restorative justice by county. Some respondents had entire programs based on restorative justice, while others incorporated restorative justice practices into other programs.

Cook County had the most organizations using restorative justice with youth (n=34). DuPage County had 16 survey respondents using restorative justice with youth and Will County had 11 survey respondents using restorative justice with youth. According to the results, 22 survey respondents indicated they worked with youth from multiple counties and one survey respondent indicated using restorative justice programs and/or practices with youth in a statewide capacity. No survey responses were received from 48 counties in Illinois.

Map 1
Survey respondents using restorative justice in Illinois, 2011



Restorative justice programs

Organizations can incorporate the restorative justice philosophy into their programming in different ways. One way is to implement specific models of restorative justice programs. Another way is to incorporate restorative justice practices into their existing programming. These are practices such as victim impact statements, restitution, and community service and will be discussed in the following section. Restorative practices can be used in conjunction with more traditions responses to youth misconduct.

The five basic models of restorative justice programs used in Illinois include victim-offender mediation, community reparative boards, family group conferencing, circle sentencing, and peer jury/youth court. The most commonly used restorative justice programs among those who indicated types (n=69) were:

- Peer jury/youth court (n=28).
- Victim-offender mediation (n=16).
- Circle sentencing (n=12).
- Family group conferencing (n=11).

Juvenile justice system and community-based organizations used a combination of restorative justice programs and/or practices, while schools typically use peer juries and circles. Each of these organizations used similar restorative justice components, such as using affective statements ("I" statements), which encourage youth to take responsibility for their actions and require specific restorative activities of the offender to repair the harm caused by his or her actions. All survey respondents indicated that youth who are not compliant in the restorative program are required to complete a more traditional punitive response to the misconduct.

The surveys showed that peer juries were consistently formatted and organized across the various programs. Peer juries met to solve a dispute, either in a school or community setting. Peer juries consist of volunteers from the youth's peer group or school community and are monitored by an adult. Survey respondents indicated that peer juries deliberate and assign a youth to complete behavior education, character education, and restitution, write apology letters, and/or complete community service.

Restorative justice practices

Survey respondents also acknowledged using one or more restorative justice component practices, rather than implementing an entire restorative justice model, such practices including community service, victim-impact statements, victim-impact panels, and apology letters. Other practices included mentoring programs, skills training, drug and alcohol education, anger management classes, and competency development. According to survey respondents, a common requirement for offenders was to write letters of apology and, when applicable, provide restitution to the victims of the offense (n=29). Offenders were also often required to perform community service as an element of the restorative process, especially when the community as a whole was affect by the misconduct (n=41). An example of this would be when a youth who has vandalized a building is required to clean up graffiti.

Some organizations reported offering group and individual counseling to offenders (n=21), as well as victims and their families (n=10). Survey respondents offered dispute resolution to all parties involved in the misconduct or delinquency. Probation and court services offered dispute resolution most often among those who offered it (n=15). Eleven organizations noted their commitment to not re-victimizing victims through their participation in the restorative practice. *Table 5* provides the percentage of respondents using restorative practices.

Table 5
Percentage of respondents using restorative practices

Restitution	31%
Community service	45%
Group/individual counseling for offender	23%
Group/individual counseling for victim	11%

Participants in restorative programs and/or practices

Sixty-three percent of all organizations responding to the survey explicitly reported using restorative justice with juvenile justice system-involved youth rather than traditional discipline for school infractions or other types of infractions (n=72/114). Twenty-four organizations targeted non-justice system-involved youth—commonly in middle schools, high schools, or community-based organizations. Fourteen survey respondents from community-based organizations worked with both justice system and non-justice system-involved youth.

When respondents explicitly and specifically answered about eligibility requirements certain common themes emerged. Organizations reported the common eligibility requirements for the restorative justice programs were that the youth must volunteer to participate (n=37) and the youth must admit they were guilty of the misconduct or crime (n=28). For juvenile justice system organizations, youth must have little or no criminal history (n=24). The offenses were typically a low-level, non-violent offense. Low-level offenses include, but are not limited to, misdemeanors, retail theft, and curfew violations, or other status offenses (i.e. any offense that is due to a youth's age, such as underage drinking). Most organizations do not provide restorative justice programming for youth who are accused of sex offenses or any offenses where weapons were involved. *Table 6* provides the most common requirements for participation in restorative justice programs reported by respondents.

Table 6
Common reported requirements for participation in restorative justice programs

Voluntary participation	42%
Admission of guilt	31%
Little prior system involvement	27%

According to survey respondents, the most common types of school misconduct include vandalism, truancy, fighting, and class disruptions. Restorative justice programs in schools generally required the minor to be enrolled in the school they served or to have been involved in an incident occurring on school property (n=7). In general, all survey respondents indicated offenses considered felonies, such as weapons or sex offenses, made potential participants ineligible for restorative justice practices.

Survey respondents indicated receiving participant referrals from several sources typically as a diversion from more traditional law and order responses to youthful misconduct. The most common referral sources were justice system organizations (n=51). Law enforcement, probation, court services, and state's attorneys were the most likely to enroll a youth in a restorative justice program. These programs were typically within their own agency, but juvenile justice system organizations often partner with community organizations to provide restorative justice programming. Referrals also came from outside the justice system, including schools, community members, and parents. In schools, teachers, school resource officers, and other staff members refer youth to the peer jury or circle process within their school community.

Community involvement

Some organizations responding to the survey used community members as volunteers (n=51). Of those who use volunteers, 20 organizations used them in peer jury programs (39 percent). Adult volunteers help monitor the restorative program and/or practice and serve as mentors to youth. Youth serve as members of the peer jury, hearing cases, asking questions, deliberating, and determining the appropriate sanction for the juvenile offender.

Organizations such as law enforcement, state's attorneys, and probation noted that after an incident of youth misconduct or delinquency, the needs of the community were acknowledged and met through the assignment of community service to the offenders approximately 21 percent of the time (n=24). Community service orders need to be linked to the reparation of harm caused by the incident in order to be considered restorative (Bright, 1997). The survey did not specifically ask for examples of community service opportunities but some respondents offered examples. They included washing police cars, cleaning police lock-up facilities, and picking up trash in the neighborhood.

Victim participation

Of the 92 respondents explicitly providing answers pertaining to victim participation, 48 percent indicated that victims were invited to participate in the restorative justice practices through a phone call or letter (n=44). In schools, victims were invited to participate in the circle process or the peer jury. However, 23 respondents stated that the only involvement victims have in the process is through the initial police contact as victims and they are not invited to participate in restorative justice practices through their agencies. The most common venue for victim involvement in the process was through writing and reading victim impact statements (n=17). Eight organizations stated when a victim did not feel safe participating in the restorative justice practices or being a part of the program, the offender was required to write a letter of apology, which was then forwarded to the victim in the case. Ten organizations responded that victims were not allowed to participate in their restorative practices and/or programs.

Restorative justice training, resources

Fifty-three survey respondents indicated their organization uses training materials for restorative practices and programs. Survey respondents indicated using a variety of approaches to teach staff and volunteers about restorative justice. Seven respondents hired consultants to develop manuals and guidelines for using restorative justice practices. Nineteen respondents sent staff and volunteers to external trainings on the use of different restorative justice practices, such as peacemaking circles, peer juries, and family group conferencing.

Respondents mentioned a few common printed resources used to train staff and volunteers. One common resource was a series of restorative justice implementation guides published by ICJIA. The guides were designed to assist in the statewide promotion of restorative justice and included guides for schools, law enforcement officers, prosecutors, defense attorneys, juvenile court judges, juvenile detention, probation, and corrections (Ashley & Burke, 2009; Ashley & Stevenson 2006a, 2006b, 2006c; 2006d, 2006e, 2006f, 2006g).

Other resources used by organizations responding to the survey were books from the *Little Books of Justice and Peacebuilding* series, published by Good Books, Inc. Each book in the series discusses a specific aspect of restorative justice focusing on different populations or types of restorative justice programming.

Organizations also used balanced and restorative justice training manuals published by Florida Atlantic University (FAU). In 1993, the Balanced and Restorative Justice (BARJ) Project began as a national initiative of the Office of Juvenile Justice and Delinquency Prevention (OJJDP) with a grant to FAU. In 1994, FAU developed a partnership with the Center for Restorative Justice & Mediation through the University of Minnesota. The goals of the project were to develop a variety of written materials to inform policy and practice around BARJ. The Guide for Implementing the Balanced and Restorative Justice Model is part of a series of policy and practice materials for implementing BARJ. The materials can be found on the OJJDP website (http://www.ojjdp.gov/) or through the National Criminal Justice Reference Service (https://www.ncjrs.gov/).

Restorative justice in action

Ogle County Juvenile Probation

The Ogle County Juvenile Probation Department caters mostly to juvenile justice system-involved youth but will include youth recommended by school administrators. The probation department uses multiple restorative programs and practices to help prevent youth from getting deeper into the juvenile justice system while encouraging them to accept responsibility for their actions.

These programs and practices include:

- **Victim-offender conferencing:** a process allowing victims and offenders to meet in a safe setting to discuss the impact of the offense.
- **Community impact panels:** volunteers from the community meet with the offender to share stories of how crimes have affected their lives.
- **Accountability diversion contracts:** contracts signed by youth to help them recognize and take responsibility for at-risk behaviors.
- **Alternative to suspension:** youth visit a reporting center in the community instead of facing an out of school suspension.
- **Alternative to detention:** youth visit a community reporting center instead of being sent to juvenile detention.
- **Thinking 4 a change:** a cognitive behavior change program youth participate in to help them understand and change their problem behaviors.
- **Expungement program:** a process in Illinois in which juvenile arrest records are sealed and unavailable to the general public and the majority of employers.
- **Court-involved GED programming:** giving youth the opportunity to attend classes and earn a GED.
- **Online diversion education:** an online education course focused on enhancing the youth's understanding of the offense.
- **Worksheets, letters of apology, community service, and restitution** are other restorative justice practices used by Ogle County probation to repair harm and restore the community.

Ogle County Probation has six trained staff members and more than 70 volunteers dedicated to incorporating restorative justice practices into the county's juvenile justice system. The department uses a team approach to implementing restorative justice. The restorative justice coordinator, state's attorney, director of juvenile probation, school officials, juvenile court judge, and service providers such as Department of Child and Family Services and mental health providers, coordinate efforts to ensure youth receive appropriate services.

Restorative justice practitioners attempt to intervene with youth at the earliest point possible to get the most effective results. Practitioners focus on finding and understanding the root of the problem that led to the incident, require the youth to take responsibility for his or her actions and for the harm caused to the victim, and encourage the youth to get involved in community activities.

Juveniles who participate in restorative justice programs can be referred through their school administrators or through police contact. Juveniles who are eligible to participate in restorative justice programs committed an infraction in school or had contact with the police. Juveniles do not have to be arrested to participate in all programs, but they have to be willing to accept responsibility for their actions. Parents must also give consent for the youth to participate in the programs. Once consent is given and the youth accepts responsibility for his or her actions, the restorative justice coordinator meets with the youth to assess specific needs.

Ogle County probation is notified of all incidents leading to youth involvement with local police departments. An estimated 70 percent of youth are diverted from the traditional juvenile justice system through the county's restorative justice programs. Each case is individually considered. The services and programs that are offered to youth are customized based on the needs of the offender, as well as the victim. Many of the restorative programs in Ogle County are used in combination, so a juvenile may attend multiple programs and be required to perform multiple tasks. For example, a youth may be required to perform community service, write an apology letter, or offer restitution to the victim, but also be required to attend a community impact panel and a cognitive restructuring program such as Thinking 4 a Change. In addition, youth are often encouraged to get involved in extracurricular activities to occupy their free time after they complete the restorative justice programs.

One restorative justice program that has shown a great deal of success in Ogle County is the Alternative to Suspension program. The Alternative to Suspension program targets youth involved in school infractions. These youth may not have had police contact but have received an order for suspension from school. The Alternative to Suspension program provides youth with the option to serve their out of school suspension at a supervised reporting center. Juveniles in the Alternatives to Suspension program must accept responsibility for their actions and abide by the rules of the reporting center. The Alternative to Suspension program gives youth the opportunity to keep their suspension off their record, as well as reduce the length of their suspension by 50 percent if completed successfully. In addition, the school coordinates with the reporting center and provides the youth's homework for them to complete at the reporting center. Youth participating in the Alternative to Suspension program are less likely to fall behind in their school work than those serving out-of-school suspensions.

A member of the states attorney's office in Ogle County reported seeing a reduction in re-arrest rates among the juveniles that complete their restorative justice programs. Ogle County's restorative justice programs have had a significant impact on the youth involved in the programs, the victims, and the community. Youth learn to take responsibility for their actions and come to understand the impact their behaviors have on other people. According to the interview with Ogle county representatives, one participating youth said, "Since the incident I have taken responsibility by paying for what I broke and letting my friends know how wrong it is to touch other people's property. I have learned to never hang out with that same group of friends, to never trespass, and to never touch other people's property without permission. I did not know how much it meant to you. I understand how much I hurt you and I am sorry."

According to the program, youth in Ogle County are less likely to have further contact with police and have fewer school infractions when they participate in restorative justice programs. The community is also positively impacted by the restorative justice programs. Community members are asked to volunteer and get to know youth in the community. Parents of juveniles who have participated in Ogle County's restorative justice programs often come back to volunteer. Parent insight helps youth understand how their actions are harming their parents and families, something youth often don't consider.

Community volunteer participation helps the offender see the impact their actions have on the community, and helps the community members understand the problems that led up to the youth's offense, and how they are working to change their behavior. One community member said program staff that, "After participating in a Victim/Offender Conference of the Ogle County Restorative Justice Program, I can say that it is a valuable tool in the process of dealing with a young adult who has made a poor decision. The benefits of this program are generously spread between the offender, the victim, and ultimately the community."

Restorative justice in action

Champaign County Regional Planning Commission

The Champaign County Regional Planning Commission (CCRPC) is an intergovernmental organization providing and administering a variety of planning, community and economic development, early childhood education, and social services for Champaign County. CCRPC accepts youth who are referred by police, probation, state's attorneys, and school resource officers.

CCRPC uses the following restorative justice programs:

- **Peer Court** - Youth are assigned to peer court when the victim of the crime does not wish to participate in the program or the victim is unknown. Youth are required to present themselves for a hearing in which they have the opportunity to share their side of the offense. A jury of their peers then assesses the youth, their strengths and needs, and the crime committed. The jurors and the youth reach an agreement requiring the youth to perform specific duties, such as community service, or receive specific services. The agreement is designed so that youth takes responsibility for their crime but also builds their competencies and skills to prevent further offending. Youth then meet with a case manager on a bi-weekly basis for support and guidance to help them successfully complete the requirements of their agreement.

- **Mediation –** Youth are assigned to mediation when there is a clear victim and both the victim and offender are willing to participate in the program. During mediation, the victim and the offender meet with a mediator to discuss the crime committed and its effects. This process is used to help the youth understand the impact of their actions and to take responsibility for their crime. The offender and victim then reach a written agreement detailing how the youth can restore justice to the victim and the community.

- **Parenting with Love and Limits** - Youth are assigned to Parenting with Love and Limits when there is evidence of family conflict such as disrespect, domestic violence, or rule violation by the youth. Youth and their family attend a six-week group session to learn new ways to communicate and deal with conflict. Youth and their families also attend individual family coaching sessions where they have the ability to put their newly learned skills into practice. This program is evidence based and sponsored through a mental health center.

- **Youth No Limits** - Youth are assigned to Youth No Limits to help them with career, educational, and financial goals. Youth No Limits is an eight-week program where youth meet with mentors who help them develop new life goals. Youth No Limits is typically assigned alongside peer court, mediation, or Parenting with Love and Limits.

Champaign County's restorative justice programs are designed to help youth understand the consequences of their behavior, take responsibility for their actions, and learn to better manage their impulses and behavior in the future. Peer court and mediation work with the offender and hold them accountable for their actions, and act as a deterrent against future offending. Parenting with Love and Limits and Youth No Limits work with youth to help them develop new skills and ways of coping with difficult life situations. Both programs help youth learn positive ways of communicating and develop positive goals for their future.

Some youth have to meet other requirements according to agreements reached in the restorative justice programs. Other requirements involve community service, curfew, school attendance, mediation, refraining from particular geographical areas, or joining extracurricular activities such as groups or clubs.

These requirements help prevent further offending through deterrence, skill building, and involving the youth in positive activities.

CCRPC has five staff members and more than 40 volunteers who undergo a variety of training and are dedicated to implementing restorative justice for juveniles. Youth are referred to their restorative justice program through police, the state's attorney, and school resource officers. Juveniles are eligible to participate in Champaign County's restorative justice program if they have committed a crime, but only if the crime is not a serious felony and the youth has not been through the juvenile court system more than twice.

When a youth is arrested and deferred through station adjustments, they are assessed to determine which restorative justice program would best meet their needs. Youth are assessed by offense, severity, recommendations of the referral source, and the Youth Assessment and Screening Instrument (YASI). The YASI is used to help determine what factors may have influenced the juveniles criminal behavior. YASI assesses a youth's legal history, family, community, alcohol and drug use, mental health, aggression, attitude, and skills. Youth are then placed in the appropriate program that will help them take responsibility for their actions and build competency to prevent further offenses.

The following is an example provided by the Champaign County's Mediation program about a youth that successfully completed the program:

> *Recently a youth was referred by police for criminal damage to property after writing in freshly poured sidewalk cement. Mediation was scheduled with the property owner, the respondent youth, and his parent. At the time of the meeting the youth didn't understand why this was a problem, thinking that it was city property and the city could just replace it. After hearing from the victim during mediation and realizing the hard work and commitment this man put into his business where the damage was done, the cost to replace the destroyed cement, and the frustration the construction workers felt when their work was destroyed, this youth had a new understanding of the harm that his actions had caused. The business owner learned that the youth was interested in art and was expressing his art on the business owner's sidewalk. The youth proposed that he write an apology letter to the construction workers and the victim for the harm he caused. The business owner asked that the youth work with him to plant decorative trees on his property as repayment for the harm caused. Both ideas were written on an agreement form and signed by all parties. This work must be completed over the next four months with copies of letters and a time sheet logging time put into planting turned into the case manager. Case managers were in contact with the responded youth biweekly during the course of the four month station adjustment. Both parties left the mediation relieved and satisfied.*

Measuring use of restorative justice

Establishing the extent to which programs use restorative justice practices is complex. Restorative justice is a philosophy and it can be tailored to meet the individual needs of an agency, organization, or school. Evaluating how organizations incorporate the restorative justice philosophy into their programming can be difficult because this is a philosophy encouraging implementation based on the specific needs of organizations and communities. This survey is an exploratory attempt to measure the use of restorative justice in Illinois.

This study designed a survey instrument to attempt to measure the level of use of restorative justice based on five core components. There components were (1) offender involvement and experience of justice, (2) victim involvement and experience of justice, (3) victim-offender relationships, (4) community involvement and experience of justice, and (5) problem-solving through restorative justice (Zehr, 2005).

The total number of respondents was limited to 97 for the scale and the number of valid responses was even smaller for some subscales. Caution should be used when interpreting the results of these initial findings. While the information from these initial analyses is useful, further research with a larger sample size is necessary to further refine this instrument. As previously mentioned, *Appendix C* provides the initial investigation into the instrument's reliability and validity.

Restorative justice scale

The survey instrument asked respondents about frequency of use of activities in their programs in the five restorative justice components (*Appendix B*). The following number of questions were asked for each component:

- Offender involvement and experience of justice (11 questions).
- Victim involvement and experience of justice (10 questions).
- Victim-offender relationships (6 questions).
- Community involvement and experience of justice (7 questions).
- Problem-solving through restorative justice (5 questions).

Respondents were asked to respond on a six-point Likert-scale (0= never, 1=very rarely, 2=rarely, 3=occasionally, 4=very frequently, 5=always).

Table 7 provides an overall summary of the scale.

Table 7
Descriptive information for restorative justice scale

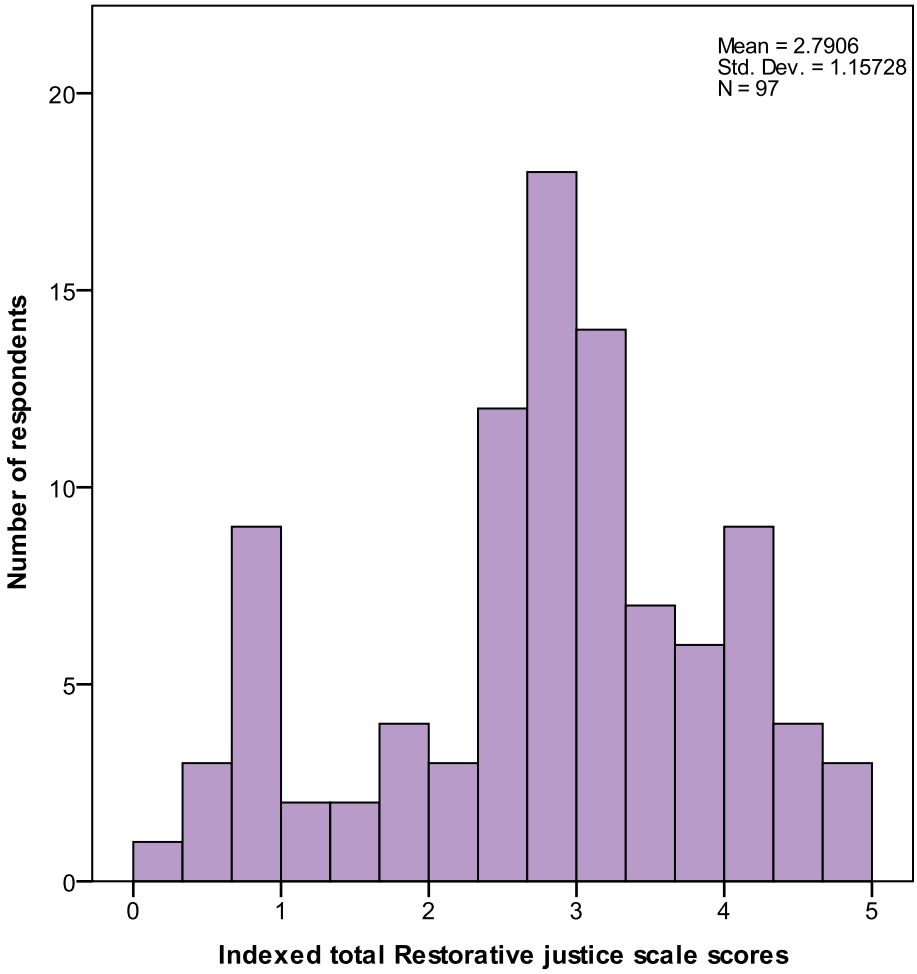
Descriptive statistics	Total scale
Number of questions	39
Maximum possible score	195
N	97
Minimum score recorded	0
Maximum score recorded	188
Mean score	108.84
Median score	111
Standard deviation	45.13
Chronbach's α	0.980
Valid n for α	37

Restorative justice total scale scores

If respondents answered "always" to every question, the maximum total score on the scale would be 195. However, the lowest score was 0—one agency that completed the survey did not use any component of restorative justice—and the highest score was 188. The average score was 108.84 (sd=45.13) and the scores appeared slightly left-skewed (median=111). *Figure 1* provides the distribution of scale scores. Interpretation of these scores can be complicated, and one should use caution until the scale can be appropriately weighted to account for the number of questions within each subscale and the importance of each component in restorative justice. In this initial phase, higher scores indicate that respondents incorporated more restorative justice practices, incorporated restorative justice practices more frequently, or a combination of both.

In order to ease interpretation of the scale, total scores were indexed back to the original Likert-scale values (0= never, 1=very rarely, 2=rarely, 3=occasionally, 4=very frequently, 5=always). Respondents had an *indexed* average score of 2.79 (sd=1.16) out of five, indicating moderate incorporation of restorative justice practices. The distribution of the average scores were approximately normally distributed, although they were slightly left-skewed (median=2.85) (*Figure 1*). Approximately 14.92 percent of respondents had indexed total scores of 4.00 or higher, which correspond to incorporating restorative justice components "very frequently" to "always".

Figure 1
Distribution of restorative justice scale scores



Restorative justice subscale scores

The survey instrument consisted of five subscales and each of these subscales was examined in addition to the overall total score. Reliability and validity analyses of the subscales are provided in *Appendix C*. Each subscale had a different number of questions and maximum scores possible. To ease interpretation and comparison between the scales, the subscale total scores were indexed back to the original Likert-scale (0= never, 1=very rarely, 2=rarely, 3=occasionally, 4=very frequently, 5=always).

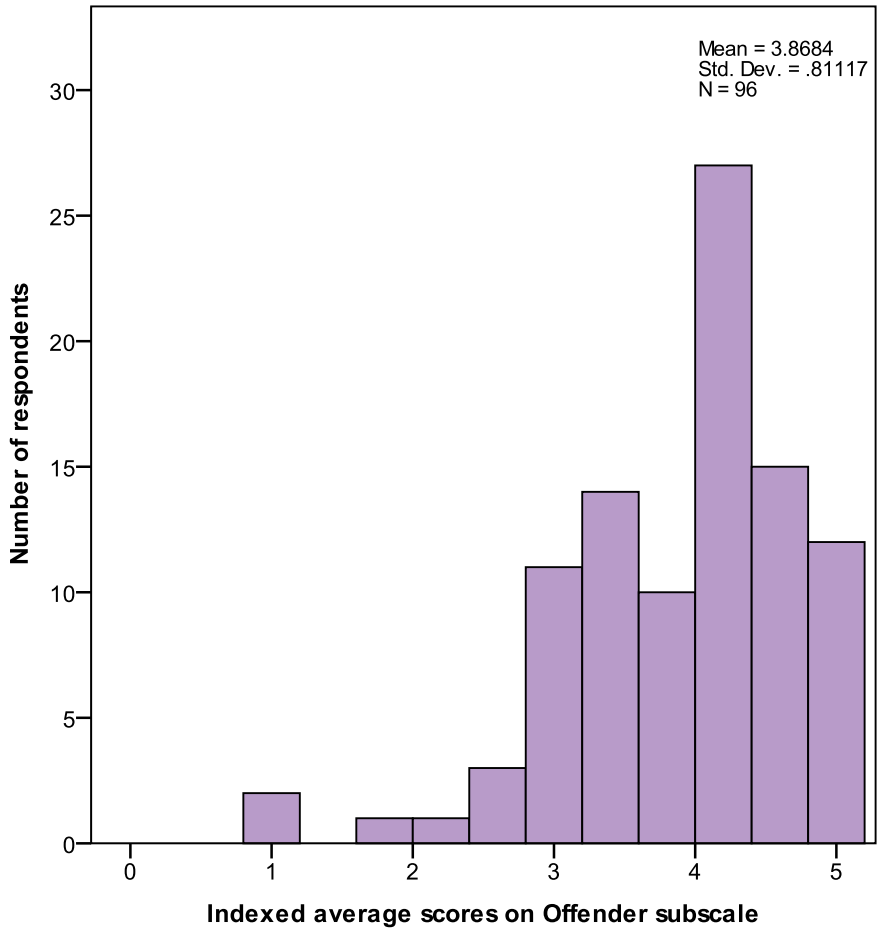
Overall, survey respondents reported incorporating components from the victim offender relationships subscale the least (indexed average score of 2.11). Reported use of community involvement also was low (indexed average score of 2.93). This indicates that programs struggle to involve the victim or community in their restorative justice practices. Finally, fewer respondents indicated they incorporated components of problem-solving (n=75); however, those that did reported incorporating them at a relatively high frequency (indexed average score 3.61).

Offender involvement and experience of justice

The offender involvement and experience of justice (offender) subscale consisted of 11 questions regarding the involvement of the offender related to restorative justice principles. There were 96 valid responses on a six-point Likert-scale ranging from 0 to five ("never" to "always), with a maximum total score of 55. Offender subscale sample responses ranged from 10 to 55, with an average total score of 42.55 (sd=8.9).

To allow for easier interpretation, the subscale scores were indexed back to the original Likert-scale values. Overall, respondents indicated higher levels of incorporation of Offender subscale components, with an *indexed* average score on the subscale of 3.87 (sd=0.81) out of five. A maximum score of five would indicate the respondent reported always incorporating all components of the offender subscale. As seen in *Figure* 2, the distribution is slightly left-skewed, indicating that more respondents had higher scores (median= 4.09). Fifty percent of respondents had an indexed average score of 4.09 or higher and 50 percent had average scores below 4.09. Approximately 43.25 percent of respondents had an average score of 4 or higher, corresponding to incorporation of offender subscale components "very frequently" to "always" (Z=0.17).

Figure 2
Distribution of offender involvement and experience of justice subscale scores

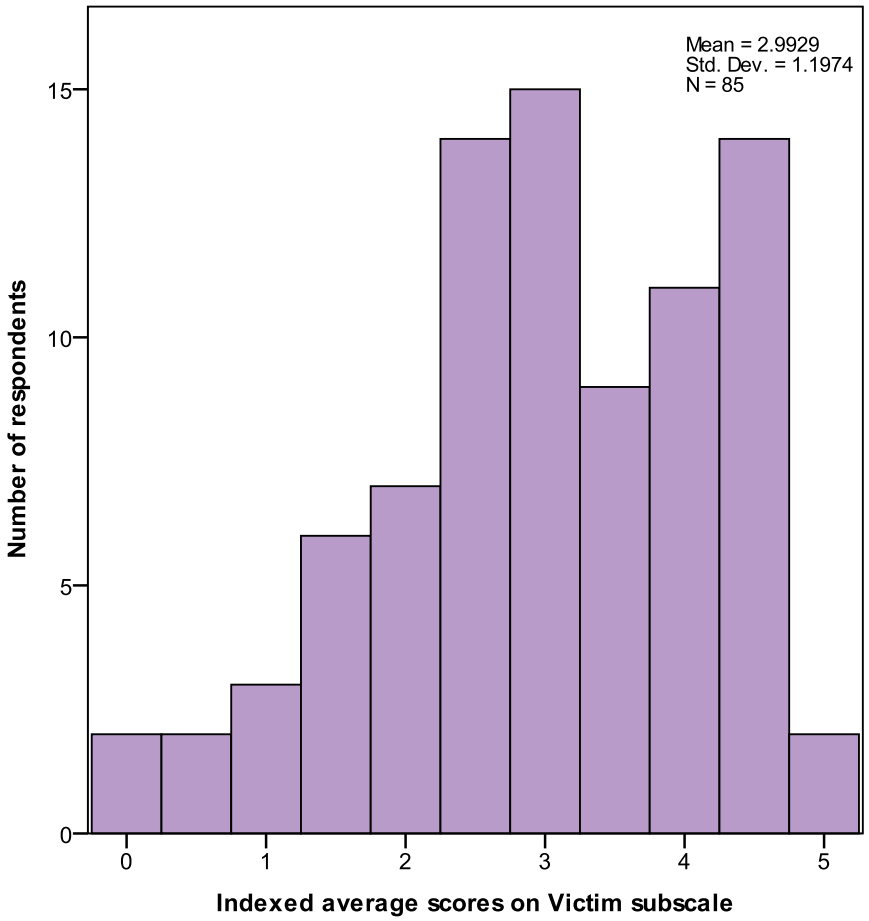


Victim involvement and experience of justice

The Victim involvement and experience of justice (victim) subscale consisted of 10 questions relating to the victim's involvement with restorative justice principles. There were 85 valid responses on a six-point Likert-scale that ranged from 0 to five ("never" to "always"). The maximum score possible was 50 and total subscale scores ranged from 0 to 50 with a mean of 29.93 (sd=11.97).

In order to allow for easier interpretation, the subscale scores were indexed back to the original Likert-scale values. Overall, respondents indicated a moderate level of incorporation of the victim subscale components, with an *indexed* average score of 2.99 (sd=1.20) out of five. The distribution was approximately normally distributed (median=3.00), with 50 percent of respondents having an indexed average score below 3.00 and 50 percent with indexed average scores above 3.00 (*Figure 3*). Approximately 20.05 percent of respondents had average subscale scores of 4.00 or above, which correspond to incorporation of victim subscale components "very frequently" to "always" (Z=0.84).

Figure 3
Distribution of victim involvement and experience of justice subscale scores

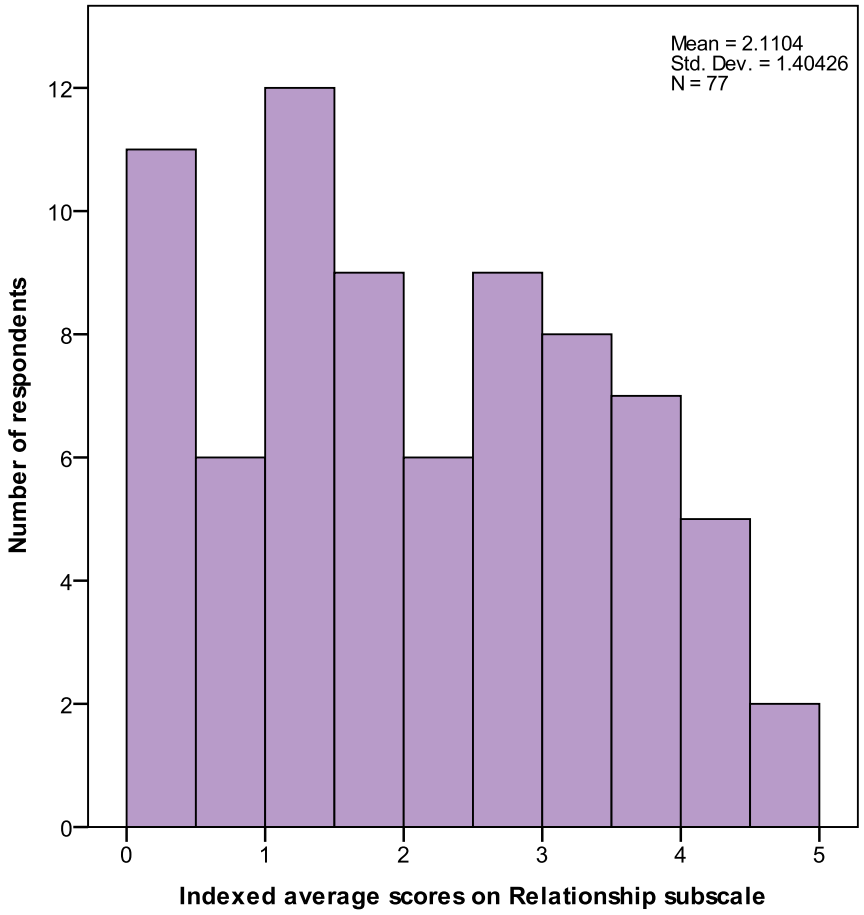


Victim-offender relationship

The Victim-offender relationship (relationship) subscale had six questions with a maximum 30 points total. There were 77 valid responses on the six-point Likert-scale that ranged from 0 to five ("never" to "always"). The average subscale total score was 12.66 (sd=8.43). Fewer respondents reported incorporating components of the relationship subscale (n=77).

To allow for easier interpretation, the subscale scores were indexed back to the original Likert-scale values. Overall, respondents indicated lower levels of incorporation of relationship subscale components than other scales, with an average *indexed* score of 2.11 (sd=1.40). The distribution of the scores was approximately normally distributed with 50 percent of respondents having indexed average scores below 2.00 and 50 percent with scores above (*Figure 4*). Approximately 8.9 percent of respondents had average subscale scores of 4.00 or higher, which correspond to incorporation values of "very frequently" to "always" (Z=1.35).

Figure 4
Distribution of victim-offender relationship subscale scores

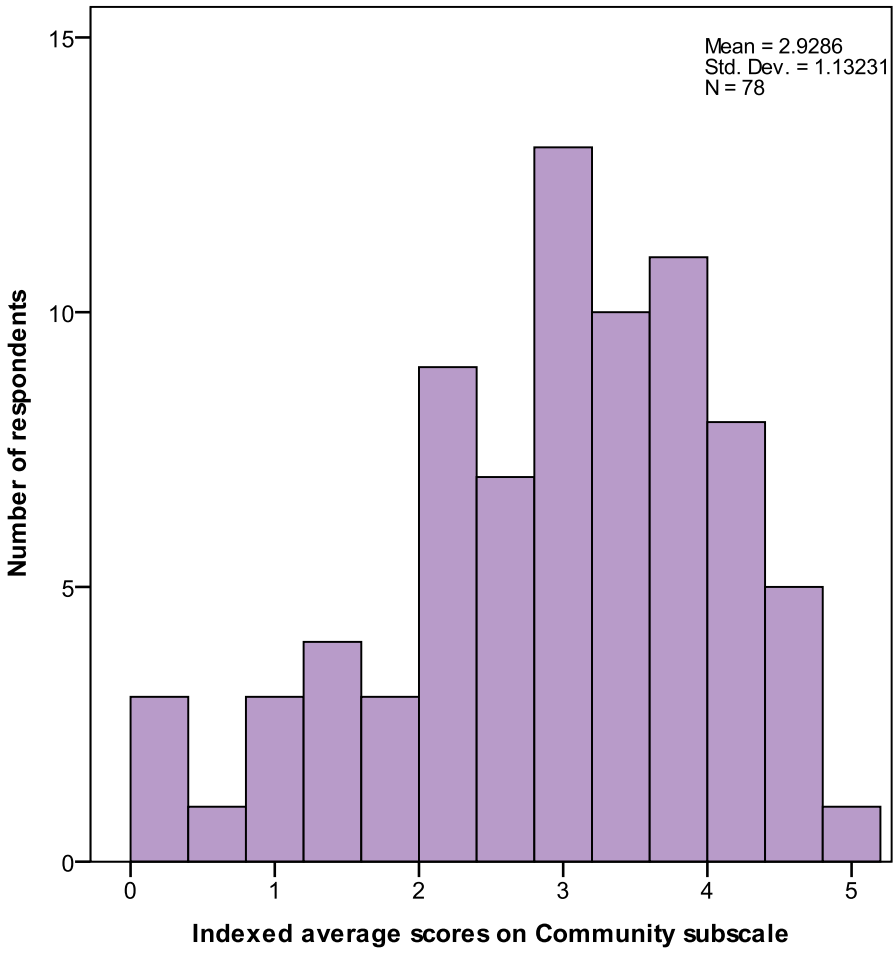


Community involvement and experience of justice

The community involvement and experience of justice (community) subscale consists of seven questions measuring the level of community involvement. There were 78 valid responses on a six-point Likert-scale that ranged from 0 to five ("never" to "always"). The maximum score possible was 35 and total subscale scores ranged from 0 to 35 with a mean of 20.50 (sd=7.93).

In order to allow for easier interpretation, the subscale scores were indexed back to the original Likert-scale values. Overall, respondents indicated moderate levels of incorporation of community subscale components than other scales, with an average *indexed* score of 2.93 (sd=1.13). The distribution of the indexed scores was approximately normal, and 50 percent of respondents having an averaged indexed score of 3.07 or below and 50 percent of respondents with scores above. Approximately 17.11 percent of respondents had average subscale scores on 4.00 or higher, which correspond with incorporation values of "very frequently" to "always" (Z=0.95) (*Figure 5*).

Figure 5
Distribution of community subscale scores



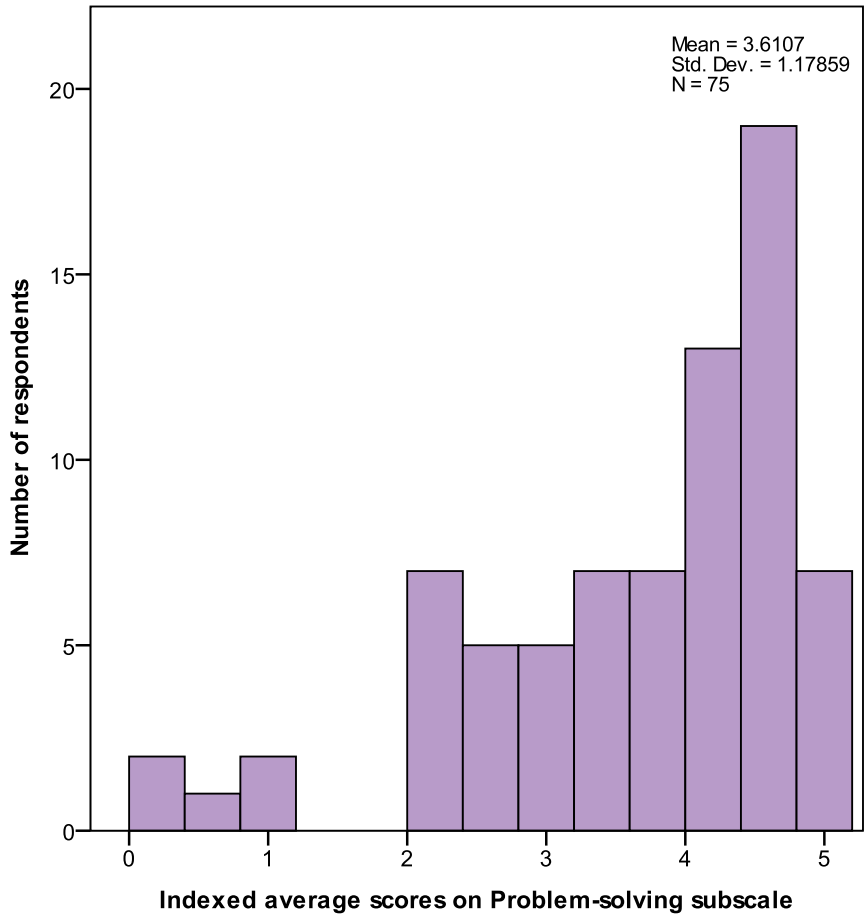
Problem-solving through restorative justice

The problem-solving through restorative justice subscale consists of five questions measuring the level of restoration and mediation of problems. There were 75 valid responses on a six-point Likert-scale that ranged from 0 to five ("never" to "always"). The maximum score possible was 25 and total subscale scores ranged from 0 to 25 with a mean of 18.05 (sd=5.89).

To allow for easier interpretation, the subscale scores were indexed back to the original Likert-scale values. While the fewest number of respondents reported incorporating components of the Problem-solving subscale, those who did were incorporating the components with relative frequency. Overall, respondents indicated moderate to high levels of incorporation of Problem-solving components, with an *indexed* average score of 3.61 (sd=1.18) out of five. The distribution of the subscale scores were left-skewed (median=4.00). Fifty percent of respondents had scores of at least 4.00, which correspond with incorporation values of "very frequently" to

"always". However, caution should be used when examining this distribution as it is possible that those who were more likely to respond to the questions in the subscale also were more likely to be incorporating components of problem-solving (*Figure 6*).

Figure 6
Distribution of Problem-solving through restorative justice subscale scores



Conclusion

Restorative justice can repair the harm caused by youth's misbehavior both in the community and in a school setting. Since restorative justice is a philosophy, rather than a program, communities are able to tailor use of the components to fit the unique needs of their youth.

In Illinois, restorative justice practices are used by many different organizations and organizations which have direct contact with youth. Respondents to this survey represented the juvenile justice system, including police, probation and court services, and corrections, and schools, community-based organizations, and other local and state organizations. Survey respondents used similar restorative justice programs for delinquent youth and those in trouble at school including peer juries, circles, victim-offender mediation, and family group conferencing. Survey responses showed that a common requirement for offenders is writing a letter of apology and, when appropriate, providing restitution to the person or community harmed.

In general, youth are eligible for participation in restorative justice programs if their participation is voluntary, they admit guilt of the misconduct, and they have little or no criminal history. Respondents reported that their programs did not typically require direct victim participation. Community members most commonly participated in programs as volunteers.

Organizations responding to this survey incorporated components of restorative justice to varying degrees. Based on scores on a restorative justice scale, the victim-offender relationship is not often addressed and the community was not always involved in the programs. However, evaluating the use of the components of restorative justice is extremely difficult. The scale attempted to measure the frequency of use of the components of restorative justice in Illinois, but further use and testing of the survey instrument with a larger sample size is warranted.

The restorative justice philosophy offers a compelling alternative to the prevailing views of handling youth misconduct. The incorporation of restorative justice into organizations dealing with youth misconduct in Illinois is expanding and shows no signs of slowing down. Caution should be taken while trying to measure the extent to which organizations are staying true to the philosophy, however based on the results of this study; these organizations are incorporating restorative elements into their programs. This is an exciting new tool to begin to measure the incorporation of the restorative justice philosophy into organizations dealing with youth misconduct in Illinois.

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Appendix A: Web-based survey

Please read the information below and click on the "I Agree" button at the bottom of the page if you understand the statements and freely consent to participate in the study.

What is this study?
This study will

- Measure the extent to which organizations have incorporated components of restorative justice (Section 2), and
- Create an inventory of restorative justice practices in Illinois (Section1).

The study is being conducted by the Illinois Criminal Justice Information Authority (Authority) and has been approved by the Authority's Institutional Review Board. No deception is involved and the study involves no more than minimal risk to participants (i.e., the level of risk encountered in daily life).

What will I be asked to do?
This survey typically takes 15-20 minutes. The survey includes questions about the core components and values of restorative justice, as well as some demographic information. No risks or discomforts are anticipated from taking part in this study. If you feel uncomfortable with a question, you can skip that question or withdraw from the study altogether. If you decide to quit before you have finished the questionnaire, your answers will NOT be saved.

What are the benefits of this study?
You will be contributing to knowledge about restorative justice in Illinois. After we have finished the study, we will provide you with research findings.

Can I quit the survey at any time?
Your participation is voluntary; you are free to withdraw your participation from this study at any time. If you do not want to continue, you can simply leave this website. If you do not click on the "submit" button at the end of the survey, your answers and participation will not be saved. You also may choose to skip any questions that you do not wish to answer.

How will the findings be used?
The results of the study will be used for research purposes only. The final report will include a narrative describing the degree to which organizations incorporate the components of restorative justice and a directory of restorative justice programs.

- Section 1 (core components) answers will be presented in an aggregate form.
- Section 2 (inventory of programs) answers about your agency's activities will be included in a directory.

The results from the study will be published on the Authority's website and may be presented at conferences or other public forums.

If you are 18 years of age or older, understand the statements above, and freely consent to participate in the study, click on the "I Agree" button to begin. *This question is required.

☐ **I AGREE**

☐ **I Disagree**

Note: If you have concerns or questions about this study, please contact the Principal Investigator, Kimberly Burke, at Kimberly.burke@illinois.gov or Junaid Afeef, Associate General Counsel, at Junaid.Afeef@Illinois.gov.

Background Information

Directions: Please answer the following questions about your program to the best of your knowledge.

1. Name of your agency: _____
2. Name of your division/unit/program: _____
3. County(ies) served:_____
4. Street address: _____
5. Agency website: _____
6. Your name: _____
7. Your title: _____

Does your agency respond to youth misconduct or delinquency or their victims in any way?

⊙ YES → CONTINUE WITH SURVEY

⊙ NO → END SURVEY. Thank you for taking the time to begin this survey, but your agency type does not meet the criteria for participation in this survey.

SECTION ONE: CORE COMPONENTS OF RESTORATIVE JUSTICE

For the following questions, please answer about the frequency to which the following are incorporated into your program using the following scale:

0	1	2	3	4	5	
never	**very rarely**	**rarely**	**occasionally**	**very frequently**	**always**	**N/A**

Offender Involvement and Experience of Justice

In my program:

1. Offenders are given the opportunity to repair the harm caused by their actions.
2. Offenders are encouraged to understand why their actions and behaviors are wrong.
3. Offenders are encouraged to accept responsibility for their actions.
4. Offenders are provided with the opportunity to make restitution and/or compensation to victims.
5. Offenders are provided with service opportunities to help their community.
6. Offenders are provided with services to help build their competency to positively contribute to the community.
7. There is a support system in place to ensure offenders are able to sustain changed behavior.
8. There is a mechanism in place to assist the offender in not continuing to engage in misconduct.
9. The offender's families are receiving support and assistance during involvement in the program.
10. The offender is encouraged to become a productive member of the community.
11. The offender is given the opportunity to repair the harm caused to the victim and the community.

Victim Involvement and Experience of Justice

In my program:

1. Victims are involved in discussions with offenders.
2. Victims are provided with the opportunity to be involved in the program or practice.
3. Victims are offered compensation and/or restitution.
4. There is a procedure in place to ensure the victim receives compensation and/or restitution.
5. There is a procedure in place to assist victims in feeling safe during the program or practice.
6. Victims are offered the opportunity to express the injustice they felt by the offense.
7. Victims are protected against further violation during the program or practice.
8. The victims' families are receiving support and assistance during involvement in the program.
9. Victims are given a voice, directly or indirectly.
10. Victims are prepared before meeting with offenders.

Victim-Offender Relationship

In my program:

1. Victims and offenders participate together to repair the harm caused by an incident or youth's wrongdoing.
2. Victims and offenders meet to exchange information about the incident.
3. Victims and offenders talk about what led up to the incident (exchange of information about themselves).
4. Victims, offenders, and community members come together to repair the harm caused by an incident on a voluntary basis.
5. Misattributions and assumptions about the incident are challenged during this process.
6. Misattributions and assumptions about the people involved in the incident are challenged during this process.

Community Involvement and Experience of Justice

In my program:

1. The community is involved or represented in repairing the harm caused by the incident

2. The outcomes of this process are public.
3. Community safety is a priority.
4. This program promotes open dialogue between the community, victim and offender.
5. When appropriate, the community receives restitution.
6. If needed, there is a symbolic action being taken to restore the community.
7. This program utilizes community volunteers.

Problem-Solving through Restorative Justice

In my program:

1. Steps have been taken to solve the problems leading up to the incident.
2. Steps have been taken to solve the problems caused by this incident.
3. There is a provision for monitoring outcomes of the process.
4. There is a provision for verifying outcomes of your program's practices.
5. Crime victims and the community are restored to their pre-crime status to the greatest extent possible.

Restorative Justice in my agency

1. To the best of my knowledge, my agency's programs and services use the core components of restorative justice.

SECTION TWO: RESTORATIVE JUSTICE INVENTORY QUESTIONS

Directions: This section asks more specific questions about your agency's restorative justice practice(s). Please fill in your narrative response in the space provided.

1. What is your agency type? (community-based agency, police department, probation, detention center, correctional facility, school, etc.)

2. What restorative justice program(s)/service(s) does your agency offer?

3. Please explain the types of activities utilized in your restorative justice program(s). Examples of activities may include, but are not limited to capacity building, competency development, community service, mediation, dispute resolution, and restitution.

4. How are referrals made to your restorative justice program(s)?

5. Does your program(s) target juvenile or adult offenders?

6. Does your agency have training manuals or procedural guidelines for its restorative justice programs?

   If yes, are your manuals and guidelines internal documents or have they come from another source (please specify)?

7. Does your restorative justice program target justice-system involved youth?

8. Restorative justice programs often target offenders at many different points in the justice system. At what point in the system does your program(s) target offenders? (initial police contact, pre-adjudication, post-adjudication, etc.)?

9. What are the eligibility criteria for offender participation in your program(s)?

10. Are there any restrictions for participation in your program(s) based on offender criminal offense or criminal histories?

11. If applicable, how are victims invited to participate in the restorative justice program(s)?

12. If applicable, how do you include community members in the restorative justice program(s)?

13. What types of data do you collect about your restorative justice program(s) and its participants? (demographic data, outcome data, etc.)

14. How many staff members are involved with the restorative justice program(s)?

15. How many community volunteers are involved with the restorative justice program(s)?

16. What initial and ongoing training is offered to staff and volunteers participating in restorative justice program(s)?

17. Any additional information about your restorative justice program(s)?

Appendix B: Inventory of Illinois restorative justice programs

The following list provides an inventory of organizations using restorative justice practices with youth in Illinois. The inventory is based on self-reported information individuals from these organizations filled out in the web-based survey. ICJIA is not endorsing these as models of restorative justice programming, merely listing them as they were reported in the survey. This was a voluntary survey filled out by individuals and is by no means an exhaustive list of restorative justice practices being used with youth in Illinois.

Aayd Center
1321 S. Claremont Ave.
Chicago, IL 60608
Area(s) served: Cook
Contact person: Pat

Arlington Heights Police Department
Juvenile Detectives
200 E. Sigwalt St.
Arlington Heights, IL 60005
www.VAH.com
Program type: Peer Jury, OMNI youth services
Area(s) served: Cook
Contact person: Alan Baumgartner, S. Ward
Referral type(s): Police
Program description: Community Service, restitution, anger management resolution

Aurora Police Department
Investigations Division
1200 E. Indian Trail Rd.
Aurora, IL 60502
www.aurora-il.org
Program type: Peer Jury, Y.E.S. program
Area(s) served: Kane, Kendall, DuPage, Will
Contact person: Joseph Accardi
Referral type(s): Police
Program description: Counseling, restitution, apology letters, community service

Aurora Youth and Senior Services
Youth Court/Peer Jury
44 E. Downer Pl.
Aurora, IL 60502
www.aurora-il.org (click on Community Services)
Program type: Youth Court/Peer Jury
Area(s) served: Kane, DuPage, Kendall, Will
Contact person: Ken Maurice
Referral type(s): Police

Program description: Through the peer jury, youth may be assigned to behavior education, character education, Individual-Social-Life Development, victim and community impact statements, and community service.

Bannockburn Police Department
2275 Telegraph Rd.
Bannockburn, IL 60015
www.villageofbannockburn.org
Program type: Community Policing, involvement with the school district, work with parents in the community through our DARE program.
Area(s) served: Lake
Contact person: Ronald Price
Referral type(s): Police
Program description: Community Service, Restitution, Resolution

Batavia Police Department
Youth Services Division
100 N. Island Ave.
Batavia, IL 60510
www.cityofbatavia.net/Content/templates/?a=569
Program type: Informal Station Adjustments, Formal Station Adjustments
Area(s) served: Kane
Contact person: Gary LaBarbera
Referral type(s): Police
Program description: We include juvenile diversion programs, restitution, and letters of apology in the requirements for the station adjustments.

Bloomingdale Police Department
Detective Division
201 S. Bloomingdale Rd.
Bloomingdale, IL 60108
www.villageofbloomingdale.org
Program type: Peer Jury/Youth Court
Area(s) served: DuPage
Contact person: Thomas Burns
Referral type(s): Police
Program description: Community Service

BUILD, Inc.
Prevention/Intervention - Leadership Development
1223 N. Milwaukee Ave.
Forest Park, IL 60130
www.buildchicago.org
Program type: Talking circles, Healing Circles, Collective decision,
Area(s) served: Cook
Contact person: Guillermo Gutierrez
Referral type(s): Police, Probation, Schools
Program description: Through an Asset Based approach, youth involved in the street culture of gangs and violence are targeted. They are provided with time, space, and opportunities of a prevention or intervention specialist. We build relationships allowing us to work with them

individually and as a group. This allows the specialist to engage youth in reflection and provide leadership opportunities. By modeling our core values, we promote respect, open and honest communication, trust, teamwork, and diversity. Staff work with youth in circles to reflect on what they have done and what they can learn from it. We than give them a space to share the accomplishment of overcoming that act and turning it into a positive tool for themselves in moving forward. Some of the same practices are applied to those altercations with fights and/or arguments that involve more than 2 people who want to resolve an act of violence.

Carol Stream Police Department
Social Service Unit
500 N. Gary Ave.
Carol Stream, IL 60188
www.carolstream.org
Program type: Station Adjustment, Fire Setters Program, Stop Teen Alcohol Abuse Together (STAAT), Victim Advocacy
Area(s) served: DuPage
Contact person: Eileen Molloy
Referral type(s): Police, Community
Program description: Court diverted youth are engaged in counseling, skills training, and assessed for participation in victim offender conferencing. If appropriate, the offending youth and the victim (or a stand-in) are prepared in separate sessions for the conference. Community stakeholders and victim/offender supporters are invited to attend and participate in preparation activities. When ready, the conference is convened, an action plan developed, and decisions made about follow-up activities. The social service unit supervises fulfillment of the action plan and keeps participants advised of developments.

Champaign County Regional Planning Commission
Court Diversion Services
1776 E. Washington St.
Urbana, IL 61802
www.ccrpc.org
Program type: Peer Court, Victim/Offender mediation, Youth No Limits, Parenting with Love and limits (CCMH)
Area(s) served: Champaign
Contact person: Patricia Henry
Referral type(s): Police, Self-referral, Prosecutor
Program description: Our program incorporates community service, competency development, essays, letters of apology, victim impact panels, goal oriented mentoring, group and family therapy, parenting skill building, and online evidence based classes.

Chapin Police Department
510 Everett St.
Jacksonville, IL 62650
www.villageofchapin.com
Program type: Community Service program
Area(s) served: The Village of Chapin
Contact person: Martin Coad

Chicago Area Project
Program Development
55 E. Jackson Blvd.
Glendale Heights, IL 60139
www.chicagoareaproject.org
Program type: Peer Juries, Peace Making Circles, Family Group Conferencing
Area(s) served: Cook, DuPage and Will
Contact person: Edith L. Crigler
Referral type(s): Police, Probation, Community
Program description: This program incorporates conflict resolution, community service, competency development, capacity and community building, and restitution.

Chicago Heights Police Department
Detectives/Saturday Sanctions Accountability Program
1601 S. Halsted St.
Chicago Heights, IL 60411
www.chicagoheights.net/www/dept/police/policedepartment.php
Program type: Saturday Sanctions Accountability Program, Mediation
Area(s) served: Cook
Contact person: Bishop Ronnie White
Referral type(s): Police, Courts
Program description: Some of the activities include, but are not limited to, washing the police vehicle fleet, cleaning our lockup facility, collecting rubbish throughout city neighborhoods, working with the neighborhood watch groups, the Chicago Heights Beautification Committee, raking leaves and shoveling snow for senior citizens, working with our city aldermen on projects in their wards, and other tasks as requested. Participants learn the importance of taking responsibility for their actions/decision; recognize the impact of their actions/decisions on the victims of their crimes and the importance of giving back to the community through their experiences.

Chicago Police Department, OMA
3510 S. Michigan Ave.
Chicago, IL 60653
www.cityofchicago.org/city/en/depts/cpd.html
Area(s) served: Cook
Contact person: Mary Alice

Chicago Police Department
Research and Development Division, Grants Unit
3510 S. Michigan Ave.
Chicago, IL 60653
www.chicagopolice.org
Program type: Restorative community service
Area(s) served: Cook
Contact person: Larry Sachs

Chicago Public Schools, Manley Career Academy
Culture of Calm
2935 W. Polk St.
Chicago, IL 60612
www.manleyhighschool.org
Program type: Peace Circles, Peer Jury, Re-entry Circles, Circles of Support, Teacher/Student Conference, Problem-solving Conversations
Area(s) served: Cook
Contact person: Brian Collier
Referral type(s): Schools
Program description: Capacity building, Competency development, Mediation, Dispute resolution, Conflict transformation, Restitution

Chicago Public Schools, Peer Jury/Washington High School
3535 E. 114th St.
Chicago, IL 60617
www.cps.edu/Schools/Pages/school.aspx?unit=1630
Area(s) served: Cook
Contact person: Henrietta Whitaker
Referral type(s): Schools
Program description: Students meet with their peers to solve a dispute. Using a round table to discuss what happened they identify the problem caused and discuss how the situations may have caused harm to another person. Youth are asked to write a letter of apology to the person they harmed. The victim will then write a letter accepting the apology.

Children's Home Association of Illinois
Youth Services
2130 N. Knoxville Ave.
Peoria, IL 61603
www.chail.org
Program type: Peacemaking Circles, Peer Jury, Conferencing
Area(s) served: Peoria County
Contact person: Lori Brown
Referral type(s): Police, Schools
Program description: The programs include capacity building, competency development, restoration, dispute resolution, community service, community safety, accountability, communication, peacemaking circles.

Clarendon Hills Police Department Peer Jury
448 Park Ave.
Claredon Hills, IL 60514
www.clarendonhills.us/Police.cfm
Program type: Peer Jury
Area(s) served: DuPage
Contact person: Officer Rick Talerico
Referral type(s): Police
Program description: The program provides opportunities for community service, mentoring, restitution, anger management classes, club/extra curricular activities.

Clay County Sheriff's Department Patrol
300 Broadway St.
Louisville, IL 62858
http://claycountyillinois.org/
Program type: Diversion
Area(s) served: Clay
Contact person: Andy Myers
Referral type(s): Police, Prosecutor

Clinton County Sheriff's Department
810 Franklin St.
Carlyle, IL 62231
www.clintoncountysheriff.com
Area(s) served: Clinton
Contact person: Thomas Ellis

Community ACCESS
Community Restorative Boards (CRBs)
141 S. Main St.
Decatur, IL 62523
www.dhs.state.il.us/page.aspx?item=48166
Program type: Home interventionists to work with the offenders and families. Contracted with a behavioral center to assist with drug abusers/mental health issues. Provide volunteers from the community to work with offenders/families on restorative justice.
Area(s) served: Macon
Contact person: Dr. Jeanelle Norman
Referral type(s): Police, Courts
Program description: Community volunteers help offenders to understand the harm that has been done to the community through community restorative boards. Activities include goal setting, taking responsibility for the crime, and doing activities that will repair the harm.

Community Elements, Inc.
Residential Services
1801 Fox Dr.
Champaign, IL 61820
www.communityelements.org
Area(s) served: Champaign
Contact person: Lisa Benson

Community Justice for Youth Institute
10 W. 35th St., 9th floor
Chicago, IL 60616
www.cjyi.org
Area(s) served: Cook
Contact person: Robin Perkins

Countryside Police Department
Youth Division
5550 East Ave.
Countryside, IL 60525
www.countryside-il.org
Program type: The Retail Theft and Misdemeanor diversion program.
Area(s) served: Cook
Contact person: Sgt. Anthony Boyd
Referral type(s): Police
Program description: Retail theft and misdemeanor program only.

Darien Police Department
1710 Plainfield Rd.
Darien, IL 60561
www.darien.il.us/Departments/Police/Overview.html
Program type: Multi-Jurisdictional Peer Jury
Area(s) served: DuPage
Contact person: Michael Campo
Referral type(s): Police
Program description: The peer jury program uses community service and sometimes restitution.

DuPage County Department of Probation & Court Services
Juvenile Division
503 N. County Farm Rd.
Wheaton, IL 60187
www.co.dupage.il.us/probation/
Area(s) served: DuPage
Contact person: Daniel Smith

Effingham County Circuit Clerk
Circuit Clerk
120 W. Jefferson Ave., Suite 101
Effingham, IL 62401
www.co.effingham.il.us/circuitclerk.html
Area(s) served: Effingham
Program description: Restitution is collected in the Circuit Clerks Office. We are the office that both victims and offender comes to with questions.

Eleventh Judicial Circuit
Circuit Court of Illinois
104 W. Front St.
Bloomington, IL 61701
www.state.il.us/court/circuitcourt/circuitmap/11th.asp
Area(s) served: McLean, Ford, Logan, Woodford and Livingston

Elmhurst Police Department
Juvenile Detective/SRO
125 E. First St.
Elmhurst, IL 60126
www.elmhurst.org/index.aspx?nid=301
Program type: Peer Jury, Station Adjustments, Community Service
Area(s) served: DuPage
Contact person: Len Kolpak
Referral type(s): Police
Program description: The programs include mediation in the schools, restitution, community service with in the community, Peer Jury, social services with drug arrest or alcohol arrest, court ordered or police ordered alcohol program (alive at 25).

Evanston Police Department
Youth Services Bureau, Restorative Justice Program
54 Elmwood Ave.
Evanston, IL 60201
www.cityofevanston.org, restorativejusticeevanston.com
Program type: Family Group Conferences, Victim-Offender Mediations and Peacemaking Circles, Community Accountability Boards (CAB),
Area(s) served: Cook
Contact person: Arica Barton
Referral type(s): Police, Schools, Community, Courts, Probation
Program description: Restorative Justice Circles contain written contract and agreement regarding reparation of harm. While every contract is different and created independently by each circle, most agreements contain one or more of the following "activities": Family Counseling, Individual Counseling, Anger Management Groups, Outreach, Drug Treatment, Psychiatric Evaluations, Community Service (more than 30 sites), Mentoring, Job Coaching, and a host of other relevant competency development type of activities.

First Probation District
First Probation District, Second Judicial Circuit of Illinois
307 E. Cherry St., P.O. Box 566
Carmi, IL 62821
www.state.il.us/court/circuitcourt/circuitmap/1st.asp,
www.state.il.us/court/circuitcourt/circuitmap/2nd.asp
Program type: Mediation
Area(s) served: Crawford, Lawrence, Wabash, White Counties, Illinois
Contact person: Sarah E. Wiser
Program description: We offer mediation if requested by State's Attorney's Office, community service is available if ordered by the court, restitution is always ordered if it applies in the case.

Heritage Behavioral Health Center
Addictions and Criminal Justice Division, Participating Agency Macon County Juvenile Redeploy
151 N. Main St., PO Box 710
Decatur, IL 62523
www. heritagenet.org
Area(s) served: Macon
Contact person: Bruce Angleman

Hickory Hills Police Department
Patrol
8800 W. 87th St.
Hickory Hills, IL 60457
www.hickoryhillspd.us
Area(s) served: Cook
Contact person: Dave Wetherald

Hinsdale Police Department
Detective Division
121 Symonds Dr.
Hinsdale, IL 60521
www.villageofhinsdale.org/pd/default.php
Program type: Peer Jury, STAAT - Stop Teen Alcohol Abuse Together - Court Diversion
Area(s) served: DuPage, Cook
Contact person: Mark Keller
Referral type(s): Police
Program description: Community Service, Individual Counseling, Restitution, Anger Management Classes

Homewood Police Department
Criminal Investigations Unit/Homewood Flossmoor Peer Jury Program
17950 Dixie Hwy.
Homewood, IL 60430
www.homesweethomewood.com
Program type: Victim/offender conferencing
Area(s) served: Cook
Contact person: Curt Wiest
Program description: This program includes peace circle building,apology letter writing workshop, community service, and referrals to counseling.

Homewood Police Department
Homewood Flossmoor Peer Jury Program
17950 Dixie Hwy.
Homewood Flossmoor Peer Jury Program
Homewood, IL 60430
http://sites.google.com/site/homewoodflossmoorpeerjury/
Program type: Peer Jury
Area(s) served: Cook
Contact person: Mary Therese Fazzini
Referral type(s): Police
Program description: The program uses competency development, capacity building, community service, mediation if appropriate, dispute resolution, peacemaking circles, victim awareness workshops and assist referred teens in preparation of apology letters.

Illinois BARJ Project
214 S. Market St., PO Box 87
Paxton, IL 60957
www.ibarj.org
Program type: Leadership, education and support
Area(s) served: Statewide
Contact person: Sally Wolf
Referral type(s): Self- referrals
Program description: IBARJI offers community organizing and capacity building training, technical assistance, and networking and communication throughout the state. IBARJI acts as a clearinghouse for restorative justice activities occurring in Illinois.

Illinois Department of Employment Securities
Employment Services
1010 Dixie Hwy.
Park Forest, IL 60466
www.ides.state.il.us/
Area(s) served: Cook
Contact person: Cornell Hudson

Illinois State Police D-16
Patrol
16450 W. State Rd.
Pecatonica, IL 61063
www.isp.state.il.us
Program type: Station Adjustments
Area(s) served: Boone, Winnebago, Stephenson, Jo Daviess
Contact person: Lisa Ditzler
Referral type(s): Police, Courts
Program description: Station adjustments include restorative justice practices such as community service, restitution, and tutoring with schools.

Jane Addams Juvenile Court Foundation
1603 Orrington Ave., Suite 200
Evanston, IL 60201
www.janeaddamsfdn.org
Area(s) served: Cook

Kids Off The Block
KOB Afterschool Programs
11627 S. Michigan Ave.
Chicago, IL 60643
www.kidsofftheblock.bbnow.org
Program type: Community Service, Peace Circles, Conflict Resolution
Area(s) served: Cook
Contact person: Diane Latiker
Referral type(s): Police, Schools, Family
Program description: Conflict Resolution consists of intervention between the parties. When we learn of the conflict, we bring the parties together which can include victims, perpetrators, parents, and sometimes volunteers. Participants talk about what led up to the conflict, how to

stop it, and what the next steps are. Peace Circles: youth are placed in a circle, they are then singled out to talk about their personal issues, and how they can be helped to deal with them. Other youth in the circle are then asked what they like and dislike about the one inside the circle. This is our prevention method. Community Service: youth are required to clean up their blocks or blocks of others in regard to staying involved with their community. We do this at least 5 times a year to build relationships with people on their blocks.

Knox County Teen Court
55 W. Tompkins St., P.O. Box 1387
Galesburg, IL 61402
http://library.thinkquest.org/2640/
Program type: Victim Impact Statements, Community Service
Area(s) served: Knox County
Contact person: Paula Johnson
Referral type(s): Police
Program description: The program includes victim impact statements, decision making/peer pressure workshops, anger management, substance abuse workshops & treatment, restitution, community activities, and community service

LaGrange Police Department
Investigations
304 W. Burlington Ave.
LaGrange, IL 60525
www.villageoflagrange.com
Program type: Station Adjustments.
Area(s) served: Cook
Contact person: Patrick Fulla
Referral type(s): Police
Program description: The LaGrange Police Department works closely with the Community Extension Project and the Worth Township Youth Services Bureau. In working with CEP, we ensure a true community service program where the offenders are working with the community but also the community is working with them in developing a relationship. There is a high incident rate where offenders maintain a relationship with CEP even after their community service is completed. WTYSB provides an opportunity for this Department to have access to mediation, dispute resolution and restitution. Whenever WYTSB disposes of a matter on behalf of this Department, the ideals and goals are taken into consideration.

Lake in the Hills Police Department
Social Services
115 Crystal Lake Rd.
Lake in the Hills, IL 60156
www.lith.org
Program type: Station Adjustments, Peer Jury
Area(s) served: McHenry
Contact person: Susan Blechschmidt
Referral type(s): Police
Program description: The station adjustments include mediation, community service, and restitution. The peer jury program is for first offenders.

Lake Villa Police
65 Cedar Ave.
Lake Villa, IL 60046
www.lake-villapd.com
Program type: Teen Court
Area(s) served: Lake
Contact person: Ronald J Roth
Referral type(s): Police
Program description: The teen court provides an opportunity for community service.

Lawrence Hall Youth Services
BARJ Program
4833 N. Francisco Ave.
Chicago, IL 60657
www.lawrencehall.org
Program type: Peer Jury, Peace Circles, Mediation, Youth Advisory Committee
Area(s) served: Cook
Contact person: Julia Strehlow
Referral type(s): Police
Program description: The BARJ program includes competency development, empathy building, social skill development, community building, and some community service.

Lee County Probation
Restorative Justice Officer
309 S. Galena Ave., Suite 400
Dixon, IL 61021
www.judici.com/courts/index.jsp?court=IL052025J
Area(s) served: Lee County
Contact person: Mary M. Huffman

LSSI Nachusa Lutheran Home
ATD / Choices
1261 IL Rt. 38
Nachusa, IL 61057
www.LSSI.org
Area(s) served: Lee, Whiteside, LaSalle, Bureau, Grundy, McHenry, Kane, Cook, Peoria, Carroll, Ogle, Boone, Rock Island, Stephenson, Kankakee, Kendall, Lake, DuPage, and others
Contact person: Stephanie Pleskovitch
Referral type(s): Probation, Schools
Program description: We provide group counseling, individual counseling, and family counseling. We address issues including anger management, coping skills, effective communication, skill building, conflict resolution, decision making skills, honesty, responsibility, and others. Clients also complete community service.

McHenry County Department of Probation & Court Services
2200 N. Seminary Ave.,
Woodstock, IL 60098
www.mchenry.il.us

Program type: Victim/Offender conferencing, victim empathy exercises and educational sessions, restorative community service, restitution investigations, restitution collection and reimbursement.
Area(s) served: McHenry
Contact person: Phil Dailing
Program description: Identified victims are always contacted and offered an opportunity to submit restitution claims and offer opinions about the outcome of the case. Offender's level of victim empathy is assessed and addressed. Special restorative community service projects are held through the year.

McLean County Court Services
Juvenile Court Services
104 W. Front St., Room 700
Bloomington, IL 61701
www.mcleancountyil.gov/courtservices/Juvenile_Court_Services.htm
Area(s) served: McLean
Contact person: Lori McCormick

Macon County Probation & Court Services
Community ACCESS Restorative Boards (Juvenile Redeploy IL)
141 S. Main St.
Decatur, IL 62523
www.co.macon.il.us/probation.php
Program type: Community Restorative Boards, Restorative Community Service
Area(s) served: Macon
Contact person: Lori Long
Referral type(s): Service Agency
Program description: Community Restorative Boards utilize a "circle" process with the offender, his/her family member/support person, community members, and victims, which was modeled after peace-keeping circles. CRBs focus on helping the offender to identify and take responsibility for the harm their actions caused, and help him/her develop a plan to heal the harm. CRBs give victims and the community a voice in the process, which often leads to "contracts" between the offender and others by which to repair the harm (ex. apology, performing comm. service for victim's choice of charity, restitution, etc.) and/or to improve relationships between family members (ex. planning positive family activities together, tackling a household project together, etc.), among other things. CRBs foster dispute resolution and seek to help the offender (and sometimes family) build capacities to make connections between thoughts & actions, and make better choices in the future. Restorative Community Service seeks to help offenders make a connection between their crime/behavior & the harm it caused, and how they can try to begin to repair the harm to the community. Local not-for-profit organizations participate as community service sites. Probation staff & agency staff include an informational presentation & dialogue with offenders who will be performing community service at a particular site before performing the work. The presentation & dialogue is aimed at helping offenders understand how the work they are completing benefits the community, the agency, the agency's clients, and the offenders themselves.

Macon County Teen Court
253 E. Wood St.
Decatur, IL 62523
www.maconcojjc.org
Program type: Restitution, victim services, community service, focus on the youthful offender and his/her schooling, attendance, needed support services, attributes of the offender, competency building
Area(s) served: Macon
Contact person: David Kidd
Referral type(s): Police
Program description: Mentoring with youth to youth community service, apologies to victim, family, restitution, evidence based curriculum

Marquette Heights
Police Department
715 Lincoln Rd.
Pekin, IL 61554
www.cityofmarquetteheights.com/police.html
Program type: Community service
Area(s) served: Tazewell
Contact person: Roger D. Pentecost
Program description: This program incorporates community service and restitution to victims.

Moline Police Department
Juvenile Investigations
1640 6th Ave.
Cedar Rapids, IA 52403
www.moline.il.us
Area(s) served: Rock Island
Contact person: Michael Hutton

Mount Sterling Police Department
145 W. Main St.
Mount Sterling, IL 62353
www.usacops.com/il/p62353/index.html
Area(s) served: Brown
Contact person: Bill Wilson

Naperville Police Department
School Resource Officer
1350 Aurora Ave.
Naperville, IL 60540
www.naperville.il.us/dynamic_content.aspx?id=341
Program type: Just Chill - Cognitive based programming for small groups, Teen Jury - case evaluations and actions are RJ based - Accountability, Public Safety Mentoring offenders - competency development
Area(s) served: DuPage Will
Contact person: Brendan Moehring
Referral type(s): Police

Program description: Meeting with victims, offenders and community to meet all needs. We do not offer face to face meetings but we attempt to resolve and restore. We use community service and restitution in terms of disposition.

Natural Area Volunteers of McHenry County
531 Blackhawk Dr.
Lake in the Hills, IL 60156
www.mcdef.org/natural_resources.htm
Program type: Community service in nature preserves.
Area(s) served: McHenry, Kane, Boone, Cook
Contact person: Alan & Barbara Wilson
Referral type(s): Courts

New Athens Police Department
Law Enforcement
905 Spotsylvania St.
Hecker, IL 62248
www.newathens.us
Program type: Community Service
Area(s) served: St. Clair
Contact person: Tim Buehler
Referral type(s): Police
Program description: Restitution

New Trier Township
Peer Jury Program
739 Elm St.
Winnetka, IL 60093
www.newtriertownship.com
Program type: Peer Jury
Area(s) served: Cook - Villages of Kenilworth, Winnetka, Wilmette, Glencoe and Northfield
Contact person: Brian Leverenz
Referral type(s): Police
Program description: Capacity Building, Competency Development, community service, Counseling, Victim Impact Statement where appropriate.

Nicasa
Peer Justice Program
3016 Grand Ave.
Waukegan, IL 60085
www.nicasa.org
Program type: Teen Courts
Area(s) served: Lake
Contact person: Candace C. Fujii
Referral type(s): Police
Program description: Teen courts incorporate the following practices, victim impact statements, competency development via TRACK (decision making) Classes, Anger Management Classes, Youth Assessments (for drug and alcohol use), Drug and Alcohol Education Classes, Parenting Classes Community Service Restitution.

Ninth Judicial Circuit Court Services Department
Court Services Department
1319 E. Fifth St.
Galesburg, IL 61401
www.9thjudicial.org
Area(s) served: Fulton, Hancock, Henderson, Knox, McDonough, Warren
Contact person: Peggy Tuszynski

Nineteenth Judicial Circuit
Juvenile Probation and Detention Services
24647 N. Milwaukee Ave.
Waukegan, IL 60085
www.19thcircuitcourt.state.il.us
Program type: Public Service, Victim Assistance, Positive Community Take Over Group (PCTO), Pre-Employment Job Placement Program, Early Service Program (ESP), Victim Offender Mediation, FACE-IT Residential Treatment Program, Jr's Challenge Program, COG Groups, Probation Orientation group
Area(s) served: Lake
Contact person: Robert J. Cesar
Program description: All victims are contacted to determine loss caused by delinquency. Victims provided with opportunity to write a impact statement or present facts to the court in person. Victims are educated on services available in the community. Victims are offered the opportunity to participate in a face-to-face apology from the offender throught the victim offender mediation program. PCTO group incorporates youth and families with organizations of the community including law enforcement, schools, social service organizations, and community members to address delinquency and recidivism through capacity and competency development. Develop employment skills with youth and provide youth with job placement opportunities. Diversion theraputic services provided to youth and families including victim restitution to prevent formal court involvement (ESP) and Victim Offender Mediation for diversion population. Letter of Apology to Victim. FACE-IT residential program provides high-risk offenders an opportunity to develop competencies and strengthen family systems in an effort to resolve delinquent behavior and return to community. Jr's Challenge program offers experiential learning to develop competencies with regard to their delinquent behavior. COG groups provided by agency staff for court related cases. Probation Orientation provides youth and families general information as to expectations for themselves and agency during the period of probation.

Number Il. District Office-Lutheran Church Mo. Synod
Lutheran Prison Chaplaincy
Stateville C.C./P.O.. Box 112
Joliet, IL 60435
www.voiceofhope.us
Area(s) served: Will
Contact person: Lori Wilbert

Oakbrook Terrace
Police Department
17W275 Butterfield Rd.
Oakbrook Terrace, IL 60181
www.oakbrookterrace.com
Area(s) served: DuPage
Contact person: Wayne Holakovsky

Ogle County Probation Department
Focus House/Adjudicated Youth Residential Shelter Care
3279 IL Rt. 251
Rockford, IL 61101
www.focushouse.net
Area(s) served: Ogle, McHenry, Winnebago, Boone, Bureau
Contact person: Elizabeth Racket

Ogle County Probation
Ogle County Juvenile Justice Council
106 S. 5th St., Suite 100
Oregon, IL 61061
www.oglejjc.org
Program type: Victim Offender Conferencing, Community Impact Panel or Peace Circles, Letters of Apology, Restitution, Community Service, Accountability Diversion Contracts, Informal Monitoring, Circles, Alternative to Suspension, Alternative to Detention(Reporting Center), Thinking 4 a Change, Expungement Program, Court Involved GED Programming, Focus House, Online Diversion Education for first time theft, drug and alcohol offenses, in addition we have worksheet and assignments that help with processing and understanding impact.
Area(s) served: Ogle
Contact person: Sherri Egan
Referral type(s): Police, Schools, Prosecutor
Program description: The programs incorporate capacity building, competency development, community service, mediation, restitution, dispute resolution, accountability, cognitive therapy, and alternative education.

Ogle County Probation
Focus House
3279 Hwy. 251
Rochelle, IL 61068
www.focushouse.net
Program type: Victim Impact panels, Victim-Offender Conferences, Circles, Community Service Work
Area(s) served: Ogle, Winnebago, Boone, DeKalb, Kendall, McHenry, DuPage, Bureau, Stephenson, Whiteside
Contact person: Mike Dale
Referral type(s): Probation
Program description: Capacity building, competency development, community service, mediation, dispute resolution, and restitution are all part of the daily expectations for youth at Focus House.

Ottawa Police Department
City of Ottawa Peer Jury Program
301 W. LaFayette St.
Ottawa, IL 61350
www.ottawapoliceandfire.com/police/peerjury.htm
Program type: Peer Jury Program, Station Adjustments
Area(s) served: LaSalle
Contact person: Sgt. Robert Anderson
Program description: The program provides for community service, apology letters, restitution and impact classes.

Palatine Police Department
Juvenile
200 E. Wood St.
Paletine, IL 60067
www.palatine.il.us
Program type: Peer Jury
Area(s) served: Cook
Contact person: Ofc. Julieann Ferraro
Program description: Community Service, restitution, counseling - dealing with different subjects to help offender handle the situation better the next time.

Peoria Park District Police
2218 N. Prospect Rd.
Peoria, IL 61603
www.peoriaparks.org/park-police
Area(s) served: Peoria

Peoria Police Department
Criminal Investigation Divisions / Juvenile / Community Peace Conference
600 SW Adams St.
Peoria, IL 61604
www.ci.peoria.il.us/policedepartment
Program type: Community peace Conferencing (CPC)
Area(s) served: City of Peoria
Contact person: Sgt Shawn Wetzel
Referral type(s): Police
Program description: Peoria Police Department determines which criminal cases are qualified to be referred to Community Peace Conferencing (CPC) and individual police detectives are offered the opportunity to participate/volunteer with the case being referred to the CPC program.

Peru Police Department
Illinois Valley Peer Jury Program
1503 4th St.
Peru, IL 61354
www.peru.il.us
Program type: Peer Jury
Area(s) served: LaSalle, Bureau
Contact person: Officer Mark Credi
Referral type(s): Police, Probation

Program description: Peer Jury is an alternative form of prosecution for the first time juvenile offender. We utilize community service, restitution, apologies, etc. all in an effort to make the victim whole, and make the offender understand his/her actions.

Rantoul Police Department
School Resource Officer
109 E. Grove St.
Gibson City, IL 60936
www.village.rantoul.il.us/publicsafety/police/index.html
Program type: Peer Jury, informal and formal station adjustments, community advocate
Area(s) served: Champaign
Contact person: Kevin Kaiser
Referral type(s): Police
Program description: The programs incorporate mediation, community service, restitution, drug and alcohol assessments, and social service assessments.

Regional Office of Education #3 for Bond, Fayette, & Effingham Cos.
ROE 3 - Alternative Education Programs
300 S. 7th St.
Wadsworth, IL 60083
www.fayette.k12.il.us
Area(s) served: Bond, Fayette, Effingham
Contact person: Julie Wollerman

Regional Office of Education #3
Truancy
300 S. 7th St.
Vandalia, IL 62471
www.fayette.k12.il.us
Area(s) served: Bond, Fayette & Effingham
Contact person: Julie Morell

Regional Planning Commission/Champaign Co Court Diversion Services Juvenile Justice-Peer Court
Court Diversion Services Juvenile Justice - Peer Court
1776 E. Washington St.
Urbana, IL 62801
www.ccrpc.org/socialservices/cds.php
Program type: Community Service(s), restitution, subject matter essays, mental health, parenting with love and limits, mentoring programs, Big Brother and Big Sisters, and letters of apologies.
Area(s) served: Champaign
Contact person: Hattie LeNoir-Price
Referral type(s): Police, Probation, Schools, Prosecutor
Program description: The types of activities offered through our program include mediation, restitution, community service, dispute resolution and mentoring programs.

Restorative Justice Evanston
2608 Noyes St.
Evanston, IL 60201
www.restorativejusticeevanston.com
Area(s) served: Evanston, Cook County, IL
Contact person: Susan Trieschmann
Referral type(s): Police, Probation, Community, Schools
Program description: This program includes capacity building, competency development, community service with mentoring aspect, mediation dispute resolution, restitutions, teaching peaceful dialogue, developing listening skills, developing tolerance, assisting in resources.

Rockton Police Department
School Resource Officer
110 E. Main St.
Rockton, IL 61072
www.rocktonpolice.org/
Area(s) served: Winnebago
Contact person: Penny Cure

Sangamon County Court Services
Juvenile and Program Services
200 S. 9th St., Room 308
Springfield, IL 62701
www.co.sangamon.il.us/court/probation/default.asp
Program type: Mediation, restitution, community service, COG Groups
Area(s) served: Sangamon
Contact person: Jean E. Zang
Referral type(s): Probation

Schaumburg Police Department
101 Schaumburg Ct.
Schaumburg, IL 60193
www.villageofschaumburg.com or www.ci.schaumburg.il.us
Area(s) served: Cook and DuPage
Contact person: Paul Rizzo
Second Judicial Circuit Probation and Court Services Department- Second Division
Probation Department
911 Casey Ave.
Mount Vernon, IL 62864
www.illinoissecondcircuit.info/probation_services.html
Program type: Victim/Offender Mediation
Area(s) served: Jefferson, Wayne, Richland, Edwards
Contact person: Darla Fitzjerrells

South Suburban Disproportionate Minority Confinement/Contact Forum on Youth Foundation DMC
16333 S. Kilbourn St., Ste 5790
Oak Forest, IL 60452
www.ssdmcfoundation.org
Area(s) served: South Suburban Cook County
Contact person: Angela Greene

Thresholds
Young Adult Program
4101 N. Ravenswood Ave.
Chicago, IL 60613
www.thresholds.org/find-services/family-and-youth
Contact person: Shuntaunia Mahome
Program description: This program is responsible for assisting ex-offenders in finding employment, alcohol and drug rehabilitation program for youth and adults, and working with the community group and peers.

Tinley Park Police Department
Investigations
7850 W. 183rd St.
Tinley Park, IL 60805
www.tinleyparkpolice.org
Program type: Peer Jury Program, Misd Diversion Program, Bremen Youth Service Programs
Area(s) served: Cook/Will
Contact person: Raymond Violetto
Referral type(s): Police
Program description: Services offered included capacity building, competency development, community service, mediation, dispute resolution, restitution, and parent involvement with juvenile offender along with police officer involvement.

Wabash Community Unit School District #348
Safe Schools/Healthy Students
201 Pear St.
Allendale, IL 62410
www.d348.wabash.k12.il.us
Program type: Peer Juries, afterschool diversion program and "Thinking for a Change"
Area(s) served: Wabash
Contact person: Priss Parmenter
Referral type(s): Courts, Schools
Program description: These programs incorporate competency development and community service. We are beginning to integrate restorative justice practices into PBIS (positive behavioral intervention services) in our schools.

Wauconda Police Department
Patrol
311 S. Main St.
Wauconda, IL 60084
www.waucondapolice.com
Program type: Teen Court, victim/offender mediation program

Area(s) served: Lake
Contact person: Anthony Jacobson
Referral type(s): Schools
Program description: These programs incorporate community service, restitution, anger management counseling, and decision making classes.

Western Springs Police Department
Patrol Sergeant, Peer Jury Coordinator
740 Hillgrove Ave.
Western Springs, IL 60558
www.wsprings.com/departments/lawenforcement.asp
Program type: Peer Jury
Area(s) served: Cook
Contact person: John Piest
Referral type(s): Police
Program description: Community Service within the surrounding communities, assigned by volunteer coordinators who also oversee the hearings. Restitution when agreed upon by both parties.

Will County Court Services
Juvenile Probation
3206 W. McDonough St.
Joliet, IL 60544
www.willcountyillinois.com
Program type: restitution, apology letters, counseling services for offenders and parents.
Area(s) served: Will
Contact person: Robert Hesch
Program description: Juvenile probation incorporates competency development, community service, mediation, dispute resolution, and restitution into the services offered to offenders.

Winnebago County Court Services
Juvenile Probation
420 W. State St.
Rockford, IL 61101
www.winnebagocountyillinois.com/
Area(s) served: Winnebago
Contact person: Char Hearn

Woodford County Sheriff's Office
Administration
111 E. Court St.
Eureka, IL 60134
http://home.mchsi.com/~wcsheriff/index.html
Area(s) served: Woodford
Contact person: Matthew Smith

Woodridge Police Department
DARE/Crime Prevention
1 Plaza Dr.
Woodridge, IL 60517

www.vil.woodridge.il.us/departments/police.aspx
Program type: We offer a diversion program called Turning Point, restitution, and Victim/Offender conferences
Area(s) served: DuPage, Will, Cook
Contact person: Jeff Bean
Referral type(s): Police, Probation
Program description: Community service is used via DuPage County or a diversion program, restitution is a main focus, and we use the Victim/Offender conferences when needed.

YWCA of Metropolitan Chicago, Patterson & McDaniel Family Center
Prevention Department
55 E. North Ave.
Glendale Heights, IL 60139
www.ywcachicago.org
Area(s) served: DuPage
Contact person: Laurie Flanagan

Appendix C: Restorative justice scale reliability and validity

The scale created for this report was intended to measure the extent to which components of restorative justice are being used by organizations and institutions responding to youth misconduct. The development of any scale should include initial investigations into its validity and reliability and the results are presented in this section. Chronbach's alpha, a coefficient of reliability, was used to measure the internal consistency of the survey instrument. Factor analysis and polychoric correlations were used as a preliminary measure of the instrument's validity.

Survey instrument reliability

Reliability refers to the degree to which the results of a survey instrument are consistent or replicable. The three main types of reliability include test-retest reliability, alternate-form reliability, and internal-consistency (Rosenthal & Rosnow, 2008).

Internal-consistency reliability measures, sometimes called the reliability of components, refer to how well items of survey instrument are related together or how similar responses are to a group of questions. Chronbach's alphas, a measure of internal consistency, were used to analyze the reliability of the survey instrument's scale and subscales. These scores can range, theoretically, from 0 to 1, with coefficients closer to one indicating higher reliability. Most consider a coefficient of 0.7 to be acceptable reliability, and those of 0.8 or higher to be good reliability.

Survey instrument validity

Validity refers to how well a survey instrument measures what it was designed to measure. There are multiple types of validity such as content validity, criterion validity, and construct validity (Rosenthal and Rosnow, 2008).

Content validity refers to how well the questions in the survey instrument reflect all the aspects of the construct it is measuring. Content validity is typically established non-quantitatively, using a team of experts to make sure that the questions on the instrument are covering all components of the construct. This survey instrument measured the construct of "restorative justice practices," which is not directly observable or measureable and three members of IBARJI, restorative justice experts in Illinois, reviewed the questions on the instrument. The careful development of the questions and oversight by experts helps to establish the survey instrument's content validity

Another type of validity, construct validity, refers to how well the instrument measures the concepts it intends to measure. Exploratory factor analysis was used to assess the construct validity of the scale and subscales. Responses to the scale items were ordinal and research has found that using a Pearson correlation attenuates the estimated latent correlation (Holgado-Tello et al., 2010). Therefore, polychoric correlations were used which are more accurate for ordinal data. The polychoric correlations (ρ) were also used in the factor analysis, which was conducted using *Mplus* version 6 (Muthén & Muthén, 2010). The robust weighted least squares (WLSMV)

estimator and geomin rotation are the default settings for exploratory factor analysis (EFA) in *Mplus* and were utilized in these analyses. Factor loadings typically range from -1 to 1, and values closer to -1 or 1 indicate that that factor is more strongly explained by that item. Therefore, given the set of indicators, the higher the absolute value of the factor loading, the stronger the factor is measured by the indicator.

Overall scale reliability and validity

The scale as a whole showed high reliability (α=0.980). However, given that there were 39 questions in the survey across five subscales, the valid n dropped considerably across all subscales. Therefore, while the scale as a whole showed high reliability, caution should be used when interpreting this as the valid n for the overall scale was 37.

Analysis of subscales

The valid n for the analysis dropped considerably given non-response on certain subscale questions. As a result of this, each subscale was examined individually. General descriptive information about these subscales is provided in *Table 1*.

Table 1
Descriptive information for sub-scales

Descriptive statistics	Subscale				
	Offender	Victim	Relation-ship	Commun-ity	Problem solving
Number of questions	11	10	6	7	5
Maximum possible	55	50	30	35	25
n	96	85	77	78	75
Minimum	10	0	0	0	0
Maximum	55	50	30	35	25
Mean	42.55	29.93	12.66	20.50	18.05
Median	45	30	12	21.5	20
Standard deviation	8.92	11.97	8.43	7.93	5.89
Mean scaled to 100	77.36	59.86	42.20	58.57	72.20
Chronbach's α	0.921	0.922	0.938	0.855	0.941
Valid n for α	82	52	60	56	66

Offender subscale

The offender subscale consisted of 11 questions regarding the involvement of the offender related to restorative justice principles. There were 96 valid responses on a 6-point Likert-scale ranging from 0 to five ("never" to "always"), with a maximum total score of 55. Offender subscale responses ranged from 10 to 55, with an average score of 42.5 (sd=8.9). The

Chronbach's alpha measure of internal consistency was high for the 11-item offender subscale (α=0.921, n=82).

Most questions in the offender subscale were moderately or highly correlated with one another. Question four, "Offenders are provided with the opportunity to make restitution and/or compensation to victims" was weakly correlated with most other questions in the subscale. In particular, question four was weakly correlated with question five ("Offenders are provided with service opportunities to help their community", ρ=0.27), question nine ("The offender's families are receiving support and assistance during involvement in the program", ρ=0.22) and question 10 ("The offender is encouraged to become a productive member of the community", ρ=0.29). These results indicate there may be an issue with question four that warrants further investigation. *Table 2* provides the polychoric correlation coefficient matrix for the questions in the offender subscale.

Table 2
Polychoric correlation coefficient matrix for offender subscale questions

Question	1	2	3	4	5	6	7	8	9	10	11
1	1										
2	0.69	1									
3	0.64	0.93	1								
4	0.59	0.44	0.50	1							
5	0.54	0.63	0.66	0.29	1						
6	0.67	0.69	0.69	0.44	0.82	1					
7	0.56	0.60	0.58	0.27	0.65	0.82	1				
8	0.64	0.68	0.62	0.32	0.64	0.82	0.93	1			
9	0.49	0.53	0.52	0.22	0.65	0.68	0.68	0.71	1		
10	0.55	0.86	0.75	0.29	0.68	0.76	0.61	0.79	0.60	1	
11	0.87	0.68	0.66	0.67	0.64	0.73	0.59	0.63	0.53	0.63	1

While it is not possible to provide definitive measures of the validity of this new instrument, some preliminary examinations into its accuracy can be made using exploratory factor analysis. If the offender subscale is truly measuring offender involvement in restorative justice principles, an exploratory factor analysis (EFA) should produce the highest loadings on a one-factor model.

Initial EFA revealed the extraction of two factors; however, question four (restitution and compensation) seemed to be driving the extraction of the second factor. Given the low correlations unique to question four, another EFA was conducted excluding responses on question four. This resulted in the extraction of one factor explaining 74 percent of the variance (see *Table 2*). However, it is important to note that with such a small number of cases, this relationship is purely speculative as the chi-square did not indicate the model fit the data. These results only indicate that the instrument has potential to be a valid survey instrument and requires further investigation with a larger number of respondents. Further, this exercise indicates that question four must undergo deeper evaluation.

Table 3
Factor analysis results for the offender subscale

Question	Description	Factor loading
1	Opportunity to repair harm	0.835
2	Understand actions & behaviors	0.928
3	Accept responsibility	0.915
4	Restitution & compensation	-
5	Service opportunities	0.786
6	Competency building	0.887
7	Support system for sustaining positive behavior	0.910
8	Mechanism for preventing misconduct	0.941
9	Family support	0.714
10	Encouragement	0.826
11	Opportunity to repair harm	0.840

Victim subscale

The victim subscale consisted of 10 questions relating to the victim's involvement with restorative justice principles. There were 85 valid responses on a six-point Likert-scale that ranged from 0 to five ("never" to "always"). The maximum score possible was 50 and total subscale scores ranged from 0 to 50 with a mean of 29.93 (sd=11.97). The Chronbach's alpha measure of internal consistency was high (α=0.922).

Most of the questions were highly correlated with one another. However, some questions had weaker correlations overall: question three ("Victims are offered compensation and/or restitution") and question four ("There is a procedure in place to ensure the victim receives compensation and/or restitution"). Questions 3 and 4 were barely correlated with Question 1 (ρ=0.07 and ρ=0.13, respectively) and were only weakly correlated with Question 2 (ρ=0.26 and ρ=0.25, respectively). Overall, these two questions showed weak correlations with the remaining subscale questions, and Questions 3 and 4 were strongly correlated with one another (ρ=0.88). This indicates that these questions require further investigation (see *Table 4*).

Table 4
Polychoric correlation coefficient matrix for victim subscale questions

Question	1	2	3	4	5	6	7	8	9	10
1	1									
2	0.85	1								
3	0.07	0.26	1							
4	0.13	0.25	0.88	1						
5	0.76	0.74	0.45	0.43	1					
6	0.76	0.87	0.38	0.36	0.84	1				
7	0.59	0.69	0.48	0.50	0.82	0.81	1			
8	0.58	0.46	0.52	0.45	0.68	0.66	0.71	1		
9	0.72	0.78	0.41	0.48	0.81	0.86	0.82	0.64	1	
10	0.84	0.66	0.32	0.38	0.78	0.80	0.74	0.77	0.78	1

Including all 10 items from the victim subscale in an EFA indicated a two-factor model with the highest loadings. However, Questions 3 (compensation and restitution) and 4 (procedure for compensation and restitution) were the only variables forcing the extraction of a second factor and considering their weak correlations with the other questions in the subscale, this may indicate that there are potential issues with the questions themselves, or that they are measuring a different construct than the remaining subscale questions.

When these two questions were excluded, a one-factor model produced the highest loadings and explained 77 percent of the variance; although the chi-square indicates the model did not fit (*Table 5*). Using caution given the lack of model fit, these findings indicate that further investigation into 3 and 4 is warranted.

Table 5
Factor analysis results for the victim subscale

Question	Description	Factor loading
1	Victim involvement with offender	0.880
2	Victim involvement with program/practice	0.895
3	Compensation & restitution	-
4	Procedure for compensation & restitution	-
5	Victim safety during program/practice	0.896
6	Opportunity to voice feelings of injustice	0.934
7	Protection against future violation	0.861
8	Family support & assistance	0.752
9	Victims' voice	0.898
10	Preparation for meeting offender	0.885

Victim-offender relationship subscale

The relationship subscale had six questions with a maximum 30 points total. There were 77 valid responses on the six-point Likert-scale, with an average score of 12.66 (sd=8.43). The Chronbach's alpha measure of internal consistency was high (α=0.938).

All the questions on the relationship subscale were highly correlated with one another, most with moderate to strong correlations. The weakest correlation was between Questions 1 and 6 (ρ=0.60). Questions 5 and 6 were almost perfectly correlated with one another, indicating that these questions are redundant and one may be unnecessary. *Table 6* provides the polychoric correlation coefficient matrix for the relationship subscale.

Table 6
Polychoric correlation coefficient matrix for relationship subscale questions

Question	1	2	3	4	5	6
1	1					
2	0.93	1				
3	0.84	0.88	1			
4	0.80	0.85	0.90	1		
5	0.61	0.66	0.65	0.74	1	
6	0.60	0.65	0.65	0.73	0.98	1

An EFA including all six items from the relationship subscale produced the highest loadings on a one-factor model and explained 81 percent of the variance; although the chi-square indicates a lack of fit. As with all the subscales in this study, further investigation is warranted. *Table 7* provides the factor matrix.

Table 7
Factor analysis results for the relationship subscale

Question	Description	Factor loading
1	Victims & offenders participate together	0.929
2	Victims & offenders exchange information	0.958
3	Victims & offenders discuss what led to incident	0.921
4	Victims, offenders, & community voluntarily repair harm caused by incident	0.923
5	Misattributions & assumptions about incident challenged	0.824
6	Misattributions & assumptions about people challenged	0.838

Community subscale

The community subscale consists of seven questions measuring the level of community involvement. There were 78 valid responses on a six-point Likert-scale that ranged from 0 to five ("never" to "always"). The maximum score possible was 35 and total subscale scores ranged from 0 to 35 with a mean of 20.50 (sd=7.93). The Chronbach's alpha measure of internal consistency was moderate to high (α=0.859).

Most of the questions were moderately correlated with one another. However, some questions had weaker correlations: Question 2 ("The outcomes of this process are public") was not correlated with Question 3 ("Community safety is a priority", ρ=0.30) or Question 7 ("This program utilizes community volunteers", ρ=0.34). Further, Question 2 generally showed weak correlations with the other questions (*Table 8*).

Table 8
Polychoric correlation coefficient matrix for community subscale questions

Question	1	2	3	4	5	6	7
1	1						
2	0.32	1					
3	0.70	0.30	1				
4	0.68	0.42	0.57	1			
5	0.56	0.41	0.57	0.40	1		
6	0.63	0.46	0.51	0.79	0.57	1	
7	0.91	0.34	0.59	0.62	0.46	0.59	1

An EFA with all seven items produced the highest loadings on a one-factor model and explained 59 percent of the variance (*Table 9*). However, Question 2 had very low loadings, indicating that this question may not be measuring the same construct as the other questions. With a lack of model fit for the data, it is impossible to draw definitive conclusions, but this question warrants further investigation.

Table 9
Factor analysis results for the community subscale

Question	Description	Factor loading
1	Community involvement/representation	0.945
2	Public outcomes	0.474
3	Community safety	0.716
4	Open dialogue between victim, offender, & community	0.800
5	Community restitution	0.621
6	Symbolic action	0.803
7	Community volunteers	0.924

Problem-solving subscale

The problem-solving subscale consists of five questions measuring the level of restoration and mediation of problems. There were 75 valid responses on a six-point Likert-scale that ranged from 0 to five ("never" to "always"). The maximum score possible was 25 and total subscale scores ranged from 0 to 25 with a mean of 18.05 (sd=5.89). The Chronbach's alpha measure of internal consistency was high (α=0.944).

All of the questions were strongly correlated with one another. The lowest correlation was between Question 4 and Question 1 (ρ=0.72) which is still considered moderately high. *Table 10* provides the polychoric correlation matrix for the problem-solving subscale.

Table 10
Polychoric correlation coefficient matrix for problem-solving subscale questions

Question	1	2	3	4	5
1	1				
2	0.89	1			
3	0.80	0.86	1		
4	0.72	0.74	0.89	1	
5	0.78	0.75	0.78	0.76	1

An EFA with all five items produced the highest loadings on a one-factor model that explained 82 percent of the variance (*Table 11*). Although all questions provided moderately high factor loading, fit statistics did not find a significant data fit, so caution must be used when interpreting these findings.

Table 11
Factor analysis results for the problem-solving subscale

Question	Description	Factor loading
1	Solve problems leading to incident	0.917
2	Solve problems caused by incident	0.929
3	Monitoring outcomes	0.945
4	Verifying outcomes	0.889
5	Restoration of victims and community to pre-crime status	0.836

Conclusion

Overall, the restorative justice scale showed high reliability (α=0.980, n=37). While due to the small sample size, it is difficult to draw definitive conclusions, some information regarding restorative justice components and the survey instrument can be learned. First, all subscales and the instrument as a whole showed high reliability (α=0.855 to 0.980). Second, the subscales preliminarily seem to be measuring the same constructs.

Certain questions need further investigation. On the offender and victim subscales, questions pertaining to compensation or restitution to victims yielded low correlations and muddied factor extraction. The combination of non-responses and low responses indicate that the question may either be inappropriate or that practices related to compensation are less common. Further, due to the sample size, robust analyses could not be conducted on all answers as a whole. Given the preliminary findings from the EFAs, it is possible that there are other construct compositions existing within the survey instrument. Further exploration with an increased sample size would

help determine what the true subscales in the instrument are, and provide further information about the reliability and validity of the instrument.

Illinois Criminal Justice Information Authority
300 W. Adams Street, Suite 200
Chicago, Illinois 60606
Phone: 312.793.8408
Fax: 312.793.8422
TDD: 312.793.4170

Visit us online: www.icjia.state.il.us