A SEMANTIC NETWORK ANALYSIS OF MISSION STATEMENTS FROM JUVENILE
DETENTION CENTERS

by

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Abstract

The following research project seeks to answer the question: "To what extent can differences among juvenile detention centers be explained on the basis of concepts of restorative and retributive justice?" To investigate, mission statements were collected from a national sample of Juvenile Detention Centers. A semantic network analysis was performed to answer the above research question. The computer program CATPAC was used to create 2-d images of the semantic analysis. From these images eight themes emerged through clusters: institutional identity, public safety, life skill values, family and child tie, and community and family tie, support from staff, support from environment, and support from environment and staff. These themes were reflective of retributive or restorative orientation.

Results indicate that male public institutions are reflective of retributive justice while female public, male private, and female private institutions are more reflective of restorative justice. These findings suggest biases and treatment patterns within the juvenile justice system.

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Chapter 1-Introduction

Juvenile detention centers are detainment institutions where youth are held but do not face the same consequences as in the adult justice system. In comparison to an adult offender, when an individual who is under the age of 18 has committed a misdemeanor or a felony, the consequences are not as severe; however, when a person is 18 years or older they are automatically tried as an adult and must face life altering consequences such as jail time (United States Bureau of Justice Statistics, 2013). Coleman and Guthrie (1985) explain the possible outcomes for adult criminal behavior. "Under statute, a felony crime is one for which a convicted criminal can be sentenced to a term in prison of more than one year. Less serious offenses are misdemeanors, and they allow for sentences of incarceration in jail of up to 90 days" (p. 2). The United States justice system deems these consequences as fair and just for adults; however, youth are granted an alternative: to spend time in a juvenile detention center.

Juvenile detention centers are where youth can learn how to function within the norms and constraints of the law to become community members before they violate the law as adults (Bazemore, 1992). Understanding our juvenile justice system is an important task, as the system provides youth with a second chance to understand their role as a productive member of society through justice (Holman & Zeidenberg, 2006). While the notion of age-based reform still holds true today, there is little consensus regarding how to reform youth through the implementation of justice.

The purpose of this research is to analyze the means by which juvenile detention centers implement justice to detained youth through their mission statements. A mission statement identifies the goals, values, and practices of an organization to the outside world. As such, the

mission statement provides a favorable means by which we can examine the treatment of youth in juvenile detention centers.

Retributive vs. Restorative Justice

The Center for Effective Public Policy (2013) explains that for justice to be served there must be a relationship between the public, the institution, and the detained resident. Bazemore and Umbreit (1999) reinforce the role of these relationships to justice.

> A core value in justice is to balance the needs of offenders, victims, and community as three "customers" of justice systems…neither public safety, rehabilitative, nor sanctioning goals can be effectively achieved without involvement of each of these parties in the justice process (p. 304).

Moral and philosophical perspectives surrounding these relationships alter the way justice is implemented. As a result, juvenile justice is often perceived as a range of practices with restorative and retributive practices at the polar ends to meet the needs of each relationship (Ashworth, 1993; Braithwaite, 2002; Daly, 1999; Van Ness, 1993; Zehr, 1985). Many institutions reflect a restorative culture, which emphasizes education and rehabilitation of the resident (Office of Juvenile Justice 2012). Other centers implement a retributive culture, which focuses on paying back a debt to society for violating the law (Bazemore, 1992). Wenzel (2008) provides organizational definitions of restorative and retributive practices.

> Retributive justice essentially refers to the repair of justice through unilateral imposition of punishment, whereas restorative justice means the repair of justice through re-affirming a shared value-consensus in a process (p. 375).

This quotation is exemplary of two opposing cultures. It illustrates a culture of retribution through punishment and a culture of restoration through the mending of the relationship between offender and their community.

Several scholars view juvenile justice through similar terms. Daly (1999) suggest, "the oppositional contrast between retributive and restorative justice has become a permanent fixture in the field: it is made not only by restorative justice scholars, but increasingly, one finds it canonized in criminology and juvenile justice text books (p. 4). Van Ness invokes the idea that retributive and restorative practices are not categories, rather they showcase a continuum at which practices can be placed. Van Ness (1993) points out, "we do not have to make a choice between restorative and retributive justice" (p.82).

D'Amato (2011) explains two important tenets of justice: it is sought out in response to a law violation and justice can reflect a retributive or restorative form. Abrams and Hyun (2009) explain: "Since its inception, the U.S. Juvenile Justice System has sought to balance the competing goals of punishment and rehabilitation of youth offenders" (p. 27). The different forms of implementation indicate that there is no right way to carry out justice; rather justice ranges from retributive to restorative (Daly, 1999). Bazemore and Umbreit (1999) disagree with Daly (1999) as they favor restorative culture, "Retributive justice focused on defining 'winners and losers' and fixing blame, the restorative justice process would, however, rely heavily on informal resolution of underlying problems" (p. 307). While several tenets of restorative and retributive justice will be further explored in the literature review, the brief introduction of these concepts illustrates that criminologists have historically viewed juvenile justice upon a continuum.

A Brief History of Juvenile Justice

According to the Center of Juvenile and Criminal Justice (2013), this juvenile placement was not always available to youth. "In the late 18th and early 19th century, courts punished and confined youth in jails and penitentiaries…youth of all ages and genders were often indiscriminately confined with hardened adult criminals…with no other options" (p. 1). In an effort to provide an alternative for troubled youth, Eddy and Griscom, who were Quaker reformists, sought a new type of institution in 1825. The New York House of Refuge was created, for "vagrant youth who were deemed by authorities to be on the path toward delinquency" (Center on Juvenile and Criminal Justice, 2013, p. 2) Fox (1970) explains the importance of the New York House of Refugee as he called it, "the first great event in child welfare" (p. 1187). Following this institutional reform, youth were perceived as having "less than fully developed moral and cognitive capacities" (p. 2) in comparison to adults. This perspective motivated a shift in educational directives because youth were now viewed as, "those who could still be rescued" (Fox, 1979, p. 1190).

Social reformer Mary Carpenter addressed the idea of "saving youth" at the National Conferences of Charities in 1875 where she declared that learning should be such as to prepare youth for life (Cited in Fox 1970, p. 1209). This notion of reform has been implemented ever since adolescents were given the opportunity to sidetrack the severe consequences of the adult justice system. Since these historical roots, institutions have continued to diversify. Juvenile detention centers are making accommodations and changes based on the gender of its residents and funding source of an institution.

Institution Types

The gender of an inmate provides insight to their criminal behavior. Understanding how gender affects behavior allows programs to adapt to create better environments for the youth. Elis (2006) states, "Restorative justice practitioners need to recognize that boys and girls are different and that these differences may be relevant for the operation of the programs" (Elis, 2006, p.386). Many researchers note that gender differences in delinquency result from the differences of roles, status, power, and control in an individual's upbringing. These differences stem from "gender role socialization, labeling, and self-conception…they impinge upon individual behavior and translate into gender differences in delinquency" (Bartusch & Matsueda, 1996, p.147).

Olge (1999) states that differences between public and private institutions have been found in regard to "legal, philosophical, organizational, economic and environmental quality" (as cited in Armstrong & Mackenzie, 2002, p.9). Harding (1997) argues that private institutions have multiple funding sources, which allows for more specific and a higher quality of programs. Public institutions, however, are run by each individual state and their lack of monetary benefits hinders the amount of quality programs available (Office of Juvenile Justice, 2012). Institutional accommodations are necessary in order to adhere to the challenges posed by the gender and funding source of a juvenile detention center. Additional challenges from gender and funding source are outlined in the literature review.

Because youth are granted an alternative to re-learn how to interact with their community before they are an adult, it is important to understand what type of justice is idealized in the penal system. Since differences in institutional features among juvenile detention centers range along a continuum from retributive to restorative justice, the following research problem

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suggests itself: "To what extent can differences among juvenile detention centers be explained on the basis of concepts of justice?" Detention, by removing the offender from society, may be both punishment - as social exclusion - or opportunity for reform as removal from the social environment where the offense took place. This question can be explored through the analysis of juvenile detention center mission statements.

Mission Statements

Over the past 30 years mission statements have become a popular means by which an organization's vision is communicated. Presidents, CEOs, board members, staff, and leaders devote significant resources to crafting mission statements that communicate specific ideals emblematic of their organization. According to Morphew and Hartley (2006) leaders use the mission statement "in an effort to communicate particular messages" (p. 467). They explain that to an outsider a mission statement may seem generic, however, they are actually geared toward "specific and multiple audiences…and may well be charged with meaning" (p. 467). McGinnis (1981) emphasizes the uniqueness of organizational purpose sought by authors of mission statements, which "identifies the scope of its operations in product and market terms" (as cited in Cochran & David, 1986, p. 12). Atkinson (2008) describes the mission statement as "discourse which focuses on texts as representing the world, enacting relations, and connecting organizational contexts" (p. 362).

Fairhurst, Jordan, and Neuwirth (1997) explain that while the function of the mission statement does not control the mundane tasks of the day, it does help communicate the objectives and values of an organization, such that an individual can use mission statements to measure the organization's credibility, culture, ideologies, and goals. They refer to mission statements as "a corporate version of an ego" (p. 243). More concretely, Williams (2008) argues that a mission

statement describes "two things about a company: who it is and what it does" (p. 96). From these varied definitions, communication scholars have examined the mission statement to address specific organizational questions.

This research seeks to address organizational questions from a unique organizational context: juvenile detention centers. Taking the concept of mission statements as expressions of ideals for a given organizational type (Fairhurst et al., 1997), this research examines the way in which they portray the "idealized" concepts of 1) criminal justice itself, and 2) juvenile "detention" as an age-based exception to adult criminal justice.

To date, no published literature has employed mission statements to analyze the organizational culture of criminal justice institutions (i.e., juvenile detention centers, jails, prisons, and courthouses) where the convicted and sentenced may be temporarily housed. By definition these organizations are dedicated to the implementation of what is broadly named "justice" (American Correctional Association, 2012).

Bazemore (1992) claims, "At their best, agency mission statements in criminal justice set internal goals and priorities for staff and create a common standard for evaluating individual agency effectiveness" (p. 2). As previously noted, Morphew and Hartely (2006) explain that mission statements provide ideas, values, and practices geared toward specific audiences. When the perceived audiences, word choices, and structure of the mission statement are combined with background knowledge of an institution, these smaller elements work together to create a theme (Adveldette, 2009). Adveldette (2009) notes that a theme is larger idea made up of smaller contextualized word clusters. Leininger, (1985) explains that theme identification is accomplished by "bringing together components or fragments of ideas or experiences, which often are meaningless when viewed alone" (p.60). To better identify themes, the mission

statements will be run through a software program, called CAPTAC, which reduces the text into word clusters, which represent the co-occurrence, relationship, and frequency of terms. CATPAC is highly reliable, replicable, and allows interpretation of themes to begin after the results are produced (Krippendorff 2004).

While some mission statements may contain only one cluster and communicate a single theme, other mission statements have multiple clusters and communicate several themes. Once a cluster is interpreted as a theme, these themes are then used to understand the organizational culture of an institution. A singular theme captures a specific element or idea of culture. Examining multiple themes from an institution-type will provide a basis for explaining the implementation of justice in these institutions. After themes are identified, they will be analyzed to determine where they fall with respect to retributive and restorative justice.

Mission statements articulate the goals and values of the institution. By examining mission statements of juvenile detention centers, we can ascertain the extent to which institutions express more retributive or more restorative concepts. Moreover, if we compare male vs. female, and public vs. private institutions, we are likely to observe differences in the concepts of justice for and by these groups. Provided in chapter two is a review of literature about juvenile detention centers; specifically regulations, functions, and different types of institutions. Chapter three outlines the Semantic Network Analysis methodology and computer program CATPAC used to analyze mission statements. Chapter Four reveals thematic findings from the semantic network analysis in the form of 2-d images. Chapter Five discusses the implications of these findings by a review of themes which emerged from the 2-d images; furthermore, these themes will be determined as restorative or retributive. Finally, Chapter Six will discuss the limitations of the study followed by future areas of research.

Chapter 2-Literature Review

When juveniles have committed a crime, a judge sees them within 24 hours. Depending on the severity of the crime there are four possible outcomes for the Juvenile (Cuoma, 2012). The first outcome allows youth to be released from custody until their next court date. The second allows youth to be released to home with specific conditions such as a curfew until their next court date. The third allows youth to be released to a non-secure facility. A non-secure facility is a holding place for juveniles in an unlocked setting. Youth will get the attention and support needed to be held in the facility while they are awaiting further court dates. A non-secure facility can house low risk offenders but also is available for children who are seeking a residence away from home while they await further court decisions (Cuoma, 2012).

The final outcome dictates that youth be released into a juvenile detention facility (*Kids Legal*, 2007). A secure facility is designated specifically for youth who have allegedly broke the law and require supervision and education away from their community (Cuoma, 2012). On average, inmates are detained for 3-12 months depending on their location and crime. According to Wenzel (2008), "in the criminal justice system…the primary means of dealing with the injustice implied in a transgression is punishment. Courts impose punishment on offenders; once a punishment is imposed, justice is often considered done" (p. 1). It is important to note, however, that there is no uniformity among practices within each secure detention facility (Bazemore, 1992). The initial goals of many institutions focus on the safety, health, and well-being of each individual (Bazemore, 1992). However, a recent shift in juvenile justice has motivated centers to provide an educational experience (*Office of Juvenile Justice*, 2012). Often these goals and practices are present within an institution's mission statement. By explaining the differences between male and female institutions as well as the differences between public and

privately funded detention centers, readers will gain an appreciation for the different challenges each institution-type faces.

When youth are sentenced they are generally placed in sex specific institutions in order to accommodate the different needs of men and women. Once placed in a male or female facility, young offenders may find themselves in either a public or privately funded institution. Depending on several factors, including if the parents have sufficient funds to send their child and the severity of crime (Bishop & Frasier, 1992).

Male and Female Institutions

The sex of an inmate provides insight to their criminal behavior. Bishop and Frasier (1992) explain, "the impact of gender differs by the type of offense as well as prior history of the offender" (as cited in Elis, 2006, p.377). Literature suggests that males are more likely than females to commit serious crimes such as larceny-theft and assault. Females are more likely than males to commit less harmful crimes such as running away from home. Elis (2006) explains that "gender differences in arrest patterns may lead to different levels of participation across justice programs" (p. 381).

Agnew's (1985) strain theory posits that individuals will commit crime in response to a strain or frustration they feel. Strain is a feeling of frustration or helplessness toward a situation. Individuals may feel strain when their means do not meet their ends. This strain could be financial, peer driven, social, or emotional. He explains that males and females experience strain differently which motivate criminal behavior. Specifically, there are three main differences.

First males may be more exposed than females to the types of strain likely to lead to crime. Second males and females may have different emotional responses to strain, with the male response more likely to lead to crime. Finally, due to gender differences in

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coping mechanisms, males may be more likely to respond to strain with crime than

females (Baron, 2007, p.277).

Agnew's (1985) strain theory provides a theoretical motivation behind criminal activity. Based

on this theory, Baron (2007) conducted a study which further examined how males and females

experience strain. He concluded that males and females experience an equal amount of strain;

however, males and females had different reactions and coping mechanisms.

In addition to offending patterns, the history of males and females who are incarcerated

differ significantly. The American Correctional Association found that girls are more likely than

boys to have a prior history of physical, emotional or sexual abuse (Elis, 2006). The differences

between males and females further affect the values they uphold. "Women define themselves

through their relationships with others…in contrast, men pride themselves competition,

achievement, and autonomy" (Elis, 2006, p. 381). Furthermore, females tend to make decisions

based on how it makes her peers feel which surpasses decision making in accordance to the law.

In opposition, "men are more individualistic, they value logic, and their perceptions of right and

wrong are based on the law" (Elis, 2006, p. 384). Understanding the decision-making process of

males and females provides an opportunity to pinpoint why the youth make poor decisions.

The final significant difference between male and female juveniles is the age at which

they are incarcerated. It was found that females who are incarcerated tend to be slightly younger

than males. "For females in placement, the peak ages were 15 and 16, for males the peak were 16

and 17" (Office of Juvenile Justice and Delinquency, 2012, p.12). If men and women are

incarcerated at different ages, and understand the law differently, these differences should be

visible in the language and programs as defined in the mission statement.

However, some scholars believe that differences are found in treatments that showcase a gender bias. "The juvenile justice system has been criticized for both for offering gender specific programs…and for offering gender neutral programs" (Elis, 2006, p. 388). Historically many juvenile programs provided girls with domestic tools and boys with skills to support a family financially. "These programs reinforced the belief that the appropriate place for the women was inside the home…and reinforced the notion that women should be dependent on men" (Elis, 2006, p.386). Because many disagree with a gendered biased program, a gender neutral approach was taken by most states.

The gender neutral approach was designed to help the majority of the incarcerated youth, which are male. "The assumption was that girls could be integrated into the programs and have similar effects across gender" (Elis, 2006, p.386). This could be problematic because as previously noted; males and females experience deviance in different ways and have very different backgrounds. By using the mission statement as an informative tool, research can better evaluate whether there are differences in themes, and practices between male and female institutions.

Public and Private Institutions

There has been a steep increase in the privatization of Juvenile Detention Centers according to a 2002 report comparing public vs. private juvenile operations (Armstrong & Mackenzie, 2002). Olge (1999) explains that differences between public and private institutions have been found in regard to "legal, philosophical, organizational, economic and environmental quality" (as cited in Armstrong & Mackenzie, 2002, p. 9). However, there is little to no research explaining the visionary put forth by private and public institutions.

Private institutions. According to Harding (1997), privatization refers to "the process wherein the state continues to fund the costs of incarceration of delinquents; but, the private sector provides the custodial and programmatic managerial services" (as cited in Armstrong & Mackenzie, 2002, p.4). This blend of public and private money is what makes up the budget of a private institution. The benefit of having two sources of funding allows for more specific and higher quality of programs. This provides more opportunities than public institutions which increases their appearance to parents and juveniles alike. The more programs available for youth, the better chance they have at a positive outcome after detainment (Abrams & Hyun, 2009). "Currently in the United States, privately owned operated programs hold more than 39,600 juvenile delinquents under court supervision for a criminally defined offense" (Armstrong & Mackenzie, 2002, p. 1). About 30% of all incarcerated juveniles are held in a private sector compared to only 10.2 % of incarcerated adults.

The identity created for the private institutions is an important part of funding. Armstrong and Mackenzie (2002) explain, "private correctional facilities must also maintain allegiance to their competitive market, specifically their investors, and their profit margin" (p. 12). In order to maintain funding and support, institutions must present a specific product. This product can be communicated through the actions within the walls of a facility, as well as its outward projection of mission. Often times, the private institutions promote their programs to maintain accountability with their investors and because a private sector is seeking profits (Armstrong & Mackenzie, 2002). Therefore, it is important for facilities to strike a balance between efficiency and quality (Armstrong & Mackenzie, 2002). This balance should be projected through the content and language used in their mission statement.

Additionally, the mission statement is a necessary tool to the private sector because it helps shape a potentially under qualified staff. Armstrong and Mackenzie (2002) note, "privatization allows for simplified hiring practices...these practices can lead to the hiring of inept, unskilled, and inexperienced correctional staff" (p. 3). Because private institutions have fewer regulations to abide by during the hiring process, the functionality of their mission statement becomes a vital part of their quality control.

Public institutions. The public institutions are run by each individual state. They are funded by the state government and in order to remain in use they must meet numerous federal standards.

> Public institutions are cognizant of their need to show their relevance to important external constituent groups, including taxpayers and legislators, as they compete for public funding...prisons and social services compete for funding at the state level with colleges and universities (Morphew & Hartley, 2006, p. 467).

Because the publicly run Juvenile Detention Centers must compete with other public institutions they use various programs and services to justify their funding needs. These range from safety programs to health, and educational services.

While a public institution is suitable for any individual, often times they are overcrowded and individual attention is often not available for youth (Armstrong & Mackenzie, 2002). Others explain, however, that the public institution is not all that ideal. Hurley (2009) explains, "many of the state facilities resemble adult prisons, their walls topped with razor wire. They require young people to wear uniforms, and have a reputation of being dangerous and poorly run" (p.1). Furthermore, it has been found that while a public institution must uphold the previously mentioned standards, their lack funding hinders the amount and quality of programs available

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(Office of Juvenile Justice, 2012). The lack of specific programs and values among the public institutions, calls for mission statements that reflect a more open and all inclusive message.

Retributive Justice

Juvenile programs utilize retributive practices to carry out justice through punishment. The idea of retributive justice puts focus toward the relationship between the offender and the state. Each state creates laws and regulations to help maintain peace within their community. When these laws are violated, justice must be implemented to re-establish peace (Diamond 2012). According Diamond (2012), "state criminal justice is concerned with punishing crimes against the state's law" (p. 108). Therefore, punishment is used to reinforce the laws and standard upheld by the state and to deter individuals for committing crime. Diamond (2012) adds, "Crimes are committed not just against an individual but against the community" (p. 110). When a law is violated it disrupts the safety and peace within the state. Retributive justice takes the responsibility of inflicting punishment so members of the community do not take it upon themselves to inflict punishment (Diamond, 2012). Hart (1968) defines retributive theory in three parts: A person may be punished if and only if he has voluntarily done something wrong. The punishment must match, or be equivalent to, the wickedness of the offense. The justification for punishing persons is that the return of suffering for moral evil voluntarily done is itself just or morally good (as cited in Bedau, 1978, p. 603).

This punishment serves two purposes as it affects the community and the offender. Braithewaite (1989) explains:

> Since punishment is reproaching, the best punishment is that which puts the blame…in the most expressive but least expensive way possible…It is not a matter of making him suffer…or as if the essential thing were to intimidate and terrorize. Rather it is a matter

of reaffirming the obligation at the moment when it is violated, to strengthen the sense of

duty, both for the guilty party and for those witnessing the offense-those whom the

offense tends to demoralize (p. 178).

Retributive justice focuses on the community and how the offender pays back their debt to

society. Berdau (1978) explains that "every violation of the rights of others, every crime, must be

seen as an unjust act, in which the offender unfairly gains at the expense of his victims…Justice

requires that these unfair advantages must be given up or paid for" (p. 616-617). Or, as Maiese

(2004) calls it, "just deserts" (p. 2) meaning that the offender gets what they deserve. This

relationship is further explained by Duff (1992) who explains that retributive punishment does

not only focus on the offender. The debt is paid back between the offender and community, "it

should be a two way communication, not a one-way directive aimed at a passive wrongdoer" (as

cited in Daly, 1999, p.13). These ideals surrounding justice focus on the offender's relationship

with the community instead of the victim.

When justice is punitive in form, it can have negative effects on the offender. Bazemore

and Umbreight (1995) note, "retributive punishment may…have several counter deterrent effects

on the offender, including stigmatization, humiliation, and isolation that may minimize prospects

for regaining self-respect and the respect of the community" (p. 300). Flood (2011) highlights a

similar idea, "offenders who simply serve their time commonly go right back out and commit

more crimes because the root factors have not been dealt with" (p. 1). While a loss of freedom is

first and foremost a penalty, it can still be restorative.

Restorative Justice

Institutions utilize restorative practices to carry out justice which typically focuses on the

offender and the victim. Christie (1997) explained that "offenses are to be considered as conflicts

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that rightfully belong to victims and offenders, and these parties ought to participate in its resolution" (as cited in Wenzel, 2008, p. 3). Diamond (2012) explains restorative justice as an opportunity to mend and restore the relationship between the victim and the offender. Daly (1999) explains, "restorative justice practices do focus on the offense and the offender; they are concerned with censuring past behavior and with changing future behavior" (p. 4). Daly further explains that the offender is expected, "to take responsibility for their actions, not only to the parties directly injured, but perhaps also to a wider community" (p. 5). Taking responsibility with a community often includes ideas of reform and reintegration.

Wenzel (2008) explains that juveniles can change through "facilitation of moral transformation…through healing rather than punishing: healing the victim and undoing the hurt; healing the offender by rebuilding his or her moral and social selves; healing communities and mending social relationships" (J.Braithwaite, 1998, p.2, Braithwaite, 2002). Diamond (2012) explains that offenders should be rehabilitated "so they can reenter society, resume a normal life, and make an economic contribution to society" (p. 111). Restorative justice is often defined as, "a process whereby all the parties with a stake in a particular offence come together to resolve collectively how to deal with the aftermath of the offence and its implications for the future" (as cited in Wenzel, 2008, p. 3, Marshall, 1999). Through the healing process, juveniles can alter their future relationship with a community. After reviewing retributive and restorative justice, provided are some perspectives from criminologist that fall within the range of restorative and retributive justice. These examples are provided to showcase the variations among practices within institutions.

According to Bazemore (1992), detained juveniles are often times presented with an opportunity to relearn and redefine their role in society through a variety of programs which

include but are not limited to education of: life skills, behavioral skills, accountability, values, and academics (Bazemore, 1992). This focus toward education allows youth to reshape the way they interact with their community, but also affects their self-identification. Abrams and Hyun (2009) explain, "identity work, meaning the reshaping of youths' self-representations in regard to crime, is a key part of attaining these behavioral goals" (p. 31). Others believe, however, that the primary function of a Juvenile Detention Center is to be used as a holding facility to deter juveniles from committing more crimes. If Juvenile Detention Centers are seen as a holding facility, it indicates that the focus is on the safety of the community.

Maloney (1988) explains that juvenile centers must "place equal emphasis on ensuring public safety at the lowest possible cost…to protect the community" (as cited in Bazemore, 1992, p. 59). Furthermore, some believe that a combination of education, deterrence from committing more crime and retribution or punishment is necessary which is present in the balanced approach. Bazemore (1992) notes, "the balanced approach sets forth three practical objectives…for juvenile offenders: accountability, community protection, and competency development" (p. 2). To emphasize the differences among restorative and retributive justice, a table is provided highlighting their attributes. Because this study will only provide a set of terms to interpret, solidifying an understanding of restorative and retributive justice is necessary. This table is based on research from Howard Zehr (1995) a professor of Justice at Eastern Mennonite University.

Table 2.1 Differences between Retributive and Restorative Justice

Retributive Justice	Restorative Justice
Crime is defined by a **violation of rules** against the state. Because a rule has been violated the safety and wellbeing of the community has been compromised and	Crime is defined by **harm to people**. A crime is committed against a person and therefore the offender is detained to carry out justice for the victim.

therefore the offender must be punished to maintain the peace.	
The violation creates **guilt** for the offender. Their violation is "wrong" and therefore they are punished for their wrongdoing.	Violation creates **liabilities and obligations** for the offender. The offender has a debt to pay to the victim and therefore an obligation to better themselves while detained to potentially restore the peace between offender and victim.
Offender is denounced and they must pay back their debt to society through punishment.	**Harmful act** is denounced and the offender can grow and learn from his or her mistake.
Offender is **stigmatized** and viewed as an criminal	Offender is offered **rehabilitation** to restore ethos.
Debt paid through **punishment** inflicted by the state.	Debt paid through **restitution** in which the offender must reach agreement with the victim for damages.
Offender is held **accountable** to accept punishment.	Offender is held **accountable** by taking responsibility for action.
Blaming is central.	**Problem solving** is central.
Focus on **past** show offender that their violation is why they are serving time.	Focus on **future** shows offender that their potential to progress is why they are serving time.
Offender's needs are **secondary** during their detainment.	Offender's needs are **primary** during their detainment.
Survival mentality is normative for offender as their incarceration is a "me vs. them" experience	**Dialogue** is normative for offender as they work to find the root of the problems underlying the offense.

While there are clear reflections of retributive and restorative goals among institutions, the language used to communicate justice are also reflective based on institution-type. This leaves researchers with the question: how does a facility's mission statement adapt to the challenges provided by public and private funding? These challenges are visible in the content and language within mission statements.

Language Choices in Juvenile Detention Mission Statements

Linguistic relativity argues that all language is socially constructed and individuals will act and live through the perspectives provided by language (Tohidian, 2008). Based on linguistic relativity, language choice and mission statement construction is an intentional act used to reflect reality (Tohidian, 2008). Understanding the intent behind a mission statement communicates a

facility's ideal of justice which often motivates and shapes interaction within society (Tohidian, 2008).

The interaction between youth and staffs plays a role in the way youth experience their incarceration. Staff within some facilities have utilized terms such as "threat" and "delinquent" while other institutions use terms like "student" and "client." Because facilities are not using a uniform way to describe youth, the language can be used as a tool to further understand the values and practices within an institution. "Organizations are primary sites for identity formation…no longer is it uncommon to see organizational practices influence…how we define our very selves" (Trethewey, 1997, p. 1). The lack of agreement toward the way facilities approach their youth is apparent in each facility mission statement. This co-occurrence provides a platform to further investigate how the themes, values, language, and content in detention center mission statements, help shape the employees and youth within. Several communication scholars have used mission statements to understand the internal practices of an organization.

For instance, Patrick, Matthews, Ayers and Trunnicliffe (2007) examined mission statements to inquire into the educational function of zoos across America. Zoo mission statements were analyzed to determine the educational values of the organizations. Whitbread and Gumm (2004) focused on mission statements from the top 100 global organizations to determine differences among countries to highlight universal values. The researchers analyzed concepts within mission statements to examine business initiatives and goals.   From their analysis they linked mission statements to the means by which businesses can motivate and better communicate with their employees. Ryan (2008) analyzed mission statements of non-profit organizations to determine what frames were present. The frames were used to uncover why non-profit organizations exist. Morphew and Hartley (2006) compared mission statements

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from different colleges for the types of rhetoric occurring in different institution-types. The

rhetoric from private colleges was compared to the rhetoric from public colleges. The

differences between college-types were evaluated to uncover disparities between institution-

types. Several communication scholars have used mission statements to understand an

organization. This research will extend the study of mission statements by performing a semantic

network analysis on juvenile detention center mission statements to see differences among

institution-types.

Semantic Network Analysis

A semantic network analysis provides a visual representation of the texts. These

representations will act as evidence to answer research questions. The semantic network analysis

is defined as "a research technique for the objective, systematic and quantitative description of

the manifest content of communication" (Krippendorff, 2004, p. 18) Researchers note, however,

that mere word counting is simply a reduction of texts (Fitzgerald, 2004). Therefore, this

research needs to examine mission statements beyond word frequencies. To move beyond

frequencies, the use of a semantic network analysis will provide an opportunity to understand

how the most frequent words cluster together. Furthermore, the semantic network analysis will

showcase relationships between terms, and provide the results in a "big picture" sense. The

semantic network analysis is ideal because it allows researchers to answer questions about the

messages and values within the content. Krippendorf (2004) explains, "The aim of semantic

network approaches to content analysis is to find answers to questions that are not literally

contained in the body of text but are implied by it" (p. 248).

A semantic network analysis is a form of content analysis which puts the content and text

into a semantic space. Like a content analysis, keywords and co-occurrences are found;

however, the results do not come in number form. The text is visually represented in a web-like structure. The parts of this structure are called nodes. Each keyword is placed inside a node, then the node is connected to other nodes based on their placement and importance within texts. "A node represents a concepts or clauses and when these are linked to each other…it creates a semantic network" (Krippendorf, 2004, p. 248). When three or more nodes are grouped in a close range they are then called "clusters." Each cluster represents a stronger relationship among nodes or terms. Using the semantic network gives researchers a chance to understand the meaning in its original context from the symbols or words in the message (Atteveldt, 2009). Atteveldt (2009) provides a step-by-step process used in a semantic network analysis. Figure 3.1. This provides a visualization of the following steps of a semantic network analysis. The oval represents the initial research question, and the answer process. The rectangle represents the content analysis steps which occur between the research question and the answer.

1. The process begins in the box titled 'text." The first step is a manual or automatic extraction of the relations between objects expressed in the text. The extraction step takes 25 unique words from the text.

2. The extraction step takes the text from the researcher (oval) and is shown through network representation of the text (rectangle).

3. This network representation is combined with relevant background knowledge [as provided by the researcher] about the objects in the network. This step is necessary as the network representation is meaningless without putting it into some form of human context. When the data is combined with background knowledge the final step can follow.

4. The combined data set of media [mission statement] data and background knowledge [from researcher] is then queried to answer the research question. This is located in Figure 3.1 at the top of the Rectangle. Specifically the researcher combines the network representation and background knowledge to interpret what the output represents.

5. After interpreting the results the researcher can answer their research questions.

To understand, a visual representation of these steps is provided below in Figure 3.1. This image was created based on an adaptation from Adveldette (2009).

Figure 3.1- Step-by-step process in Semantic Network Analysis
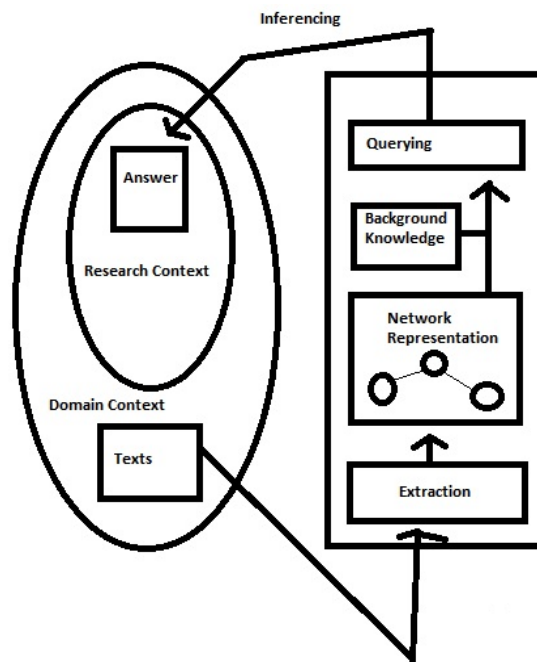
(Adapted from Adveldette, 2009, p. 26).

This tool is ideal because the initial analysis does not require any research assumptions or direct handling of the text. Markoff et al. (1975) note that the analysis should remain, "semantically as close as possible to the contents of the original document" (as cited in Atteveldt,

2009, p. 6). This method will provide outputs that are reliable representations of the text that is used by the researcher to draw conclusions.

Understanding how each group of missions is constructed through nodes and clusters mirrors the way the human mind organizes communication: Krippendorf (2004) explains, "clustering operationalizes something humans do most naturally: forming perceptual wholes from things that are connected, belong together, or have common meanings" (p. 205). For example when an individual hears the term "school" the mind automatically thinks of words associated with school such as teacher, learning, and peers. If the clusters within a sample of mission statements are identified, it will provide insight to understand the positive or negative associations being made with juvenile.

By putting the words into a semantic space, the visual representation emphasizes the dominance of word clusters, and what they represent. Fitzgerald & Doerfel (2004) note, "semantic network analysis assesses the hierarchical structure among words within texts" (p. 234). The network analysis provides an accurate representation of the words but also maps the clusters, relationships and associations between words. Using a visual representation of mission statements can answer the previously stated research question. It will provide an opportunity to examine relationships between the labels used to define youth, and the quality and types of programs available to youth. Krippendorf (2004) emphasizes "it is based on intuitively meaningful similarities among units of analysis, and its resulting hierarchies resemble the conceptualization of text on various levels of abstraction" (p. 206). Furthermore, Adveldette (2009) explains this method is practical because it does not rely on the researcher to pre-set categories to carry out the analysis, "Coders are not burdened with interpreting categorization

schemes, or reducing complex textual phenomena to single variables" (p. 27). This is ideal for this analysis because it allows flexibility to define themes after the clusters are viewed.

Cluster Analysis

Results from the semantic network analysis will be analyzed to understand what each cluster within an image represents. After the initial interpretation of each cluster, they will be compared and contrasted to understand differences among the groups: male public, female public, male private, female private. Results will be shown in the form of a dendogram which is "a one dimensional graphical representation which reveals the relationships among the words, indicating the strength of relationship of concepts and divisions between the clustered words" (Whitbred, 2005, p. 7). Additionally, the results will be shown through a two-dimensional plot which provides an axis which each term is semantically spaced. The two-dimensional plot and dendogram will be used as tools to help understand what types of themes and messages lie in the surface of the clusters. It is important to note that there is no uniform way to look at the clusters; rather, an interpretive method in accordance with background knowledge and context is what is required to draw conclusions of the images.

Analyzing the clusters will help readers understand what types of associative frames are present through the ratios and dimensions presented. Understanding the frames present within the clusters will provide an understanding of the way an audience receives and thinks about the message. Atteveldt (2009) argues, "the organization of a message influences the audience in their thoughts and actions" (p. 70). Furthermore, the frame is described as "a structure that represents knowledge about a concept or type of stimulus, including its attributes and the relation among those attributes" (p. 70). Explication of the relationships among the clustered structures is an ideal way to understand how each detention center identifies their inmates and provides a

method to compare the different sets of mission statements. Through an understanding of the way each cluster is framed and formed we are able to "perceive reality and make them [messages] more salient in a communicating text, in such a way as to promote a casual interpretation for the item described" (Entman, 1993, p. 26). Furthermore, this cluster analysis affects institutions on a personal and organizational level.

On a personal level, the themes found on the surface of clusters will showcase how the labels and language used affects the inmates. Because identity formation is a result of labels placed upon an individual, the themes found on the surface of the clusters mirror the ways individuals are receiving their label. On an institutional level, an analysis of clusters will illustrate which themes are being used during youth interaction. When an institution has placed the labels and associations on the youth, it can alter and affect the way each individual is treated and interacted with within the facility.

Mission statements will be analyzed and computed into 2-d images. Each 2-d image will represent one of four different institution-types: male public institution, female public institutions, male private institutions, and female public institutions. Looking at these four institution-types provide the clearest results since combining male and female institutions or public and private institutions provides a false picture of the content. Furthermore, the combination of male and female institutions or public and private institutions does not often occur in justice system and therefore does not serve to adequately represent a true picture of justice implementation. Within each 2-d image the terms used within mission statements will be showcased as clusters. Terms which are clustered tightly together indicate a higher correlation among the co-occurrences. Terms which are not as tightly clustered indicate a lower correlation of co-occurrences. Figures 3.2 and 3.3 illustrate different levels of clusters. Each dot is

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representative of a word and their high or low correlation will tell us the levels of word co-occurrence.

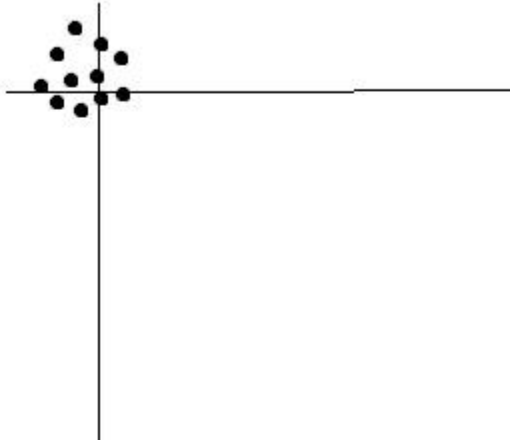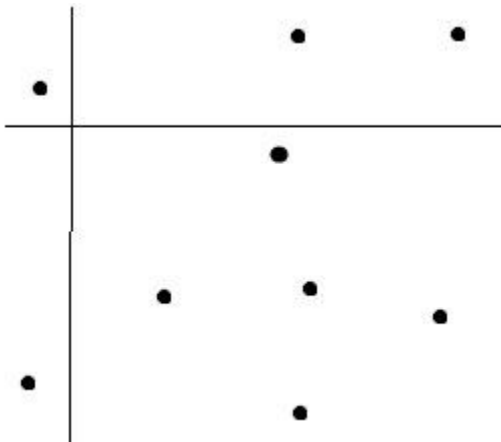Figure 3.2- Highly Correlated Cluster

Figure 3.3- Low Correlated Cluster

By analyzing the terms, spacing, and their clustering correlations, and combining this output information with background knowledge provided in the literature review, "themes" will emerge from the text. Themes will be determined not only from the terms found, but how these words are placed in reference to other words.

For example Doerfel (1994) identified themes from the 1992 presidential debate using this method. To identify a theme he used the same process of linking together terms. They found that the terms "Clinton" and "Change" often clustered together, which mirrored Clinton's

campaign theme, "America needed a change." They found that the term "Bush" clustered with the terms "support," "help," "down," "hour," "cut," "defense," Saddam-Hussein," and "overseas" (p. 14) The authors interpreted these terms as communicating the theme "solve international problems" (p. 14). This example illustrates that each theme cannot be defined by a single occurrence of a term; rather, the themes emerge when the words are considered as co-occurrences within their respected cluster. When these themes emerge they will be used as evidence to answer the research questions.

Research Questions

Understanding the differences in Juvenile Detention Centers provide a platform to see how these differences are manifested within a mission statement. Understanding the content, labels, themes, and perceptions used from each institution may provide a gateway to understand how each type of facility adapts their communication. Furthermore we can better understand what types of institutions value restorative or retributive justice. The deviations among language used to describe inmates and the themes within each institution begs us to ask the following research questions:

RQ_1: What themes are expressed in public male institution's mission statements?

RQ_2: What themes are expressed in private male institution's mission statements?

RQ_3: What themes are expressed in public female institution's mission statements?

RQ_4: What themes are expressed in private female institution's mission statements?

RQ_5: Does the language used to describe inmates expressed in the mission statement differ among the institution-types?

Chapter 3- Methodology

The methods used for this research are outlined by first examining the unit of analysis and institution categories. Next, is an explanation of CATPAC which was used to carry out the semantic network analysis. The process used to interpret the cluster outputs is provided followed by the sampling process. Finally, the chapter concludes with evidence to support the reliability of the sample size.

Unit of Analysis

The unit of analysis will be the entire mission statement. Statements were also accepted under the following labels: creed statement, statement of purpose, statement of philosophy, statement of business, and definition of our business (Cochran & David, 1986). To ensure a national sample, juvenile detention centers were found from the *2011 directory: adult and juvenile correctional departments, institutions, agencies, and probation and role authorities*.

Categories

Each mission statement collected was sorted into one of the following four categories: male public institution, male private institution, female public institution and female private institution. Institutions separated by sex indicate that they only house male or female inmates. Institutions that are labeled public indicate that they receive the majority of their funds from the state or government. Institutions that are labeled private indicate that the majority of their funds are provided by privatized sources.

CATPAC

In order to carry out the semantic network analysis, a computer aid called CATPAC will be used. The use of a computer aid is necessary because it provides an opportunity to process a larger number of mission statements. Additionally, the use of CATPAC will increase the

validity and reliability of the research. According to Krippendorf (2004), "mechanical computation virtually eliminates coding errors...the reliability lies in the process of character string manipulation, which is often far removed from what humans do when interpreting texts" (p. 210). Using the computer software to compute and analyze the text will provide results free of subjective error.

CATPAC is a program designed to read and understand text. The program is a "quantitative method by which data is analyzed in a consistent replicable way" (Doerfel & Marsh, 2003, p. 219). CATPAC is ideal for this study because in order to understand the associations between labels of youth and the themes associated, it is necessary to understand the occurrences of each. The program allows the labels and terms to stand out without any pre-determined coding. Fitzgerald (2004) further explains its benefits, "semantic network analysis outputs provide information about the texts in terms of clusters, centrality, and periphery" (p. 235). As CAPTAC produces results, it first determines frequency, next determines co-occurrences and finally performs a cluster analysis. In this research the four previously established categories of institutions will be compared to better understand how sex and funding alters the way juveniles experience their incarceration.

As outlined in Whitbred (2005), CATPAC functions in the following manner.

1. The program reads the mission statements.

2. All articles, conjunctions, prepositions, transitive verbs, and other problematic words specified by the analyst are deleted.

3. This reduced text file is then read again with the purpose of determining problem words in the analysis. Words with equivalent meaning but different in form are combined.

4. After this process, the program counts the occurrences of the remaining words. Infrequently occurring words are eliminated, so that only the most frequent occurring words remain, usually one hundred or less.

5. CATPAC then uses a neutral network to run through the text, thus determining the likelihood that two or more of the words co-occur. [The neural network is determined by the researcher. It is a number of words which are viewed in the same window by the program. If the researcher determines the neural network window is 8, then words are viewed in groups of eight to determine how likely it is the words occur in the same window. For example words 1-8 are viewed as a network followed by words 2-9 and so on. This window is adjusted based on the size of your text.]

6. Finally, a nonhierarchical cluster is then performed on the co-occurrence matrix. The results include a list of frequencies of the most common words and a description of how these words cluster. (Whitbred, 2005, p. 5).

Before providing results of the study it is necessary to showcase the reliability of the sample size through the split half sampling.

Sampling

After the statements were sorted into one of the four groups, a random sample of each was selected. According to the 2012 directory, in 2011 there were 92 female institutions, 286 male institutions. Because the number of male institutions drastically differed from the number of all female institutions, a census was used for the female institutions, while random sampling was used for the male institutions. Sample size was determined through split-half sampling. "A sample is randomly divided into two parts of equal size. If both parts support the same statistical conclusions within the same level of confidence, the whole can be accepted as an adequately

sized sample" (Vorderer, Vulff & Friedrischen, 1996, p.69). After dividing the institutions into separate groups the randomly selected mission statement sample were compared. In agreement with the split half method, there became a point in sampling when all of the mission statements from one group held similar attributes, therefore collecting more samples was unnecessary.

To gather mission statements from female institutions all 92 centers were researched. Of the 92 female centers, 50 mission statements were gathered via telephone, websites, and personal interviews. 25 mission statements were gathered from public institutions and 25 were gathered from the private institutions. It was decided that all 50 mission statements would be used in order to accurately represent the cohort of female institutions. To select mission statements from male institutions the previously noted split-half method was used. Of the 286 institutions 50 male public institutions and 50 male private institutions were randomly selected and researched via telephone, website, and personal interviews. These mission statements were divided into two random groups of 25. Each group was run through CATPAC and analyzed for their similarities. Because each output from CATPAC was similar based on occurrence of similar terms, similar clusters, and themes, a random selection of 25 mission statements was representative of male public and male private institutions. While 25 was determined adequate, 50 mission statements from each institution-type were used, because the data had been collected. This provided a 34% sample.

Reliability

Results from a split-half test of reliability provides evidence that increasing the sample size beyond 50 male public institutions and 50 male private institutions does not add to the diversity of the sample. Private male institution mission statements were randomly split into two groups of 25 each to see whether similar outcomes are achieved. Each split-half produced 4

clusters each having similar themes. Hence, a sample size of 50 was assumed to be adequate. Since the two random samples of 25 yield similar results through: number of clusters, themes communicated, and terms used to communicate each theme; a sample size of 50 should capture all diversity within the institutional mission statements. Using 50 mission statements from each type of institution increased the sample percentage from 8 percent to 17 percent.

Chapter 4-Results

After each research question, the cluster images and the interpretation of the images will be shown. The written interpretations described how each cluster was categorized into each theme.

RQ$_1$ asked what themes were expressed in public male institution's mission statements. To answer this question, 50 randomly selected mission statements were separately submitted to CATPAC. CATPAC produced a 2 dimensional image of clusters to be interpreted. Finally, a cluster analysis was done on the images to provide labels for each cluster. Provided in Figures 4.1-4.2 are results from the male public institutions in forms of 2-d images and clusters.

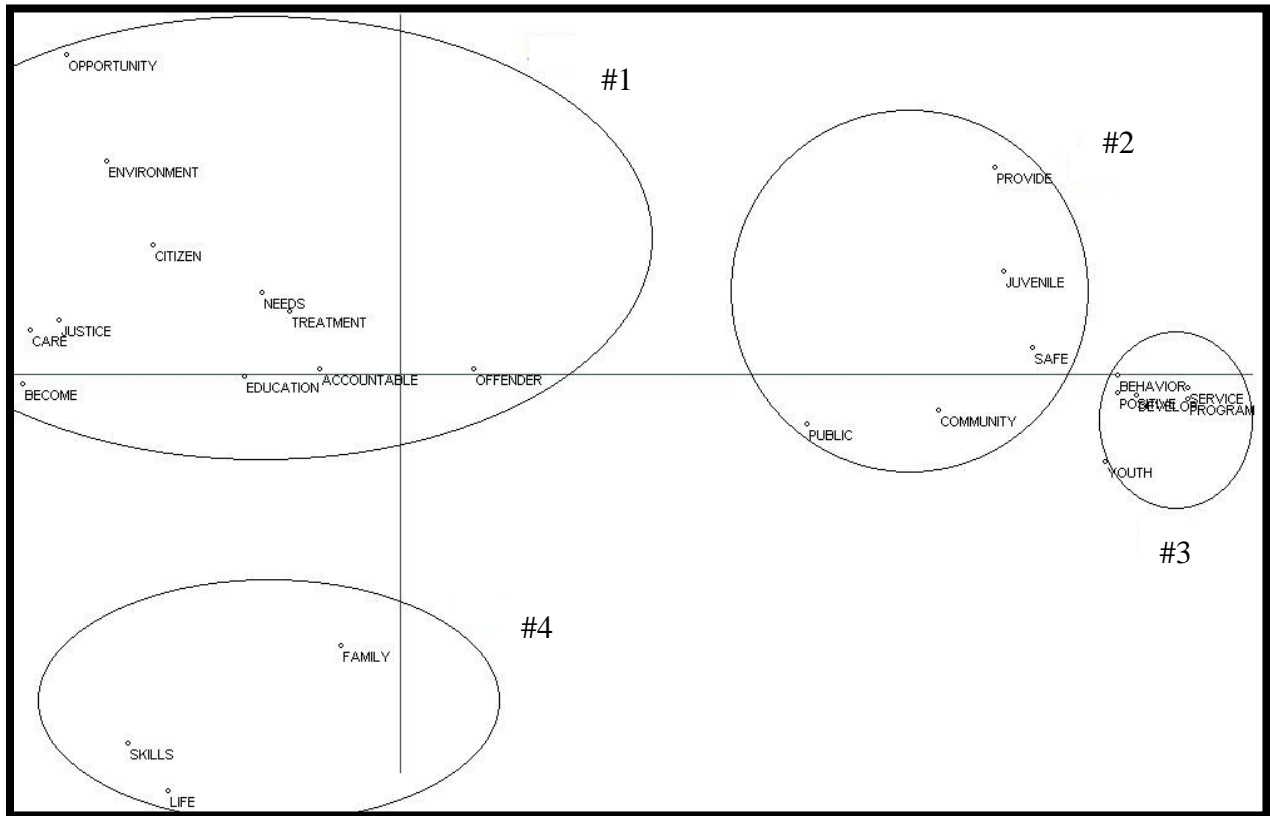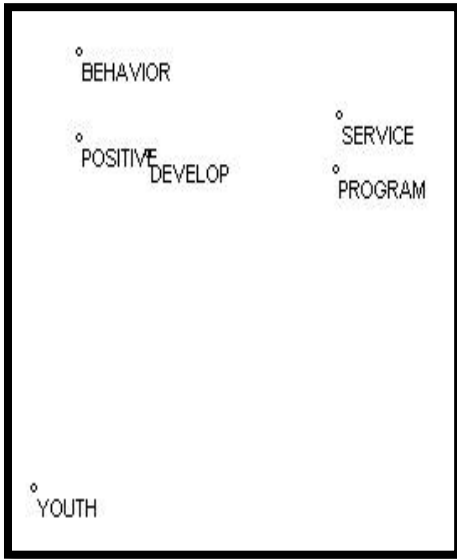Figure 4.1 Clusters of Male Public Institutions

Figure 4.2- Enlarged #3 Cluster

        In Figure 4.1 four clusters emerged as output of CATPAC. Cluster #1 included the

terms: "environment," "opportunity," "treatment," "care," and "provide". These terms include

ideas about the condition of the environment as well as terms that describe what a staff does. The

co-occurrence within the same cluster indicates that it communicates the theme: *support from*

environment and staff. Provided is an example mission statement:

> The mission of the state agency child's program is to integrate education and treatment in
>
> a safe environment for our students. We strive to help our students develop a love for
>
> learning a positive plan for the future, a respect for diversity and appreciation of self as a
>
> productive member of society.

This mission statement communicates *support from environment and staff* because it mentions

the safe environment as well as uses the terms "integrate," "help" and "treatment" which are

terms that describe what the staff can do for a juvenile.

        The second cluster included the terms: "safe," "juvenile," and "community." The terms

describe the safety and well being of the public. So, the cluster was labeled *public safety*.

Provided is an example mission statement which showcases: *public safety*. "Our mission is public safety." This mission statement clearly uses "public" and "safety" which further exemplify the labeled theme.

The tightest cluster was theme number 3. Figure 4.2 is an enlarged view of the cluster. The following terms are included in the cluster: "service," "program," and "youth." The terms describe the identity of the institution. So, the cluster was labeled "*institutional identity*." An example of a mission statement that communicates this theme is provided.

By law, The Maryland Department of Juvenile Service (DJS) is a child-serving agency responsible for assessing the individual needs of referred youth and provides intake, detention, probation, commitment, and after-care service.

This mission statement communicates identity because it states that they are a child-serving agency at the beginning.

The fourth cluster included the terms: "family," "life," and "skills." When combined with previous knowledge about the sample, and understanding common traits of male public institutions, "life" and "skills" were interpreted as life skill *values*. An example of a mission statement that includes these *life skill values* in a public male institution is provided: "The goal of the YDC system is building life skills that allow each student to move to a less restrictive setting as soon as possible." This mission statement communicates *life skill values* because it emphasizes the importance of life skills which is a value often emphasized in male public institutions. After examining the 2-d images, the themes which emerged are: *institutional identity, public safety, life skill values,* and *support from environment and staff*.

RQ$_2$ asked about the themes in female public institution's mission statements. Provided is the 2-d image of clusters from the female public institutions (See Figure 4.3 and 4.4).

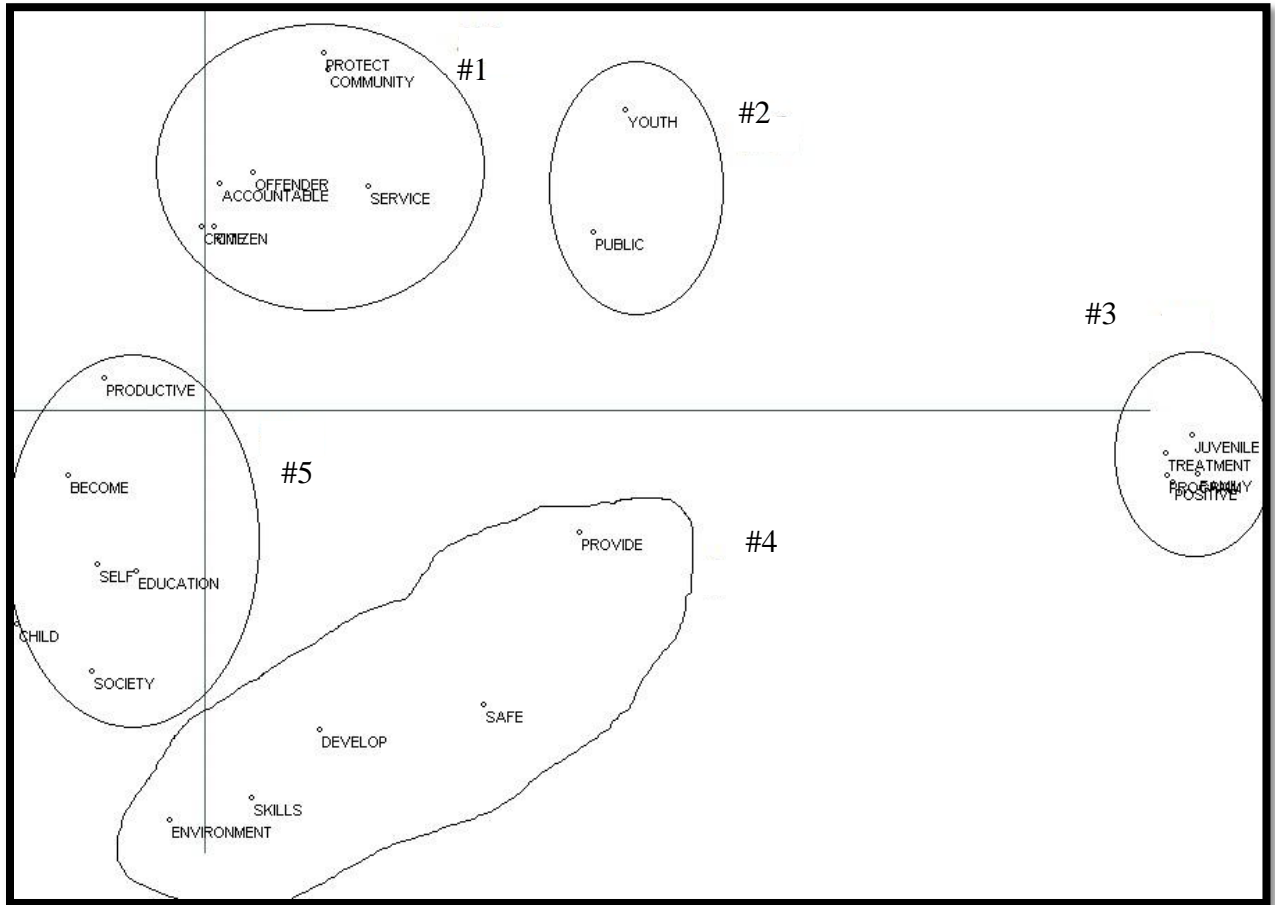Figure 4.3 Clusters of Female Public Institutions
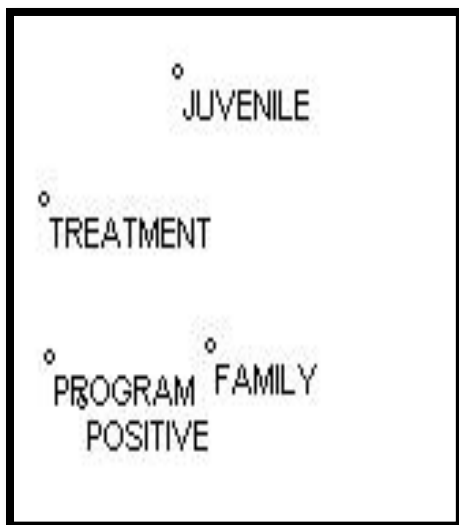

Figure 4.4 –Enlarged Cluster #3

Figure 4.3 and 4.4 included five clusters. The following terms are included in cluster number 1: "protect," "community," and "offender." This combination and co-occurrence of words points to the theme *public safety*. Provided is an example of a mission statement from a female public institution.

In Conjunction with the Department of Juvenile Justice, DJJ, mission is to protect the public by reducing juvenile crime in Florida, Joann Bridges Academy provide the resources to enable youth to become self sufficient, contributing member of society.

This mission statement communicates *public safety* because it specifically states that they want to "protect the public."

The next theme is number 2. The following two terms are included in the cluster: "youth" and "public." Initially this seemed like a vague cluster, but after looking through mission statements, several institutions use these terms to identify themselves therefore this cluster was labeled: *institutional identity.* Provided is an example of a mission statement which communicates this theme. "A public youth facility used to promote improve, and sustain, the quality of family life. Break the cycle of dependency, promote respect for employees, protect and serve Pennsylvanians' most vulnerable citizens, and manage our resources effectively" This mission statement communicates the theme of *institutional identity* because it initially states that they are a public youth facility.

The tightest cluster was theme number 3. Figure 4.4 is an enlarged view of the cluster. The following terms are included in the cluster: "family," "juvenile," and "program." In combination with the clusters and background knowledge, this cluster represents the importance of family involvement with the juvenile. Therefore, this cluster was labeled *child and family tie.*

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An example of a mission statement that includes this theme in a female public institution is provided:

> To increase public safety by reducing juvenile delinquency through effective prevention, intervention and treatment service that strengthen family and turn around the lives of troubled youth.

This mission statement communicates a *child and family tie* because of the inclusion of family within the statement.

The following terms are included in cluster 4: "develop," "safe," "provide," and "environment." The terms describe support from both the environment and the staff. This theme emerged because there is no division in clusters based on environment and staff; rather, the cluster surfaced as a whole. Provided is an example of a mission statement which represents this theme.

> One woman can make a difference. We encourage youth to reach the highest potential through the Rosa Parks philosophy of "quiet strengths" incorporates life skills that demonstrate dignity, with pride, courage, perseverance, and power, through discipline and guidance in a comfortable environment of peace.

This mission statement communicates the theme, *support from environment and staff* because it mentions the environment and utilizes terms that describe what the staff can do for an inmate. After looking at the 2-d images which represent the female public institutions the themes which are present include: *identity, support from staff and environment, public safety, life skill values*, and *family and child tie*.

The following terms are included in the cluster number 5: "productive," "education," "become," and "society." Several of the terms when used together communicate *life skill values*.

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An example of a mission statement which includes *life skill values* is provided: "We empower

and support youth to become productive citizen in their society through education." This

mission statement communicates *life skill values* because it emphasizes becoming a productive

citizen and education.

Research question three asks: What are the themes in male private institution's mission

statements? To answer this research question all male private institutions were run through

CATPAC. Provided in Figures 4.5-4.8 are results from the male private institutions in forms of

2-d images and clusters followed by written interpretations of the results.

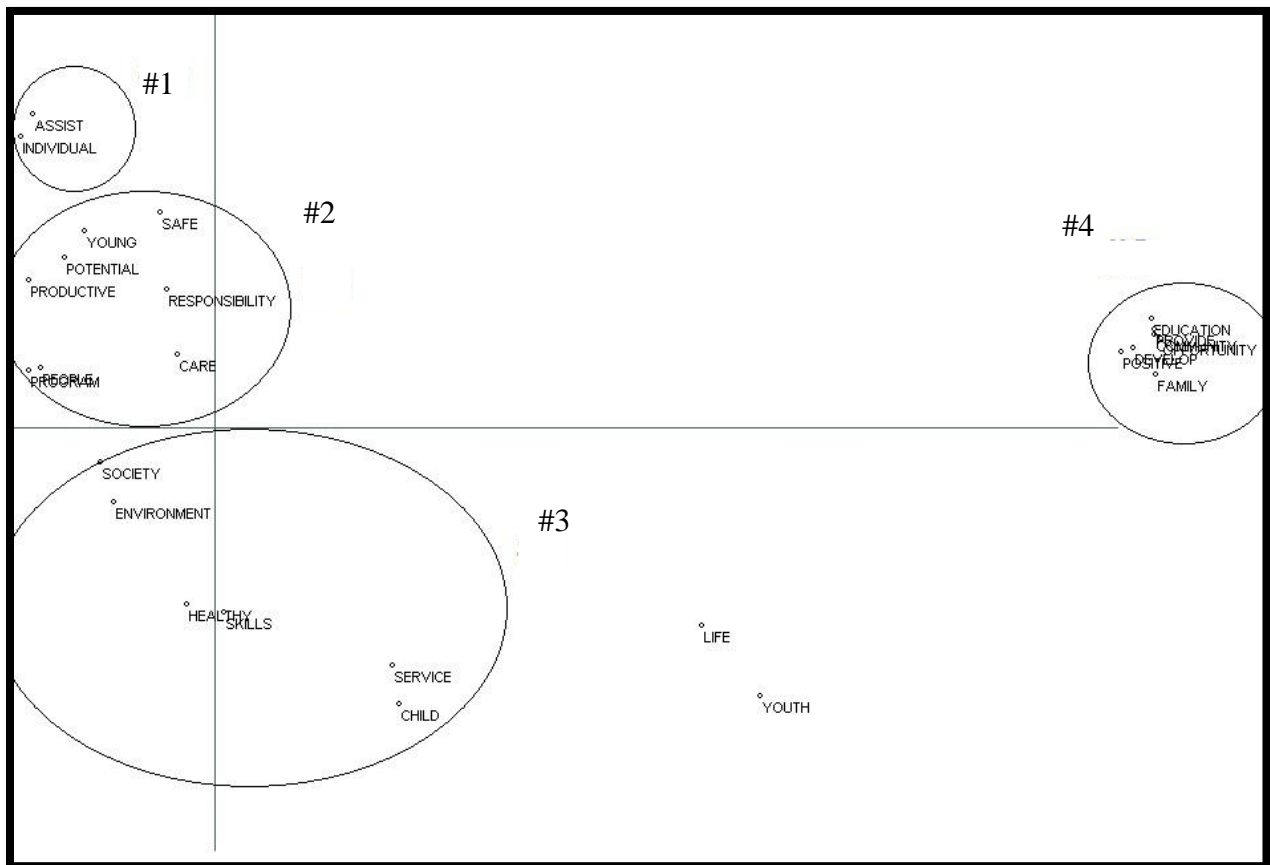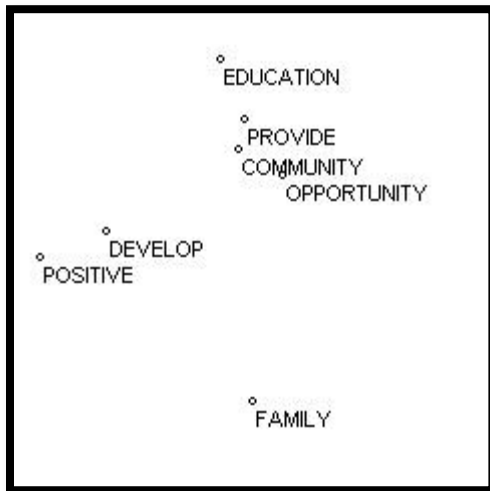Figure 4.5 Clusters of Male Private Institutions

Figure 4.6- Enlarged Cluster #4

          In Figure 4.5 four clusters surfaced as output of CATPAC. The following terms are
included in cluster 1: "assist" and "individual." When both terms are used within the same
cluster they communicate what the staff can do for a juvenile; therefore, this cluster is labeled
support from staff. Provided is an example mission statement which communicates this support.
"To assist individuals in finding security, a sense of belonging and a place to call home." This
example uses the phrase "assist individuals" which clearly communicates what the staff can do
for a juvenile. After examining the 2-d images, the themes which emerged from the male private
institutions are: *community and family tie, life skill values, support from environment,* and
support from staffs.

          The following terms are included in the cluster number 2: "safe," "productive," and
"responsibility." All of these terms are examples of *life skill values*. Provided is an example of a
mission statement from private male institutions which communicates *life skill values*.

          To provide a safe, secure, highly structured and disciplined military environment by

          holding them accountable for their own behaviors and assist them in making pro social

          and responsible life decisions through individual and group counseling, education, and

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physical training, so that upon graduation into their community they will be prepared to

lead life that are both productive and crime free.

This mission statement communicates *life skill values* as it includes the terms "productive" and

"responsibility" which are of value to the institution.

The next cluster was number 3. The following terms are included in the cluster:

"healthy," "environment," and "child." This cluster is unique because the mission focuses on the

type of environment without the inclusion of staff support. When these terms are combined they

communicate *support from environment*. Provided is an example mission statement: "Griffith

Centers for Child is to provide troubled Child the environment…to become healthy participating

and productive member of society." This mission statement communicates environment because

it explains that the environment is a place to foster healthy behavior.

The tightest cluster was number 4. Figure 4.6 is an enlarged view of the cluster. The

following terms are included in the cluster: "provide," "community," "family," and

"opportunity." These terms when clustered communicate the importance of a *family and

community tie*. Provided is an example of a mission statement that includes this theme in a

private male institution. "The mission of the Bridge Inc. is to provide substance abuse treatment

opportunity producing positive lasting change by partnering with each adolescent, family and

community through honor, excellence and integrity." This example communicates a *family and

community tie* because it emphasizes the need for the family and the community to support the

inmate.

The fourth research question asks: What are the themes in the female private institution's

mission statement. Next is a 2-d image and written interpretation of the female private

institutions (See Figures 4.7 and 4.8).

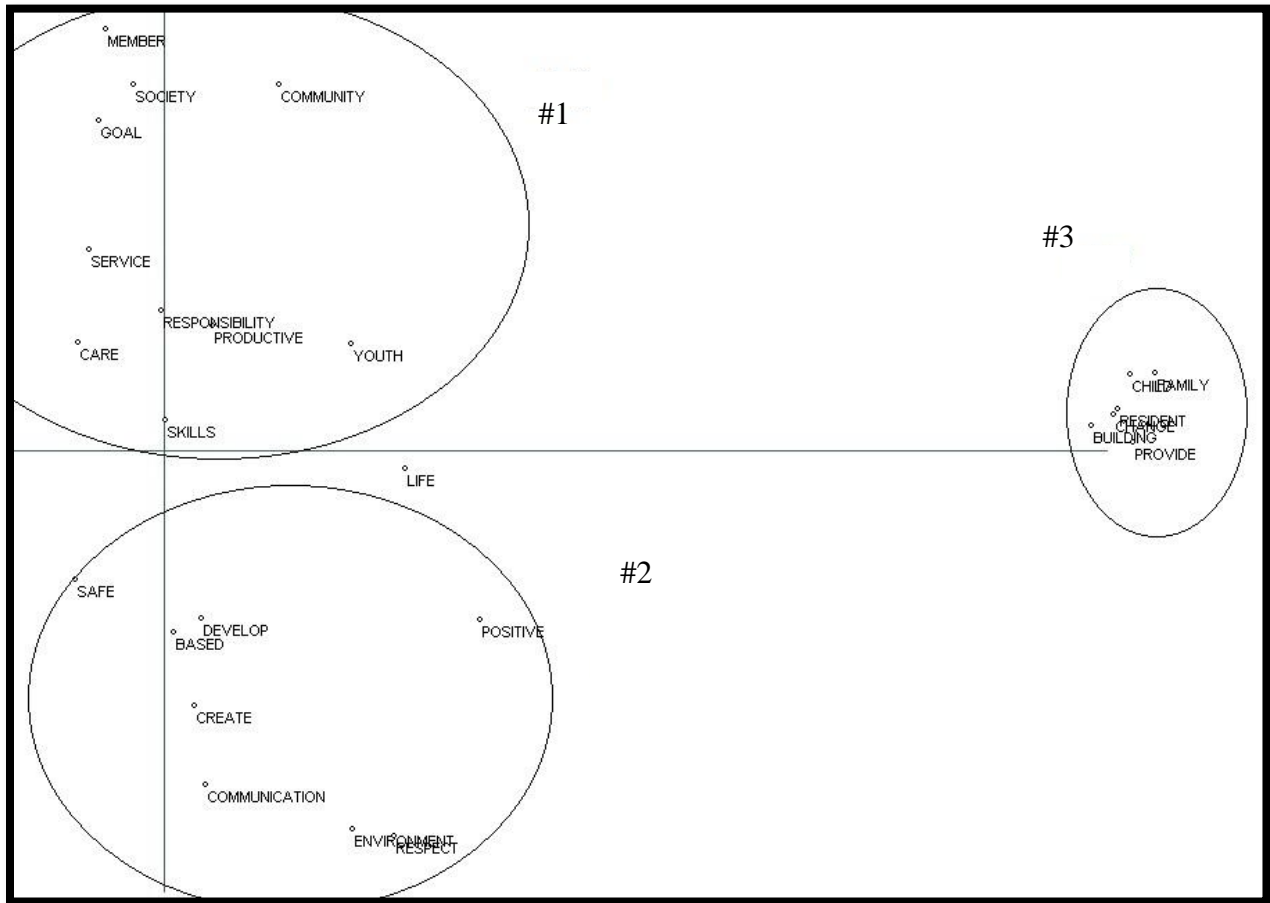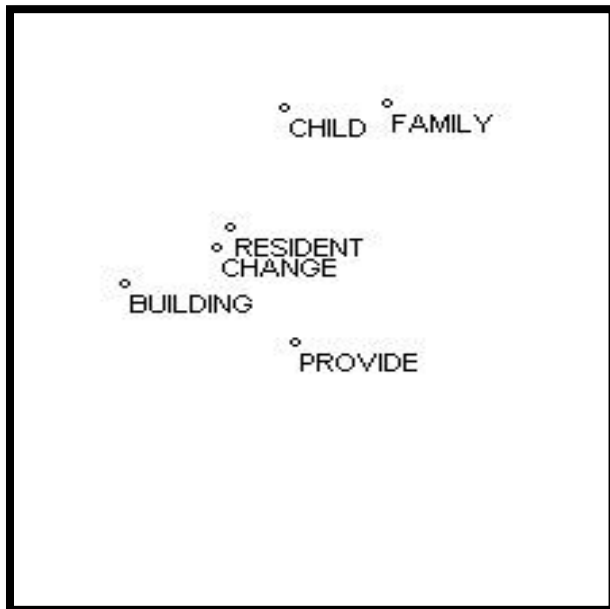Figure 4.7- Cluster of Female Private Institutions

Figure 4.8- Enlarged Cluster #3

In Figure 4.7 three clusters surfaced. The following terms are included in the cluster number 1: "goal," "productive," "responsibility," "care," and "skills." Each term is an example of a value to be learned or upheld; therefore, the cluster is labeled *life skill values*. Provided is an example of a mission statement: "We provide our Resident with the knowledge and skills necessary to lead a law abiding, productive and responsible life." This mission statement provides several examples of *life skill values* throughout.

Cluster number 2 emerged. The following terms are included in the cluster: "environment," "respect," "create," and "develop." This is a unique category because the support of environment and staff were found within the same cluster. The first two terms are in reference to the environment while the second two terms showcase what the staff can do for a juvenile. Therefore the cluster was labeled *support from staff and environment*. Provided is an example of a mission statement which communicates this theme.

> Our mission is to create positive and inspiring environment in which people identify and
> develop their strengths in order to achieve life successes. We accomplish our mission
> through respect, teamwork, communication, and resourcefulness.

This mission statement is an example of this theme because it provides support from the staff by using terms like "develop" and "create." Additionally it talks about their "positive and inspiring environment."

The tightest cluster was number 3. Figure 4.8 is an enlarged view of the cluster. The following terms are included in the cluster: "child," "family," "resident," and "change." These key words when viewed together are arguably communicating the importance of a *child and family tie*. Provided is an example of a mission statement: "A place for change and working together building children and building families." This mission statement included "children"

and "families" thus indicating their importance. After looking at the 2-d images which represent the female private institutions the themes which emerge are: *life skill values, support from the staff and environment,* and *a family and child tie*.

Finally, the fifth research question asks: Does the language used to describe inmates as expressed in mission statements differ among the different institution-types? To answer this question Table 4.1 provides a list of terms used to describe inmates. While these do not include frequency of words, the clusters are derived of the 25 most frequent words thus emphasizing their usage.

Table 4.1- Terms used to Describe Youth

Female Public	Female Private	Male Public	Male Private
• Youth • Offender • Juvenile • Citizen	• Youth • Member • Resident • Child	• Youth • Offender • Juvenile • Citizen	• Youth • Individual • Child

After examining Table 4.1 we can answer: yes. The language used to describe inmates as expressed in their mission statements differ among institution types. While all four institutions use the term "youth" several patterns unfold regarding the different uses of these common terms.

Chapter 5-Summary and Conclusion

Juvenile detention centers use mission statements to communicate how they intend to implement justice within their facility. Four cluster analyses were performed to uncover common themes in public male and female and private male and female institutions. The results show that these institutional groups communicated 3 to 5 themes. Comparisons can be drawn among the various institution-types. To discuss the results, each theme will be discussed on the basis of whether a retributive or restorative orientation was expressed. This will provide context and definition to each theme. Next, all the themes from each institution-type will be compared to determine whether the facility reflects restorative or retributive orientation. Finally, implications will be drawn based on comparisons between male and female public institutions and male and female private institutions.

When an individual spends time in a juvenile facility their freedom is taken away. A loss of freedom is a form of punishment. Therefore, it must be understood that any time spent in a juvenile detention center is retributive. However, some experiences that an offender has during the sentence can range from being retributive or restorative. Additionally, it is important to understand that some themes can be viewed as either restorative or retributive based on the words used to form the clusters. For example, *support from environment* reflects restorative justice if it is derived from the following terms: "healthy," "caring," and "respect." However, the same theme can reflect retributive justice if it is derived from the following terms: "secure" and "safe."

Restorative themes. Themes which reflect more restorative practices include: *life skill values, support from environment, support from staff, child tie and family tie, community and family tie*. *Life skill values* can be highly restorative when they focus toward the futures of the

detained youth. Furthermore, teaching *life skill values* positions the youth's needs as primary and can help restore the relationship between the victim and youth. *Support from environment* can be restorative when the described environment benefits the detained youth. Again, this is restorative because it makes the youth's needs the primary focus of the institution. *Support from staff* can also be restorative when the staff is described as helping the youth progress. *Child and family tie* is highly restorative as it puts focus on a future relationship with the youth and their family. Bazemore (1995) and Ellis (2006) argue that youth's home lives affect criminal behavior; therefore, mending these relationships can decrease recidivism rates. *Community and family tie* is restorative when the youth is projected to become a productive member of the community. Again, this theme is restorative when the future is mentioned or progress for the youth.

Retributive themes. Themes which reflect more retributive practices include: *support from environment*, *institutional identity,* and *public safety*. *Support from environment* can be reflective of retributive justice when the environment is described as a means to detain the youth. This form of support further defines the youth by their crime which is very retributive. *Institutional Identity* is retributive because it re-defines the institution as a place where detained youth are placed because of law violation. Finally, *public safety* is extremely retributive because it reinforces the idea that the community is safer when the violator is detained. This defines the youth by their violation and makes the community's needs primary. Some of the identified themes were highly restorative or retributive, and others vary based on the terms used to communicate the theme. In order to fully comprehend the results, each institution's themes will be viewed collectively to determine if they are reflective of restorative or retributive justice.

Male Public Institutions

The themes found in the male public institutions include: *institutional identity, public safety, life skill values, and support from environment and staff.* Institutional identity and public safety are inherently retributive. The theme of *life skill values* was derived from the following terms, "life and skills" these are restorative in nature as life skills will enhance the lives of detained youth. Other institution types explain *life skill values* with the terms: "become" "education" "productive" "responsibility" "potential." By comparison to other institutions, the male public institutions are vague and non-specific when describing *life skill values*. Finally, the theme *support from environment and staff* was derived from the terms: "offender," "accountable," "care" and "environment." This refers to "holding the offenders accountable" and "maintain a caring environment." The staff support terms further define the youth through their violation and is therefore retributive. However the environmental support is very restorative. After collectively viewing the themes, male public institution-types appear more oriented toward retributive justice than any other institution-type.

This finding may stem from a problem with our juvenile justice system. Isaacs-Shockely (1994) explains that public male institutions have significantly higher rates of minority youth than white youth compared to other institution-types. Socioeconomic and cultural factors shape the racial biases of our justice system. Christenson (2012) explains the relationship between race and crime as an economic pipeline where one event leads to another.

> The school-to-prison-pipeline suggests that racial minority students are disproportionally exposed to impoverished conditions, which are often associated with a lack of resources, which leads to poor success in school, which leads to disciplinary action or juvenile criminal activity, which worsens their academic success, which leads to a life of

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perpetuated poverty, which is so often times associated with criminal activity and

imprisonment.

The school-to-pipeline argument indicates that minority youth are predisposed to an

economically unjust environment where it may be difficult to prosper. Isaacs-Shockely (1994)

believes a cultural fear is responsible for such inconsistent treatment of youth.

> The overrepresentation of minorities is evident in the adjudication process, including
>
> arrests, detention, prosecution, and commitment to detention. Indeed, the
>
> overrepresentation of youth of color in juvenile confinement continues to soar in direct
>
> proportion to the fears of violence and crime that grip the minds of those dominant
>
> culture U.S. citizens who are least likely to be its victims.

A cultural bias indicates that male public intuitions are adapting to a surrounding community's

fear and biased views of minority youth. Drakeford and Garfinkle (2000) explain that there is "a

racial bias in the Juvenile Justice System" (p. 1).

Male Private Institutions

The themes found in the male private institutions include: *community and family tie, life

skill values, support from environment, and support from staff. Community and family ties and

Life skill values* are highly restorative themes. *Support from the environment* was derived from

the terms: "healthy" "environment" and "child." Therefore, this theme is restorative in nature

because the description of the environment benefits the youth. *Support from the staff* is made up

of the following terms: "assist" and "individual." These terms are restorative because they put

the youth's needs first. After collectively viewing the themes, the male private institutions are

reflective of restorative justice.

Restorative justice is commonly found in private institutions mainly because of funding. Compared to public institution, private institutions do not have to compete with other state-run facilities. Money is gained through investors and parents. Therefore, the private institutions must project a reputation of restoration to maintain their funds. If parents have the funds to send their child to a private institution they are more likely to expect a positive outcome. This is accomplished through the mending of relationships between the youth and the victim as well as an increase in family involvement.

Female Public Institutions

The themes found in the female public institution cluster analysis include: *institutional identity, support from staff and environment, public safety, life skill values, and family and child tie.* Themes which are highly retributive include: *institutional identity* and *public safety*. Themes which are highly restorative include: *life skill values* and *family and child tie.* The theme *support from staff and environment* was derived from the terms: "develop," "skills," "provide," "environment," and "safe." These terms refer to "assisting in the development of youth" and "providing a safe environment." Because these terms benefit the youth, they are restorative in nature. After collectively viewing the themes, the female public institutions are slightly more reflective of restorative justice compared to other institutions; however, they maintain several retributive characteristics.

While public institutions do not have the same funds as private institutions, there is still a focus toward restorative practices because of the way our society views females through gender norms. Sherman (2005) explains:

They have significant needs that differ in both degree and kind from those of the boys for

whom detention systems have historically been designed. In addition there is evidence

that the juvenile justice process differs for boys and girls (p. 10).

Programming specific to females seems to reflect more restorative practices. Sharp and Simon

(2004) explain why female institutions are more restorative. They note that males express their

feelings outward while girls hold in their thoughts and feelings. "Most recommendations for

gender-competent programming emphasize the need for building girls' confidence, which can, in

turn, lead to resilience from delinquency" This explains why female public institutions are more

restorative oriented while still providing safety to the surrounding community.

Female Private Institutions

 The themes found in the female private institution cluster analysis include: *life skill*

values, support from staff and environment, and *child and family tie.* Themes which are highly

restorative include: *life skill values,* and *child and family tie*. The theme *support from staff and*

environment included the following terms: "positive" "respect" "develop" "create" and

"environment." These are highly restorative because they benefit the detained youth. After

reviewing the themes, the female private institution and male private institutions are the most

similar with the only difference being a difference in relationships. Male private institutions

focus on a *community and family tie* where female private institutions put a larger focus on the

family and child tie. This difference could be attributed to gender norms as female youth often

break the law in response to a weak family relationship (Sharp and Simon, 2004).

 As previously noted, private institutions have the benefit of funding which leads to more

opportunities for youth. Parents who send their child to a private juvenile detention center can

rest assured that they will receive adequate opportunities toward restoration. Additionally,

female institutions reflect more restorative practices to adhere to the challenges posed by female youth. Therefore, the combination of funding and female youth may be what makes female private institutions more restorative than any other institution-type.

Each institution has been classified as communicating retributive or restorative idealizations of justice. This provides a platform to draw implications through comparison of institution-type. Figure 5.1 is an illustrative image used to explain how each institution type falls upon a continuum of retributive and restorative justice.

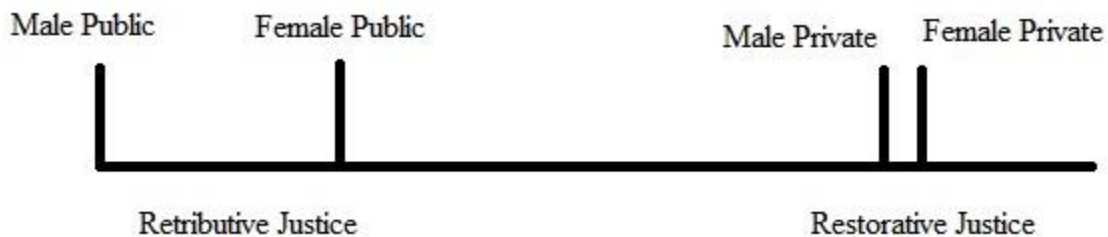Figure 5.1- Institution Type Placed on a Continuum of Justice.

Figure 5.1 illustrates that funding source compared to sex of youth is a bigger indicator of justice orientation within juvenile detention centers. The private institutions are more restorative in nature while the public institutions are more retributive. This notion is further explained by reviewing the language used when describing youth in each institution type.
. The terms, "offender," "youth," "juvenile," and "citizen," were used by both public institution types. The private institutions use the following terms, "member," "resident," "child," and "individual." By comparison both of the private institution's language use are far less retributive and sound more rehabilitative in nature.

There are two factors which may be responsible for this finding. Initially, public institutions must adhere to a surrounding community (Zehr, 1995). Therefore putting the community's safety first is very retributive. As previously noted, retributive justice puts focus

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toward the crime against a community. Therefore seeing *public safety* occur in both male and female public institutions is an indication that public institutions are adapting their justice to the needs of the surrounding community. This finding can also be attributed to funding among public and private institutions. Private institutions generally have higher funding which provides more opportunities for the detained youth (Abrams & Hyun, 2009). Opportunities and programs are more restorative because they help youth focus toward the future and the rehabilitation of bad behavior. Olge (1999) explains that youth who are detained in a private facility may have more opportunities and a lower chance of future law violations. The implications' regarding this study has prompted several future areas of study.

Future research can be conducted across different public service institution-types to gain an understanding of what types of themes are present. Investigations can be done in rehabilitation centers, adult prison facilities, and hospitals. Understanding the communication strategies and themes provide implications to institutions, as well as provides a new way to understand and utilize the mission statement as a communication tool. This future research would widen the scope of organizational communication. Instead of learning about the mission statement in a business setting, the tool can be evaluated based on its ability to organize several types of public service institutions.

Another future area of study would be to determine how well the mission statement communicates what is actually going on within a facility. While this idea was not a necessary focus of this research it would be valuable to investigate. A content analysis could be conducted to investigate how many programs are listed in a mission statement vs. how many programs are actually carried out within the facility. Furthermore, it would be ideal to interview incarcerated youth and staff to determine how much the mission statements are utilized. No studies like this

have been conducted and I believe that the use of a mission statement as a research tool could be better accepted if there was research done to check the validity of the tool. This check of utilization would further validate several areas of research using the mission statement, and it would add evidence to interpretive studies such as this. Using the mission statement as a communication tool is not new to scholars. Their content and audiences provide a unique frame to study and scholars should continue to analyze the mission statement.

While several scholars commend the use of mission statements as a communication tool, some find the mission statement to be unimportant. Davies (1986) explains that mission statements are simply "a collection of stock phrases that are either excessively vague or unrealistically aspirational or both" (as cited in Morphew & Hartley, 2006, p. 457). While this may be the case, this research discovered differences between male public and private and female public and private institutions. The minor differences indicate that mission statements are not stock phrases at all; rather, the differences showcase adaptations to the type of institution they represent. This study adds to the literature about mission statements and their use in future research.

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