



# ***MENTALLY ILL OFFENDER CRIME***

*Solano County Probation Department's Juvenile Diversion Program*

*Final Local Evaluation Report*



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## **EXECUTIVE SUMMARY**

### **PROJECT PURPOSE**

The Mentally Ill Offender Crime Reduction (MIOCR) Diversion Program centered on a collaboration between the Solano County Probation Department (SCPD), Fairfield Police Department (FFPD), Solano County Health & Social Services (H&SS), Fairfield-Suisun Unified School District (FSUSD) and the Fairfield Police Activities League (PAL). The program design connected with providing early intervention services to non-serious juvenile offenders experiencing mental health issues.

SCPD was the lead agency and provided a Deputy Probation Officer (DPO) to supervise MIOCR diversion cases. SCPD is co-located at the Sullivan Interagency Center with FFPD's Youth Services Division, Fairfield PAL and FSUSD Student Services. H&SS contracted with A Better Way (ABW) to provide a Mental Health Clinician to work exclusively with the MIOCR program. FFPD provided a Youth Services Diversion Police Officer to screen youth for diversion services and to determine if they require a referral for further mental health assessment and participation in the MIOCR program. MIOCR participants were also eligible to participate in services offered at the Fairfield PAL program.

The goal of the program is to divert these youth from formally entering the juvenile justice system by providing them with necessary mental health services, while holding them accountable for their delinquent behavior and promoting their participation in school and pro-social activities.

### **MAJOR FINDINGS**

- Program youth were provided with timely front-end mental health interventions and case management services
- There was an increase in the use of services and programs that connected with identified client needs
- School attendance increased
- There was a reduction in criminal activity
- The number of youth who could have entered the juvenile justice system was reduced

### **CONCLUSIONS**

The MIOCR Diversion Program in Solano County helped to ensure that youth with a mental disorder received timely front-end mental health intervention, remained engaged with appropriate mental health services, that their families received the support needed to reduce the youth's risk of recidivism, and that the youth was diverted from the formal juvenile justice system. Additionally, identified youth on supervised probation (Formal Wardship, Informal Probation, Deferred Entry of Judgment) were referred to the MIOCR mental health clinician for mental health case management services to ensure that the youth's mental health issues were being addressed with the aim being that this would assist the youth in completing their grant of juvenile probation.

## EVALUATION QUESTIONS

### Did the project work as intended?

- Yes, the project team was able to implement a highly successful Diversion Program in Solano County; SCPD, FFPD, H&SS, ABW, FSUSD, and the Fairfield PAL were able to effectively collaborate to provide youth with an initial assessment of need followed by support and services.

### What were the project accomplishments?

- Project accomplishments included establishing a MIOCR Steering Committee that developed strategies and provided updates for grants. As part of the grant process, the project team developed a comprehensive Program Guide that served as a critically important document for grant implementation and success. The project successfully served 59 youth through the Diversion Program along with 21 probation wardship referrals who were facing mental health challenges.

### What goals were accomplished?

- The project team was successful in realizing the goal of providing services via a multi-agency collaborative. Moreover, the team was able to successfully divert youth from formal involvement in the juvenile justice system, while ensuring that they were linked to appropriate mental health care and academic support that continued after their time in the diversion program had ended. In doing so, the collaborative was able to provide youth with this support and these services, while holding them accountable for their delinquent behavior and promoting their participation in school and pro-social activities.

### What problems/barriers were faced and how were they addressed?

- One of the barriers that was faced was the relocation of Solano County Probation Department's Juvenile Supervision Unit to the Sullivan Interagency Youth Services Center. This was caused by numerous due contract negotiations and modifications along with construction and furniture vendor timelines. Once the preceding was resolved, the supervision unit and the Diversion Program moved to this location. Another challenge was connected to H&SS changing their mental health vendor from Children's Nurturing Project to ABW on July 1, 2016. ABW was able to effectively join the Diversion Program and became a critically important partner. In addition, ABW was able to offer guidance on a new set of screening tools to use for the grant (the BECK Youth Inventories – Second Edition, BYI-2, and the Child Adolescent Needs and Strengths, CANS).

### What unintended outcomes (positive and/or negative) were produced?

- With respect to unintended outcomes that were produced, one negative unintended outcome was that there were some communication errors with the Fairfield PAL and liability concerns on their part. The collaborative team is continuing to strengthen the program.
- An example of positive, unintended outcomes was the county wide expansion of MIOCR Diversion services as way to increase referrals. Another positive outcome was the inclusion of juvenile

program supervision referrals. With this expansion, the program started to receive many more referrals, however it became a challenge to provide services within the standard of 7 to 10

- business day timeline. The program also added another mental health clinician in May of 2018 with the hiring of another clinician pending (for a total of three mental health clinicians).

**Were there any lessons learned and more specifically, program challenges? The following feedback was provided by grant staff:**

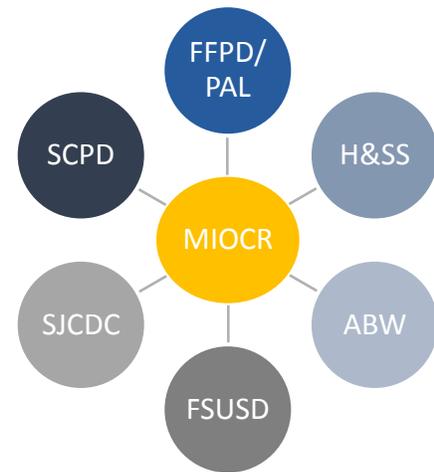
- "Communicating with those outside of the grant (i.e. PAL program and other providers); getting incentives in a timely manner."
- "Not enough kids 'qualify' for the program."
- "It seemed it took a while for the grant to kick in and we were cramming to find training at the end of the program. I think it would have been better to get training in the beginning of the grant cycle so we could apply the knowledge gained faster and more efficiently."
- "Barriers to this grant included leadership transitions within several collaborating agencies, mild communication barriers which continued to exist between agencies, and inconsistent referral rates."
- "There is a greater demand for mental health supports than there are providers to help our kids."

# PROJECT DESCRIPTION

## OVERVIEW OF THE PROJECT

The MIOCR Diversion Program centered on a collaboration between the SCPD, FFPD, H&SS, FSUSD and the Fairfield PAL. The program design connected with providing early intervention services to non-serious juvenile offenders experiencing mental health issues.

SCPD was the lead agency and provided a Deputy Probation Officer (DPO) to supervise MIOCR diversion cases. SCPD is co-located at the Sullivan Interagency Youth Services Center along with FFPD's Youth Services Division, Fairfield PAL and FSUSD Student Services. H&SS contracted with ABW to provide a Mental Health Clinician to work exclusively with the MIOCR program. FFPD provided a Youth Services Diversion Police Officer to screen youth for diversion services and to determine if they require a referral for further mental health assessment and participation in the MIOCR program. MIOCR participants were also eligible to participate in services offered at the Fairfield PAL program.<sup>1</sup> FSUSD had academic and counseling support services available at their designated school sites and provided attendance and school behavior data for program participants. The aim was to provide services via this multi-agency collaborative in order to successfully divert as many youth as possible from formal involvement in the juvenile justice system, while ensuring that they have been linked to appropriate mental health care and academic support that will continue after their diversion program ends.



## PROJECT GOAL

The goal of the program was to divert youth from formally entering the juvenile justice system by providing them with necessary mental health services, while holding them accountable for their delinquent behavior and promoting their participation in school and pro-social activities. Additionally, identified youth on supervised probation (Formal Wardship, Informal Probation, Deferred Entry of Judgment) were to be referred to the MIOCR mental health clinician for case management services to ensure that the youth's mental health issues are being addressed; which will hopefully assist the youth in completing their grant of juvenile probation.



<sup>1</sup> Details on Police Athletic League activities can be found in the appendix.

## ANNUAL PROJECT GOALS

Additional project goals include annual goals of the program and are listed below.



## PROJECT OBJECTIVES

The five project objectives are listed below:

- Effectively work as a collaborative program team to assess youth for mental health needs and to provide eligible youth with programs and services.
- Provide mental health assessments to youth in Solano County who are at risk of involvement in the juvenile justice system.
- Provide mental health treatment interventions to eligible youth that effectively address mental illnesses and assist youth to be successful in school and divert them from the juvenile justice system.
- Provide linkages to program services and supports to eligible youth.
- Reduce the number of youth who become involved in the juvenile justice system.

## TARGET POPULATION AND NUMBER OF PARTICIPANTS

The target population for the MIOCR Diversion Program centered on youth at FSUSD's five high schools and/or three middle schools who had been assessed as having a diagnosed mental health need and are eligible for diversion. Eligible youth also needed to have at least one family member or other adult in the household who was willing to actively participate in the program.

## PROCESS FOR DETERMINING INTERVENTION(S)

After youth were assessed and selected for the program, the program team worked with MIOCR DPO and ABW in order to determine a most appropriate support and set of programs and services.

## DEFINING PARTICIPANT SUCCESS

With respect to program success, participants needed to be in compliance with the treatment plan and diversion contract. In addition, youth needed to be connected with mental health treatment/counseling, taking medications (if prescribed), and be stabilized.

## DOCUMENTATION OF SERVICES

The program team documented services using a range of project forms. More specifically, a highly detailed MIOCR Program Guide was developed that articulates the structure of the program and offered a full set of program forms that were utilized as part of the Diversion Program. In addition, each client had a case file and project data was collected from a range of partners.

# DATA COLLECTION

## BOARD OF STATE AND COMMUNITY CORRECTIONS (BSCC) VARIABLES

The data that was collected included each of the quantitative and qualitative BSCC quarterly report measures. More specifically, quantitative data specific to participant information centered on the following:

- Number of participants
- Age of youth, gender, and race/ethnicity
- Number of youth who attended school in the community during each quarter (also collected at program completion/exit)
- Average number of school days attended by participants four weeks prior to project enrollment (also collected at program completion/exit)
- Number of days from project enrollment to direct service
- Number of youth receiving a standardized assessment
  - Data specific to the Global Assessment of Individual Needs Short Screener (GAIN-SS)
  - Massachusetts Youth Screening Instrument-2 tool (MAYSI-2)
  - Data specific to the Child and Adolescent Needs & Strengths assessment (CANS)
  - Data specific to the BECK Youth Inventories – Second Edition (BYI-2)
- Criminogenic risk score
- Number of youth with a formal psychological/psychiatric evaluation
- Number of youth who received services
- Number of youth who successfully completed the project
- Number of youth who discontinued from the project

Along with participant information, specific variables were collected six months before project enrollment (previous) as well as throughout the project period (new). These data included the following variables:

- Petitions sustained for a Delinquent (WIC 602) Offense<sup>2</sup>
- Felony petitions sustained (WIC 602)<sup>1</sup>
- Misdemeanor petitions sustained (WIC 602)<sup>1</sup>
- Status Offenses (WIC 601)

<sup>2</sup> Also collected 6 months following successful program completion.

- Participants with Post-Disposition Commitments
- Average number of days in juvenile hall and/or Camp for dispositions

Additional data was collected for new participants enrolled into the program. These data points were also collected at project completion or exit:

- Participants who received an Out-of-Home Placement
- Participants on Home Supervision
- Participants receiving Medi-Cal or another type of insurance plan entitlement

As part of the MIOCR grant data collection and reporting requirements, the Probation Department and the partner agencies worked with the evaluator to submit data on a quarterly basis to the BSCC. As the lead agency, the Probation Department was sent the final draft of the quarterly progress reports for submission to the BSCC. The data collection steps used by the program team are outlined in the Program Guide and can be found in this work's appendix.

## **DATA SOURCES AND METHODS**

The evaluator received much of the project data from the SCPD. This was collected by an information technology team and housed within an Excel database. Additional data was provided to the Probation Department by FFPD, FSUSD and ABW. In addition to the list of variables above, qualitative data was offered on a regular basis in the form of case studies and from collaborative partners as part of quarterly report feedback. With respect to frequency of data collection, information was collected quarterly and was provided to the evaluation team for review and in order to prepare the BSCC quarterly reports. Data was cleaned and analyzed via Excel. The only challenges that were encountered with respect to data collection was the receipt of incomplete data files. This did not influence the quarterly report or final analysis as the project team was able to provide the complete set of data upon request.

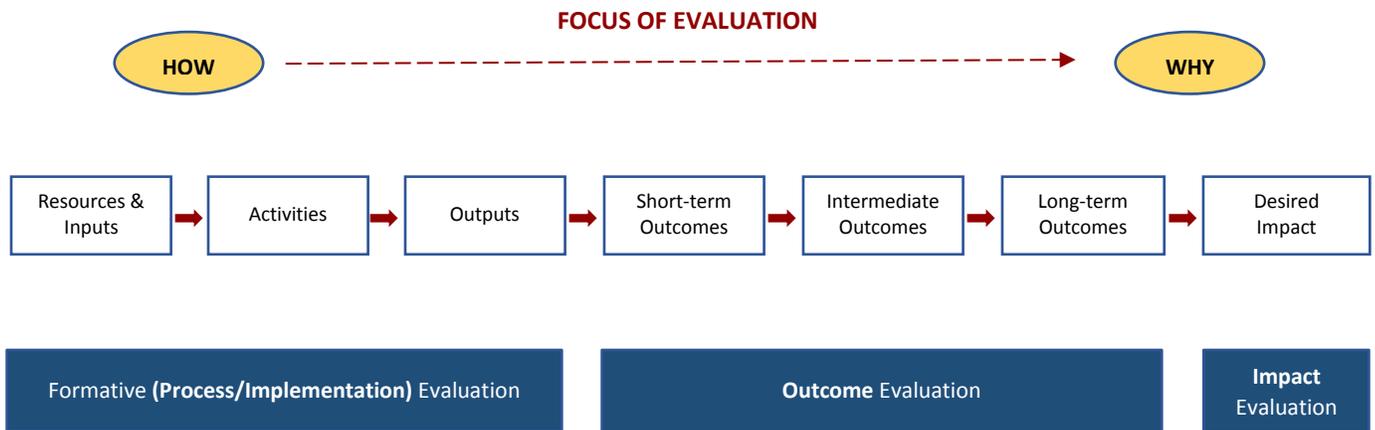
## **RESEARCH DESIGN**

The research design that was used to assess the program was a process and outcome evaluation. In addition, evaluators provided support throughout the duration of the grant with respect to the review and preparation of BSCC quarterly reports.

In conducting the process evaluation, the grant activities that were implemented were compared to the original project logic model in order to assess whether the program was carried out as intended.

With respect to the outcome evaluation, evaluators examined whether the program achieved the goals as stated in the proposal. No separate comparison group was used in this evaluation, however some of the client data that was collected was compared pre, during, and post program completion. The evaluation centered on a mixed method approach (quantitative data collection and qualitative components such as review of case studies and open-ended feedback to survey and evaluation questions). Evaluation efforts also included meeting attendance, document review, and the revision of the program logic model. In addition, evaluators worked closely with the Probation Department and other grant partners on the review of quarterly reports for the BSCC.

Figure 1. Types of Evaluation<sup>3</sup>



The main evaluation questions for the program centered on the following:

- Did the program implement the Mentally Ill Offender Crime Reduction (MIOCR) Diversion Program as it was designed?
  - Did the program provide a range of support services and opportunities that helped juvenile offenders increase their protective factors and did this decrease recidivism?
- Was the program able to successfully partner as a team of collaborative stakeholders?
- Were clients positively impacted as a result of taking part in the program?
  - Increase in school attendance
  - Increase with respect to the enrollment in services
  - Improvements in mental health domains
  - Reduction in criminal activity
  - Completion of schooling and MIOCR program requirements
  - Decrease in suspensions
  - Decrease in expulsions
- Long-Term Outcomes
  - Reduction in the number of identified mentally ill juvenile offenders entering the juvenile justice system

<sup>3</sup> Adapted from: Evaluation Insights for Retrospective Reg Evaluation.

## ***FINDINGS***

### **PROCESS EVALUATION**

In reviewing the grant process, evaluators used the program logic model to determine whether what was implemented matched the logic model (i.e., the program’s theory of change). The Diversion Program was able to successfully address the need originally articulated in the grant proposal. More specifically, the grant team was able to implement and collaborate on a highly effective Diversion Program for Solano County youth. The collaborative partners, SCPD, FFPD, Fairfield PAL, FSUSD, H&SS, and ABW successfully implemented the program over multiple years. Staffing for the program included a MIOCR Deputy Probation Officer, two mental health clinicians, a Fairfield Police Department Diversion Officer, a legal procedures clerk, and a senior systems analyst (see the Program Logic Model for details on the percentage of full-time status). In order to monitor, assess, and adjust project components, Probation conducted monthly audits to ensure that the data was correct and the team also held collaborative meetings.

With respect to the flow of the program, the screening process was initiated with the review of citations by the FFPD Diversion Officer (see the MIOCR Decision Tree on p. 11). For citations that were determined to be appropriate for diversion, the officer scheduled an initial appointment with the youth and their parent or guardian. Since 2015, the criteria used for diversion by the Fairfield Police Department has been the following:

- All cited crimes are considered for possible diversion
- All booked cases returned from Probation are accepted
- May have several prior criminal contacts depending on crime type and time between violations
- May have prior successful diversions
- May have prior unsuccessful diversions depending on reason for failure
- May have prior probation contacts and grants depending on crime codes and time between violations
- May live outside of immediate area if parent is willing and/or able to provide transportation for classes and work hours
- Restitution to victims – referred to civil court
- Must accept responsibility for his/her actions leading to arrest
- Must accept terms of Diversion contract
- Diversion fee payment terms negotiable

As part of the program intake process, the officer administered the Global Appraisal of Individual Needs Short Screener (GAIN-SS) tool. If the tool indicated a score of 3 or higher, the youth was determined to be in need of a mental health referral to the Diversion Program. As part of this process referrals were sent to ABW.<sup>4</sup>

The Global Appraisal of Individual Needs (GAIN) approach is noted by the vendor of the tool (GAIN Coordinating Center, 2018) to be a progressive approach to assessment. The GAIN tools can be utilized for young adults and for youth in a variety of school-based programs and justice programs. The GAIN-SS is one of a series of instruments and is designed as an initial screening and can be used to “quickly and accurately identify clients who would be flagged as having one or more behavioral health disorders on the GAIN-I” (GAIN Coordinating Center, 2018).

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<sup>4</sup> If youth were not assessed as needing a mental health referral they were placed on the diversion program that was already in place before the start of the grant.

The instrument domains for the GAIN-SS are: internalizing disorders, externalizing disorders, substance use disorders, and crime and violence. This instrument includes three reports such as the GAIN-SS Full Report and Summary Report and the Aggregate Report.

As part of the initial screening process for Probation referrals, Supervision DPOs administered the Massachusetts Youth Screening Instrument-2 tool, MAYSI-2, (see appendix) to the minor in order to determine if there were any identified mental health issues and if the minor may be in need of mental health case management services. “The Massachusetts Youth Screening Instrument (MAYSI)/(MAYSI-2) is a brief screening instrument (52 questions) designed to identify potential mental health needs of adolescents involved in the juvenile justice system” (National Council of Juvenile and Family Court Judges).

In addition, Supervision DPOs completed the MIOCR Program Referral Form and routed the referral form, MAYSI-2, and the minor’s Dispositional Report to the MIOCR Supervising DPO, MIOCR DPO, Sullivan Legal Procedures Clerk, and ABW Administrative Assistant for tracking purposes. The youth’s case then remained with the Juvenile Supervision DPO, whether the youth was found eligible or not eligible for mental health case management services through the MIOCR Mental Health Clinician.

After receiving the program referrals, ABW determined if the clients were receiving any services. If youth already were receiving services from a provider, they connected the client with the Probation Officer for on-going case management. Alternatively, if the youth was not receiving any services or ABW could provide services that the youth was not currently receiving, an intake appointment was conducted. As part of the intake procedure, ABW completed the CANS assessment and the BECK Youth Inventories in order to determine if the youth had a qualifying mental health condition (per the DSM-IV) to treat. The following text provides an overview about the CANS.

The Child and Adolescent Needs and Strengths (CANS) Comprehensive Assessment is a multipurpose tool developed to support care planning and level of care decision-making, to facilitate quality improvement initiatives, and to allow for the monitoring of outcomes of services. The CANS was developed from a communication perspective so as to facilitate the linkage between the assessment process and the design of individualized service plans including the application of evidence-based practices (Praed Foundation, 1999).

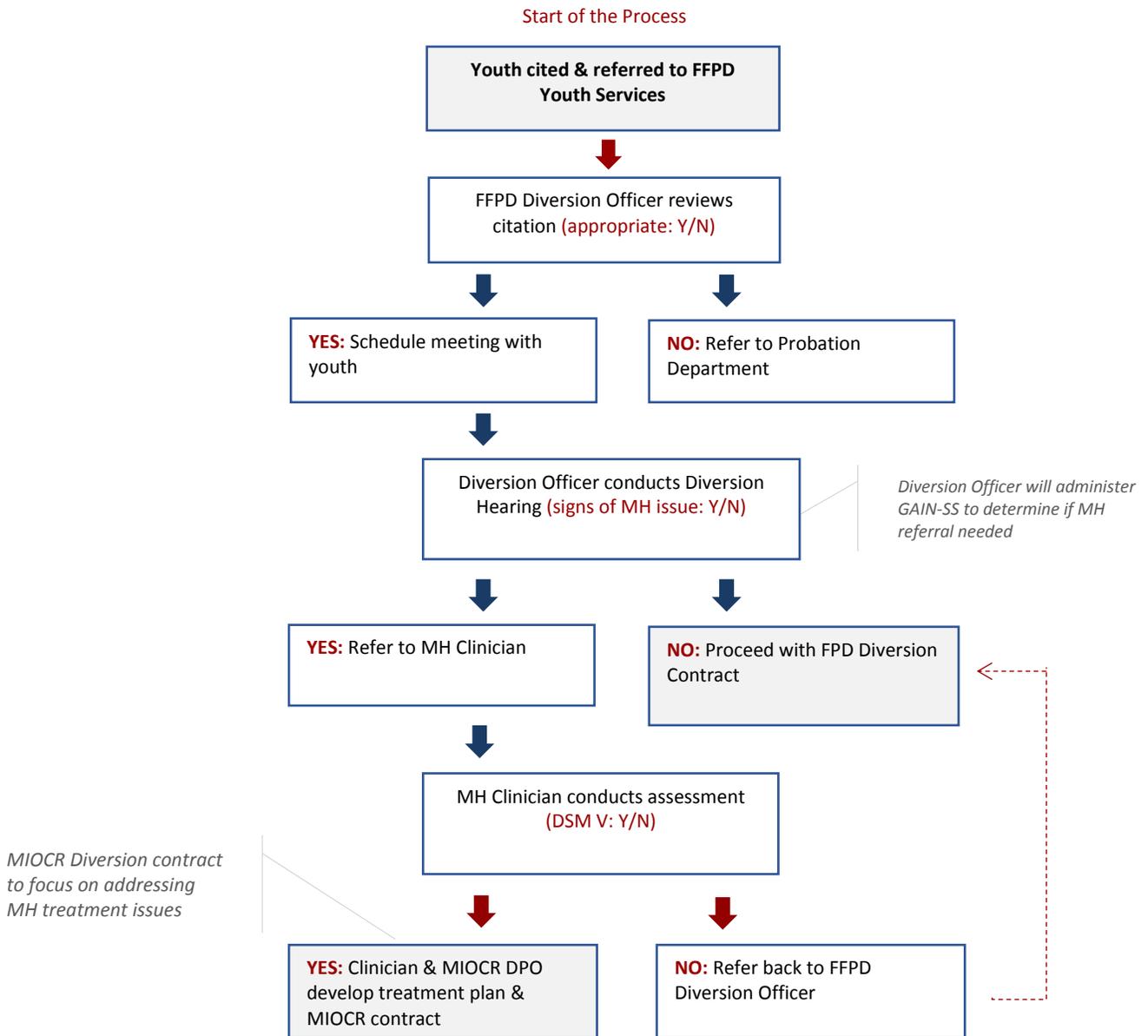
If the youth did not qualify for the program, they were placed on the FFPD diversion program or Alternate Probation Diversion Program (Juvenile Community Accountability Program - JCAP, Misdemeanor Diversion, or Felony Diversion). For youth that were assessed as qualifying for the program, their acuity level was assessed as low, moderate, or high. As part of the program process, the clinician from ABW collaborated with the MIOCR Probation Officer on the recommended treatment plan for the youth. Specific intervention options included one-to-one therapy<sup>5</sup>, interactive journaling<sup>6</sup>, and case management. Diversion Program cases were closed out as either successful (positive), terminated (negative), discontinued (neutral – no fault of minor). For

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<sup>5</sup> All minors referred were either receiving one-on-one therapy from the MIOCR Clinician (A Better Way), or through their medical provider (Kaiser) or Solano County Mental Health.

<sup>6</sup> Youth with specific issues were required to complete Interactive Journaling (Handling Difficult Feelings, Family, Victim Awareness, Substance Using Behaviors, or Relationships and Communication).

Figure 1: MIOCR Decision Tree



The grant team had success with all five of the main program objectives. More specifically, the collaborative program worked together to effectively assess youth for mental health needs by utilizing a range of assessment tools. In addition, the program was able to provide eligible youth with programs and services. Youth were also provided with mental health treatment interventions that effectively addressed mental illnesses and assisted youth to be successful in school and divert them from the juvenile justice system. The program was able to provide eligible youth with linkages to program services and supports.

Some youth and families declined to participate in the program. Some declined because they did not want the therapy services, and preferred to stay on traditional (Fairfield Police Department) diversion. One minor's parents stated they didn't want the "title" of mental health on the minor's record in case he ever wanted to pursue certain careers in the future.

With respect to project activities, 125 were referred to the MIOCR Diversion program and 59 participated in the program. The original projection for participation was 100 youth with no more than 25 youth being on caseloads at any given time. A key component of the project was to have timely and front-end mental health interventions. The grant team successfully provided diversion case management services for youth by offering mental health screenings and services to participants. Program staff also provided interventions that connected with youth risk levels and treatment needs along with mental health case management services.

The length of the Diversion Program was up to six months; however, program time could have been added with the approval of Probation.

As part of the grant process, members of the grant team attended eight conferences. These included the following:

- Forensic Mental Health Association of California (FMHAC) Conference in Monterey, CA
  - March 2016, 2017, and 2018
- National Alliance on Mental Illness Conference, Newport Beach, CA
  - August 2017 and May/June 2018
- Words to Deeds XI Conference, Sacramento, CA in
  - November 2017
- California Student Mental Wellness Conference, Rocklin, CA
  - February/March 2018
- Blueprints Conference, Denver, CO
  - April/May 2018

In addition to the conferences listed above, the grant included the following trainings:

- MIOCR Team Meeting-Walkthrough/Training on MIOCR Program Guide for 10-01-16 Launch
  - September 2016
- Policing the Teen Brain Training
  - September 2016
  - Train the Trainer: June 27-30, 2016
  - Staff Training: September 07-09, 2016 & Oct. 05-06, 2016
- Racial Ethnic Disparity (RED) 101 Training
  - August 2017
- Commercial Sexual Exploitation of Children (CSEC)

## OUTCOMES EVALUATION

The outcomes evaluation for the Diversion Program centered on the collection and review of all BSCC mandated variables. Other short-term outcomes measures included assessing whether there were increases in school attendance and whether there was an increase in the use of (or enrollment in) services and programs that connect with identified needs. Medium-term measures centered on:

- Levels of improvements in mental health domains
- Reductions in criminal activity
- Completion of school and diversion program requirements
- Decrease in suspensions and expulsions
- Completion of juvenile probation grants

The long-term outcome for the grant connects with reducing the number of identified mentally ill juvenile offenders entering the juvenile justice system (i.e., detention, court, formal supervision, and out-of-home placement). Additional outcome variables were listed on pages 6 and 7. Pre and post data were compared in order to determine if the program and its interventions had the intended impact.

Over the course of the two years there were 125 referrals to the MIOCR Diversion Program. Of these referrals, 42.4% (53) stemmed from year one and 57.6% (72) of the referrals were from year two. During the first year, almost two thirds (62.3%) of all referrals came from the FFPD Diversion Program and approximately one third (37.7%) came from the Probation Intake/Juvenile Detention Facility (JDF). During the second program year 29.2% of the referrals came from FFPD Diversion Program, 23.6% came from Probation Intake/JDF, and almost half (47.2 %) were Probation Wardship Referrals. For a list of referral offenses please see Appendix K.

	<i>Count</i>	<i>Percent</i>
<b>Total Number of Program Referrals</b>	<b>125</b>	<b>~</b>
<b>Year 1 (2016-17 Referrals)</b>	<b>53</b>	<b>42.4%</b>
FFPD Diversion Program Referrals	33	62.3%
Probation Intake/JDF Referrals	20	37.7%
<b>Year 2 (2017-18 Referrals)</b>	<b>72</b>	<b>57.6%</b>
FFPD Diversion Program Referrals	21	29.2%
Probation Intake/JDF Referrals	17	23.6%
Probation Wardship Referrals	34	47.2%

With respect to citations and referrals, no cases that were received had damages that amounted to restitution claims. However, some apology letters were completed by the youth who committed offenses.

The types of community service completed included the following: helping one’s family, helping neighbors, working at Sullivan Center Clothes Closet, assisting in a local church, and helping at a food bank.

## PROJECT DATA AND OUTCOMES

### Demographics

During the course of the grant, there were a total of 125 youth who were referred to the Diversion Program. Of these, 59 or 47.2% took part in the program.

At the time of project enrollment, almost all youth were between the ages of 12-17 (96.6%). A little over half (54.2%) of the youth were female and 45.8% were male.

With respect to race/ethnicity, 40.7% of youth were Black or African American, 25.4% were Hispanic or Latino/Latina, 23.7% were White or Caucasian, and 5.1% identified as either Asian/Pacific Islander or another race/ethnicity.

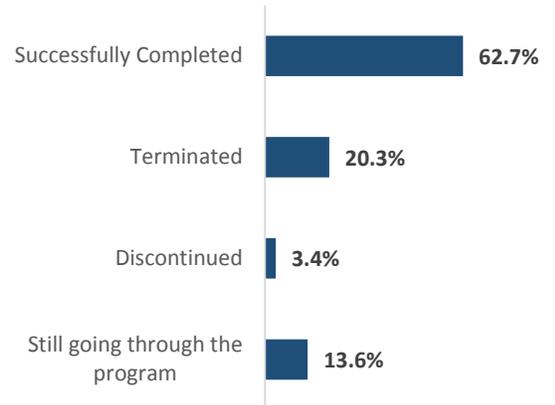
Most of the youth (94.9%) had a criminogenic risk level score of medium/high. The average number of days from project enrollment to first direct service was seven. Please note that three of the youth had a “no show,” thus their data was not included in this data point.

All of the Diversion Program participants received a standardized assessment test (e.g., CANS, BYI-2, and/or GAIN-SS). During the course of the project, only three (5.1%) youth received a formal psychological/psychiatric evaluation.

Youth Demographics		
	Count	Percent
<b>Number of Youth Referred</b>	<b>125</b>	
<b>Number of Program Participants</b>	<b>59</b>	
<b>Age</b>		
Under 12 Years of Age	2	3.4%
Age 12 - 14	25	42.4%
Age 15 - 17	32	54.2%
Age 18 and Older	0	0.0%
<b>Gender</b>		
Female	32	54.2%
Male	27	45.8%
Other	0	0.0%
<b>Race/Ethnicity</b>		
Asian/ Pacific Islander	3	5.1%
Black or African American	24	40.7%
Hispanic or Latino/a	15	25.4%
Native American	0	0.0%
White or Caucasian	14	23.7%
Multi-Racial	0	0.0%
Other	3	5.1%
Decline-to-State	0	0.0%
<b>Risk Level</b>		
Low Criminogenic Risk Level	1	1.7%
Medium/High Criminogenic Risk Level	56	94.9%
High Criminogenic Risk Level	2	3.4%
<b>Average Number of Days from Project Enrollment to First Direct Service</b>		
	7	
<b>Number of Youth that Received a Standardized Assessment Test</b>		
	59	
<b>Number of Youth that Received Formal Psychological/Psychiatric Evaluation</b>		
	3	5.1%

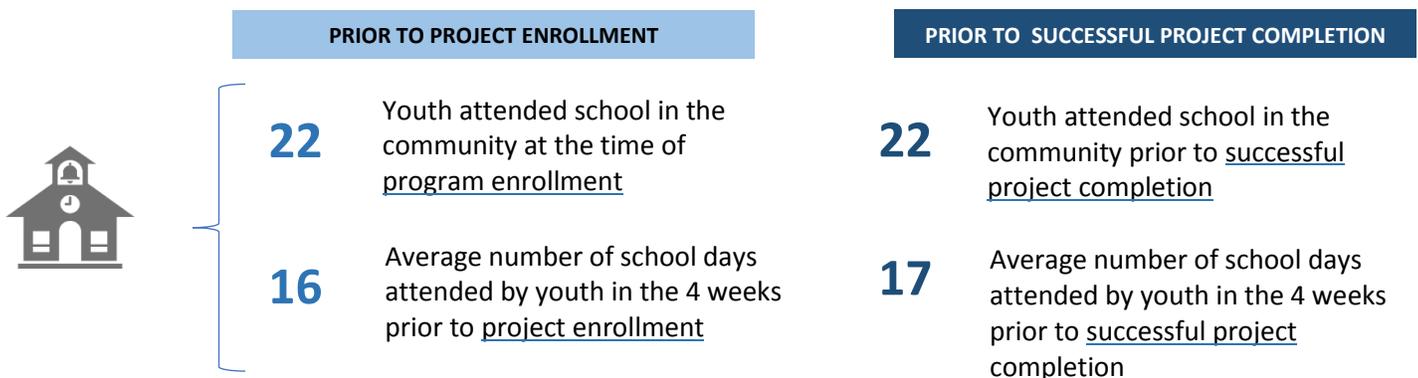
## Program Data

Of the 59 youth who took part in the program 37 or 62.7% completed the program successfully. One in five (20.3%) were terminated from the program. Reasons for termination include: non-compliance, not attending treatment, absconded, re-offense, and other. Two (3.4%) of the youth were discontinued from the program, one of which was discontinued from the program as they moved to another county. A little over 1 in 10 (13.6) youth were still going through the program at the time of grant ended.



Please note that the following project data (school enrollment, placement medical data and juvenile justice data) is specific to youth who successfully completed the project. This analysis was conducted with the intent of comparing participants' data pre, during, and post project enrollment.

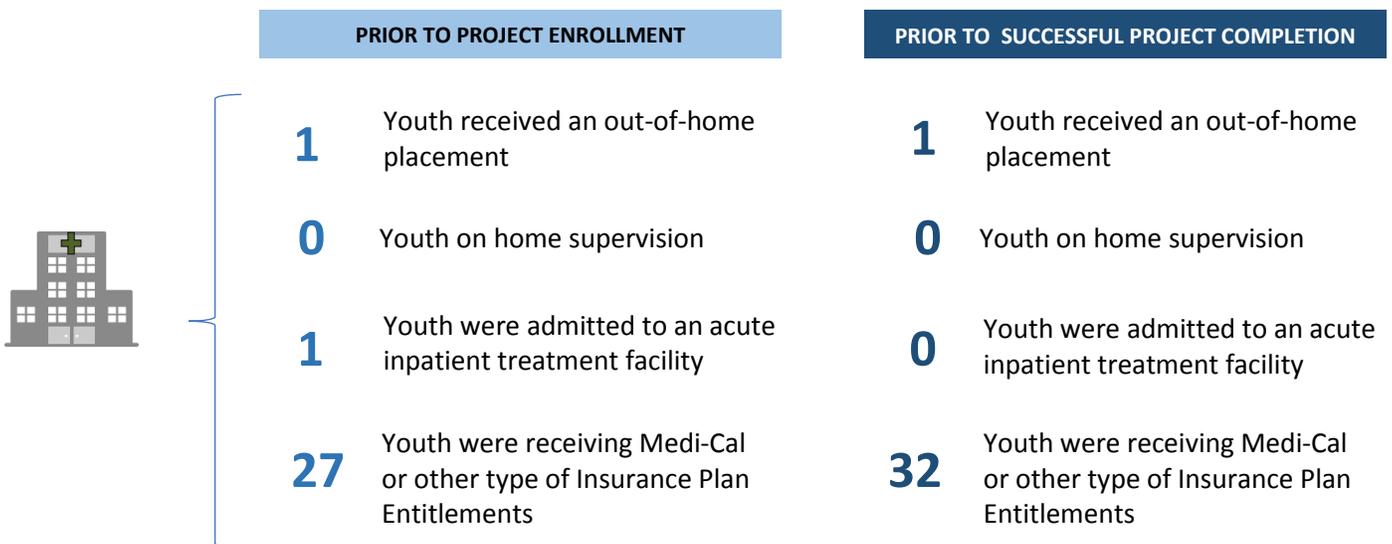
## School Enrollment



Of the 37 youth who successfully completed the MIOCR program, 70.3% (26) were enrolled in an FSUSD school and 29.7% (11) were enrolled in a school in another school district. Please note that school data was only available for youth who attended one of the FSUSD schools as there is no formal MOU in place for sharing data with schools outside of the FSUSD. Of the 26 youth for whom data was available, 22 (84.6%) attended school 4 weeks prior to project enrollment and 22 attended school 4 weeks prior to successful project completion. The average number of school days attended by youth prior to project enrollment and before successfully completing the program was 16 and 17 respectively.

## Placement/Medical Data

With respect to placement, one youth received an out-of-home placement prior to project enrollment and one youth received an out-of-home placement during program enrollment (i.e., prior to successful completion). There were no youth on home supervision prior to project enrollment or during project enrollment. One youth was admitted to an acute inpatient treatment facility prior to project enrollment compared to 0 youth during the program. A little over 7 in 10 youth (73.0%) were receiving Medi-Cal or other type of insurance Plan Entitlements prior to project enrollment compared to 86.5% (32) during enrollment in the program.



## Juvenile Justice Data

During program enrollment only one youth had a sustained petition for a delinquent offense (status offense) compared to two youth prior to program enrollment (one was a status offense and one was a misdemeanor). Six months following successful MIOCR project completion, youth data was reviewed in order to determine if there were any sustained petitions. There was one youth who had sustained a felony petition.

	6 MONTHS PRIOR TO PROJECT ENROLLMENT	DURING THE PROGRAM (PRIOR TO SUCCESSFUL PROJECT COMPLETION)	6 MONTHS FOLLOWING SUCCESSFUL MIOCR PROJECT COMPLETION
<b># of youth with Petitions Sustained for a Delinquent Offense</b>	2	1	1
<b># of petitions sustained for a delinquent (WIC 602) offense</b>	2	1	1
# of felony petitions sustained for a offense (WIC 602)	0	0	1
# of misdemeanor petitions sustained for an offense (WIC 602)	1	0	0
# of status offenses (WIC 602)	1	1	n/a
<b># of youth with post-disposition commitments</b>	0	0	n/a
# of post-disposition commitments	0	0	n/a
Avg # of days in a Juvenile Hall or Camp for dispositions above	0	0	n/a

## FSUSD SCHOOL DATA

As there are an array of factors (i.e., other programming, support from school administrators and classroom teachers, involvement of the family and/or community programs) that could impact truancy, suspensions, and expulsions, there is no definitive way to connect the Diversion Program with positive changes in school data. However, positive reductions in suspensions and other variables data within FSUSD offer very promising findings over the course of multiple years. More specifically, the number of suspensions at school sites during a five year period from 2013 to 2017 was the lowest in the two Diversion Program grant years of 2016/2017 and 2017/2018. In 2015/2016, the year before the start of the grant, there were 1,668 suspensions compared to 1,416 in 2016/2017 and 1,076 in 2017/2018. Along with the number of suspensions decreasing, the total number of days of suspension also decreased from a high of 8,010 in 2015/2016 to a low of 4,540 during the 2017/2018 school year. The number of expulsions also decreased dramatically from 48 in 2015/2016 to only 16 in 2017/2018. SARB hearings or District Attorney Mediation (Chronically Absent or Referred for Behavioral Issues) essentially remained constant from the year before the start of the grant up until 2017/2018. It is important to point out that the number of students and parents cited for truancy in the year before the grant was 121. This number dropped to 97 during the first year of the grant and then increased to 255 in 2017/2018.

These types of overall reductions suggest that the program will be able to continue to realize the long-term outcome of reducing the number of identified mentally ill juvenile offenders entering the juvenile justice system (i.e., detention, court, formal supervision, and out-of-home placement) and doing so by proactive intervention at the school site and in collaboration with the Probation Department and other county partners.

	Number of Students Suspended	Total Number of Days of Suspension	Cost of Suspensions	Number of Students Expelled	SARB Hearings or District Attorney Mediation	Number of Students and Parents Cited for Truancy
<b>2013/2014</b>	2,046	10,026	\$364,545.36	72	701	172
<b>2014/2015</b>	1,834	8,533	\$346,013.15	47	584	125
<b>2015/2016</b>	1,668	8,010	\$367,659.00	48	616	121
<b>2016/2017</b>	1,416	6,880.5	\$332,878.59	31	616	97
<b>2017/2018</b>	1,076	4,540	Not Available	16	617	255

## STAFF PROGRAM SURVEY

A program staff survey was disseminated at the end of the grant in order to obtain feedback from grant partners about the Diversion Program. Five (5) staff members from three different partnering agencies/organizations completed the survey. The average length of time that these respondents had taken part in the grant was over one and one-half years. All five (100%) respondents felt that the Diversion Program benefited youth in Solano County. When asked to elaborate on this, one respondent noted that "youth were able to fulfill diversion and have [their] records sealed." Another individual noted that the youth "got counseling they needed," and a third added that the program help divert "youth, those youth who struggle with mental health issues, from having [a] first contact with [the] juvenile justice system."

All five individuals also noted that they felt that the grant collaboration was successful. One person added that "each of us were able to pull from our strengths to best serve the youth involved in the program." A second person indicated that grant partners "were able to work together in order to meet the needs of the students whom we serve."

Four out of the five respondents felt that the grant implementation was effective with one noting that they felt that way "because of the close working relationship at Sullivan." The person who felt that the grant implementation was not effective added that "it was very slow at the beginning."

When asked what they thought was the overall impact of the grant, the respondents indicated the following:

- "This grant significantly improved collaboration and communication between various agencies serving youth. As a result, youth involved in these various agencies were better supported by service providers who had a better understanding of the youth's goals, and who developed a collaborative plan to support the youth and their families."
- "The youth responded well, and received services they may have otherwise never been able to participate in. "
- "The grant allowed [us] to increase services provided to juvenile offenders in an attempt to improve their ability to avoid the [criminal justice] system.
- "We were able to work collectively to divert students with mental health issues from being exposed to the juvenile justice system."
- "Some kids got counseling."

Respondents were asked if they felt that the Diversion Program ended up enhancing and/or transforming the local school, county, and/or criminal justice systems. Three respondents felt that the program had this effect with one adding that with the program "mental health youth are



addressed specifically for their needs." While one respondent did not provide a yes or no response they added that "in the cases where the students and parents bought in, yes, the data reflects school outcomes improved."

Respondents provided the following feedback when asked to describe any grant challenges:

- "Communicating with those outside of the grant (i.e. PAL program and other providers); getting incentives in a timely manner."
- "Not enough kids 'qualify' for the program."
- "It seemed it took a while for the grant to kick in and we were cramming to find training at the end of the program. I think it would have been better to get training in the beginning of the grant cycle so we could apply the knowledge gained faster and more efficiently."
- "Barriers to this grant included leadership transitions within several collaborating agencies, mild communication barriers which continued to exist between agencies, and inconsistent referral rates."
- "There is a greater demand for mental health supports than there are providers to help our kids."

When asked if they would be working to sustain the Diversion Program and/or improve upon the successes of the grant, four out of the five respondents noted that they would with one respondent noting that "we will continue to accept county wide referrals for youth with identified mental health needs, both on wardship and diversion" statuses and a second noted that "the Diversion process will continue to evaluate kids to see if counseling is needed." A third respondent who did not provide a 'yes' response indicated that they "will continue to work with Probation, ABW, FPD in any way to support students."

One respondent provided an additional comment which was:

- "It was amazing to be able to develop a closer working relationship with [program staff]. This was the perfect group of adults to work together in the best interest of kids!"

## **CONCLUSION**

Given that police are often the first point of contact for entry into the juvenile justice system and represent the largest avenue to detention and court involvement, this point of contact at schools can provide an excellent opportunity for early intervention and for diverting mentally ill youth from formal judicial processing. The MIOCR Diversion Program in Solano County helped to ensure that youth with a mental disorder received timely front-end mental health intervention, remained engaged with appropriate mental health services, that their families received the support needed to reduce the youth's risk of recidivism, and that the youth was diverted from the formal juvenile justice system. Additionally, identified youth on supervised probation (Formal Wardship, Informal Probation, Deferred Entry of Judgment) were referred to the MIOCR mental health clinician for mental health case management services to ensure that the youth's mental health issues were being addressed with the aim being that this would assist the youth in completing their grant of juvenile probation. The organization changes that occurred as a result of the grant included:

- The utilization of the Sullivan Interagency Youth Services Center
- Hiring an additional mental health clinician
- Expanding the program to provide diversion program services to youth throughout the county
- Expanding the program to serve youth on formal probation in addition to diversion cases

With respect to program costs, the total amount of project funding equaled \$1,357,502. Of this total, the grant funds were \$704,072 and the in-kind match was \$653,430. The program served 59 youth that were on Diversion and 21 that were wardship referrals for a total of 80; thus, the cost per participant was \$8,800.90 (\$704,072/80 youth).

## **RECOMMENDATIONS**

- As Diversion Program efforts continue, consider in-school programming options.
- Add information to Decision Tree specific to intervention options and case closure.
- Share Diversion Program procedures, successes, and challenges with other counties via conference presentations and/or on-site visits.
- As part of program referrals, consider additional gender categories such as: non-binary/third gender, prefer to self-define, and prefer not to state.

## **REFERENCES**

Evaluation Insights for Retrospective Reg Evaluation <https://www.slideshare.net/mobile/NickHart2/insights-from-program-evaluation-for-retrospective-reviews-of-regulations>

GAIN Coordinating Center. 2018. [www.gaincc.org](http://www.gaincc.org)

National Council of Juvenile and Family Court Judges.

<http://www.ncjfcj.org/massachusetts-youth-screening-instrument-maysimaysi-2>

Praed Foundation. 1999. Child and Adolescent Needs and Strengths (CANS) for Indiana Comprehensive Multisystem Assessment Children and Youth 5 to 17 Manual.

[https://dmha.fssa.in.gov/darmha/Documents/CANS\\_Comprehensive5to17\\_712011.pdf](https://dmha.fssa.in.gov/darmha/Documents/CANS_Comprehensive5to17_712011.pdf)

U.S. Department of Housing and Urban Development. [https://www.hud.gov/topics/rental\\_assistance/phprog](https://www.hud.gov/topics/rental_assistance/phprog)



## ***ABOUT THE EVALUATOR***

The San Joaquin Community Data Co-Op is a privately incorporated non-profit research and evaluation organization located in Stockton, California. The services provided by the Data Co-Op include conducting program-level evaluations, constructing databases, conducting data analysis, monitoring community indicators, conducting needs assessments, providing training and technical assistance to service providers to manage process and outcome data, and providing grant writing and strategic planning services.

Since its inception, the Data Co-Op has been committed to improving the quality of life in San Joaquin County and the surrounding region. To this end, we work cooperatively with governmental agencies, schools and school districts, law enforcement organizations, health care providers, and a range of community based organizations, to identify, collect and analyze data required to assess the quality of life within the community, particularly with regard to key indicators of social and economic well-being. By being accessible to the community, one of the Data Co-Op's primary goals is to facilitate the community's ability to gather, share, and utilize information, which can be used to maximize planning and improve the delivery of services throughout the County. Project work at the Data Co-Op has included research and evaluation work for the San Joaquin County Probation Department, Stockton Unified School District, Lodi Unified School District, the San Joaquin County Office of Education, and others. The scale of these projects has varied from single site short-term program evaluations to more complex, multi-site evaluations. The Data Co-Op has received grants from The California Wellness Foundation, the Sierra Health Foundation, and the Lucile Packard Foundation to train nonprofits in data and evaluation, to conduct needs assessment work, and to study children's health data indicators. Along with being the evaluator for the Navigate Constructive Change grant the Data Co-Op is the local evaluator for Public Safety Realignment in San Joaquin County.

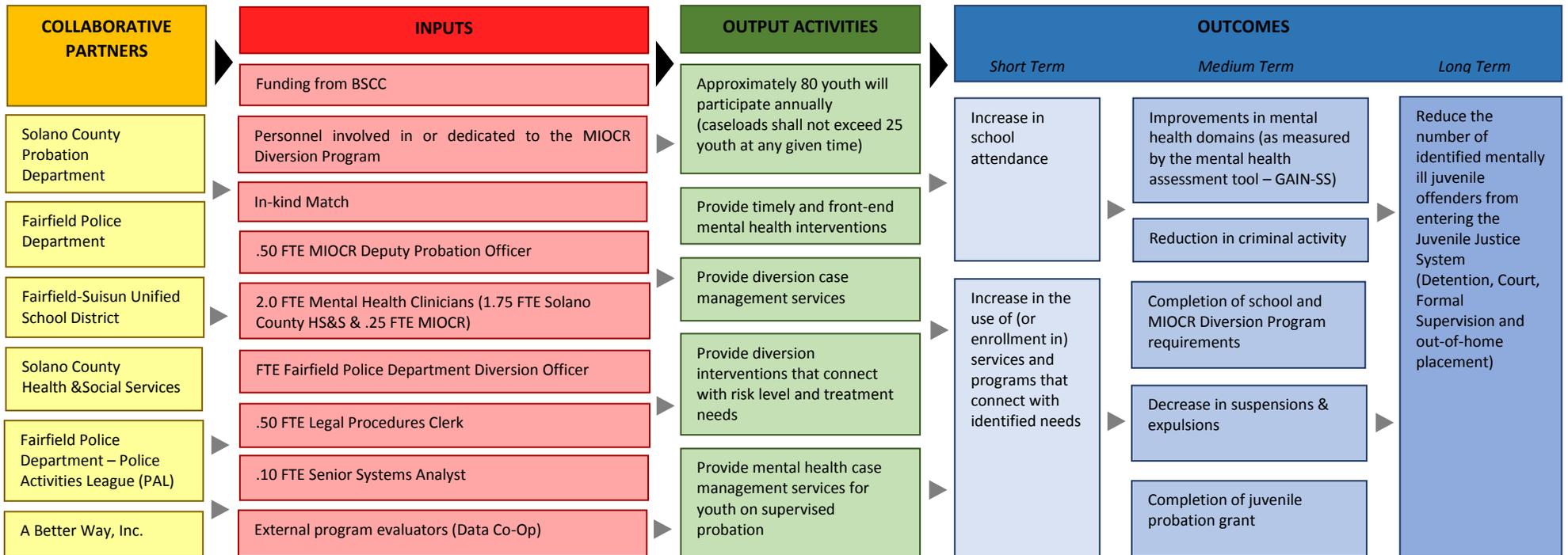


## ***APPENDICES***



**SOLANO COUNTY JUVENILE MIOCR DIVERSION PROJECT LOGIC MODEL**

**Situation:** Data from the Fairfield-Suisun Unified School District (FSUSD) from 2013-14 school year underscored the need for evidence-based school, police, and probation Diversion Programs. 2,117 students (10.1% of the total population) received 10,026 days of suspension; 72 students were expelled; the School Attendance Review Board (SARB) saw 701 students who were chronically absent or were referred for behavioral issues; 172 students and parents were cited for truancy; and 177 youth were issued citations (arrested) on the FSUSD’s high schools and middle schools campuses. According to the National Institute of Health, 43.3% of youth (13 to 18) experience some type of mental disorder in a given year, and one in five (21.4%) experience a severe mental disorder. Based on these national statistics, approximately 38 to 82 of the youth receiving citations on FSUSD campuses may have been suffering from mental illness. Given that police are often the first point of contact for entry into the juvenile justice system and represent the largest avenue to detention and court involvement, this point of contact provides an excellent opportunity for early intervention and for diverting mentally ill youth from formal judicial processing. This MIOCR Diversion Program helps to ensure that youth with a mental disorder will receive timely front-end mental health intervention, youth remain engaged with appropriate mental health services, that their families receive support needed to reduce the youth’s risk of recidivism, and that the youth is diverted from the formal juvenile justice system. Additionally, identified youth on supervised probation (Formal Wardship, Informal Probation, Deferred Entry of Judgment) will be referred to the MIOCR mental health clinician for case management services to ensure that the youth’s mental health issues are being addressed; which will hopefully assist the youth in completing their grant of juvenile



**ASSUMPTIONS**  
 Parents and youth will consent to participate. The FSUSD has a similar population to the National Institute of Health’s population.

**EXTERNAL FACTORS**  
 Downturn in the economy that affects funding and staffing.

## EVALUATION PLAN

EVALUATION OUTCOME	INDICATOR	DATA COLLECTION METHODS	PERSON'S RESPONSIBLE	DUE DATE
Increase in school attendance	Pre/post changes in the number of school days attended	Collection of school attendance records	School district personnel Diversion Program team Evaluation team	6/30/2018
Increase in the use of (or enrollment in) services and programs that connect with identified needs	Pre/post changes in the number of services and programs utilized by clients	Record of referrals, services, and program within case files.	Diversion Probation Team Evaluation team	6/30/2018
Improvements in mental health domains (as measured by the mental health assessment tool – GAIN-SS) and the Child and Adolescent Needs & Strengths assessment (CANS).	Pre/post changes in the Global Assessment of Individual Needs Short Screener (GAIN-SS); Child and Adolescent Needs & Strengths assessment (CANS).	Collection of pre/post GAIN-SS and CANS scores	A Better Way Evaluation Team	6/30/2018
Reduction in criminal activity	<ul style="list-style-type: none"> <li>• Pre/post changes in sustained petitions for delinquent offense</li> <li>• Pre/post changes in the felony petitions sustained for an offense</li> <li>• Pre/post changes in the misdemeanor petitions sustained for an offense</li> <li>• Pre/post changes in status offenses</li> <li>• Number of participants with disposition commitments</li> <li>• Number of participants with post-disposition commitments</li> </ul>	Review of probation records with youth participants	Probation Department Evaluation Team	6/30/2018
Completion of school and MIOCR Diversion Program requirements	Number and percent of youth that complete their school and program requirements.	Record of data specific to school and program requirement completion data.	Diversion Probation Team Evaluation team	6/30/2018
Decrease in suspensions	Pre/post changes in the number and percentage of suspensions (period of time to be determined)	Collection of school records	School district personnel Diversion Program team Evaluation team	6/30/2018
Decrease in expulsions	Pre/post changes in the number and percentage of expulsions (period of time to be determined)	Collection of school records	School district personnel Diversion Program team Evaluation team	6/30/2018
Reduce the number of identified mentally ill juvenile offenders from entering the Juvenile Justice System (Detention, Court, Formal Supervision and out-of-home placement)	The number of identified mentally ill juvenile offenders who were diverted from entering the Juvenile Justice System (Detention, Court, Formal Supervision and out-of-home placement) as part of the Diversion Program	Program records	Diversion Probation Team Evaluation team	9/30/2018

## SOLANO COUNTY PROBATION DEPARTMENT'S DIVERSION PROGRAM EVALUATION CHECKLIST

EVALUATION QUESTION	YES	NO	COULD NOT BE DETERMINED	NOTES
Did the program implement the Mentally Ill Offender Crime Reduction (MIOCR)	X			
Diversion Program as it was designed?	X			
Did the program provide a range of support services and opportunities that helped juvenile offenders increase their protective factors and did this decrease recidivism?	X			
Was the program able to successfully partner as a team of collaborative stakeholders?	X			
Were clients positively impacted as a result of taking part in the program?	X			
Did youth participants increase their school attendance?	X			
Did youth increase their enrollment in services?	X			
Did youth see improvements in mental health domains?			X	This data was not available to the evaluator for analysis due to confidentiality.
Was there a reduction in criminal activity?	X			
Did youth complete schooling and MIOCR program requirements?	X			
Was there a decrease in suspensions?	X			
Was there a decrease in expulsions?	X			
Was there a reduction in the number of identified mentally ill juvenile offenders entering the juvenile justice system?	X			

## BSCC DEFINITIONS

A	B
1	 <b>MENTALLY ILL OFFENDER CRIME REDUCTION GRANT</b> <b>JUVENILE QUARTERLY PROGRESS REPORT- PART B</b> <b>DATA REPORTING INSTRUCTIONS</b> 
3	<b>PARTICIPANT INFORMATION</b>
4	<b>1.</b> Distinct Count of <b>New</b> Participants This Reporting Period
5	<i>A non-duplicative count of <b>new</b> MIOCR project participants who have met the criteria for project enrollment this reporting period and are receiving MIOCR-funded services.</i>
6	
7	<b>2. a-d</b> Distinct Count of <b>New</b> Participants, This Reporting Period, by Age :
8	<i>A non-duplicative count of <b>new</b> MIOCR project participants by age at the time of enrollment into the MIOCR project this reporting period. Data provided for question #2. a-d must equal the sum of question</i>
9	
10	<b>3. a-c</b> Distinct Count of <b>New</b> Participants, This Reporting Period, by Gender:
11	<i>A non-duplicative count of <b>new</b> MIOCR project participants by gender at the time of enrollment into the MIOCR project this reporting period. Data provided for question #3. a-c must equal the sum of question</i>
12	
13	<b>4. a-h</b> Distinct Count of <b>New</b> Participants, This Reporting Period, by Race:
14	<i>A non-duplicative count of <b>new</b> MIOCR project participants by race (self-identified). Data provided for question #4. a-h must equal the sum of question #1.</i>
15	
16	<b>5. a</b> Number of <b>New</b> Participants Who Attended School in the Community
17	<i>For the <b>new</b> MIOCR participants identified in question #1, a non-duplicative count of individuals who were enrolled and attended school in their community (for which a local education authority has administrative responsibilities).</i>
18	
19	<b>5. b</b> Average Number of School Days Attended by <b>New</b> Participants in the 4 Weeks Prior to Project
20	<i>For those <b>new</b> participants identified in question #5. a, count the number of days each participant was tallied as attending school (calculated in the school's ADA) in the 4 weeks (20 school days) prior to the participant's enrollment date; add the number of school days together for those participants; and divide the sum by the total number of participants identified in question #5. a as having attended school. If the period of time within the 4 weeks prior to the participant's enrollment date includes summer break, non-traditional track schedule, holidays, etc., count the 20 school days most recent to the enrollment date.</i>
21	
22	<b>6.</b> Average Number of Days From MIOCR Project Enrollment to <b>New</b> Participant's First Direct Service
23	<i>Count the number of days, beginning the day following the participant's initial enrollment date, to the day of the first direct service received for each <b>new</b> participant (occurring in this reporting period); add days together for all <b>new</b> participants with an enrollment date in this reporting period; and divide the sum by the total number of <b>new</b> participants enrolled in the MIOCR project this reporting period. If an enrollment date and the individual's first service (date) falls between reporting quarters, report that participant's information on the next reporting quarter form submission. Average should be reported to</i>
24	
25	<b>7. a</b> Distinct Count of Participants Receiving a Standardized Assessment This Reporting Period
26	<i>A non-duplicative count of MIOCR project participants (new or current) who received a standardized assessment for the purpose of gathering information about their mental health status, and for their case management and treatment planning.</i>
27	
28	<b>7. b</b> List Assessment(s) Used to Determine Treatment and Interventions:
29	<i>Specify the Assessment(s) used for treatment/intervention services, case management decisions and planning, etc., such as the SASSI, PACT, and OYAS.</i>

## BSCC DEFINITIONS, CONTINUED

A	B
30	
31	<b>7.c-f Distinct Count of Participants Identified Through a Standardized Assessment for Risk to Reoffend:</b>
32	<i>Based on the standardized assessment(s) used (as identified in question #7.b), provide a non-duplicative count of the participants' (new or current) risk of reoffending: Low; Low/Medium; Medium/High; High (participants identified in question #7.a).</i>
33	
34	<b>8. Distinct Count of Project Participants with a Formal Psychological/Psychiatric Evaluation(s) Completed This Reporting Period</b>
35	<i>A non-duplicative count of MIOCR project participants (new or current) who received formal psychological/psychiatric evaluation(s) for diagnosis and treatment during the reporting period.</i>
36	
37	<b>9. Number of Participants Receiving Services This Reporting Period</b>
38	<i>A non-duplicative count of the number of MIOCR participants served by the project during the reporting period. This should include all new participants and all participants in the project from the previous reporting quarter.</i>
39	
40	<b>10.a Number of Participants Who Successfully Completed the Project This Reporting Period</b>
41	<i>A non-duplicative count of the number of MIOCR participants who have successfully fulfilled all project obligations and requirements during the reporting period.</i>
42	
43	<b>10.b Define "Successfully Completed" for the MIOCR Project</b>
44	<i>Obligations and requirements may vary by project but should be a predefined list of criteria. Briefly describe your project's definition of success.</i>
45	
46	<b>11. Number of Participants Who Discontinued/Terminated the Project This Reporting Period</b>
47	<i>A non-duplicative count of the number of MIOCR participants who exited the project for any reason. Reasons should be listed in the narrative section at the end of the form under "Additional Information Concerning the Above Measures." Reasons should be brief and not include participant name/information (e.g., 3 individuals moved; 1 individual violated criteria for project participation).</i>
48	
<b>HISTORICAL DATA - NEW PARTICIPANT INFORMATION ONLY (6 MONTHS PRIOR TO MIOCR PROJECT ENROLLMENT)</b>	
49	
50	<b>12.a Number of Previous Petitions Sustained for a Delinquent (WIC 602) Offense</b>
51	<i>In the 6 months prior to MIOCR project enrollment, the total number of petitions sustained (juvenile court adjudication) for an offense (do not include violations of probation or status offenses) for <b>new</b> participants (identified in question #1) to the MIOCR project.</i>
52	
53	<b>12.b Number of Previous Felony Petitions Sustained (WIC 602)</b>
54	<i>In the 6 months prior to MIOCR project enrollment, the total number of petitions sustained (juvenile court adjudication) for felony offenses for <b>new</b> participants (identified in question #1). Data provided for questions #12.b-c must equal the sum of question #12.a.</i>
55	
56	<b>12.c Number of Previous Misdemeanor Petitions Sustained (WIC 602)</b>
57	<i>In the 6 months prior to MIOCR project enrollment, the total number of sustained petitions (juvenile court adjudication) filed for misdemeanors for <b>new</b> participants (identified in question #1). Data provided for questions #12.b-c must equal the sum of question #12.a.</i>
58	
59	<b>12.d Number of Previous Status Offenses (WIC 601)</b>
60	<i>In the 6 months prior to MIOCR project enrollment, the total number of status offenses formally handled for <b>new</b> participants (identified in question #1).</i>
61	
62	<b>13.a Number of <b>New</b> Participants with Post-Disposition Commitments</b>
63	<i>In the 6 months prior to MIOCR project enrollment, a non-duplicative count of <b>new</b> participants that received an in-custody commitment after juvenile court adjudication.</i>

**BSCC DEFINITIONS, CONTINUED**

	A	B
64		
65	13.b	Number of Post-Disposition Commitments for <b>New</b> Participants Identified in Question #13.a.
66		<i>In the 6 months prior to MIOCR project enrollment, the total number of in-custody commitments received by individuals identified in question #13.a.</i>
67		
68	13.c	Average Number of Days in a Juvenile Hall and/or Camp for Dispositions Identified in Question #13.a (Average Length of Stay-ALS).
69		<i>During the 6 months prior to MIOCR project enrollment, count the number of days spent in a juvenile hall/camp by each <b>new</b> participant; add the days for each <b>new</b> participant (identified in question #1); and divide that sum by the total number of <b>new</b> participants in the MIOCR project. ALS for each individual includes all continuous days served from date of intake to date of release. If a participant had more than one detention period during the 6 month period prior to MIOCR project enrollment, he/she will have two separate lengths of stay. Average should be reported to the first decimal point.</i>
70		
71	14.	Number of <b>New</b> Participants Who Received an Out-Of-Home Placement
72		<i>During the 6 months prior to MIOCR project enrollment, a non-duplicative count of <b>new</b> participants (identified in question #1) who were removed from their home/stable living situation for any length of time and court ordered to a new residence assigned to youth in the system who cannot return home.</i>
73		
74	15.	Number of <b>New</b> Participants on Home Supervision
75		<i>During the 6 months prior to MIOCR project enrollment, a non-duplicative count of <b>new</b> participants (identified in question #1) who were placed on home supervision (with or without electronic monitoring) awaiting court hearings or out-of-home placement for any length of time.</i>
76		
77	16.	Number of <b>New</b> Participants Who Were Admitted to an Acute Inpatient Treatment Facility
78		<i>In the 6 months prior to MIOCR project enrollment, a non-duplicative count of <b>new</b> participants (identified in question #1) who had an admission into an inpatient treatment facility for severe mental health treatment services.</i>
79		
80	17.	Number of <b>New</b> Participants Receiving Medi-Cal or Other Type of Insurance Plan Entitlements (At Time of MIOCR Project Enrollment)
81		<i>For the <b>new</b> MIOCR participants identified in question #1, the number of individuals who were receiving Medi-Cal or other medical/healthcare insurance benefits at the time of enrollment into the MIOCR</i>
82		
83	<b>OUTCOME DATA -THIS REPORTING PERIOD ONLY</b>	
84	18.a	Number of Petitions Sustained for a <b>New</b> Delinquent Offense (WIC 602)
85		<i>During the reporting period, the total number of petitions sustained (juvenile court adjudication) for a <b>new</b> offense (do not include violations of probation or status offenses) for any current MIOCR project participant.</i>
86		
87	18.b	Number of Felony Petitions Sustained for a <b>New</b> Offense (WIC 602)
88		<i>During the reporting period, the total number of petitions sustained (juvenile court adjudication) for a <b>new</b> felony offense (do not include violations of probation) for any current MIOCR project participant. Data provided for questions #18.b-c must equal the sum of question #18.a.</i>
89		
90	18.c	Number of Misdemeanor Petitions Sustained for a <b>New</b> Offense (WIC 602)
91		<i>During the reporting period, the total number of petitions sustained (juvenile court adjudication) for a <b>new</b> misdemeanor offense (do not include violations of probation) for any current MIOCR project participant. Data provided for questions #18.b-c must equal the sum of question #18.a.</i>
92		
93	18.d	Number of <b>New</b> Status Offenses (WIC 601)
94		<i>During the reporting period, the total number of <b>new</b> status offenses formally handled for any current MIOCR project participant.</i>

**BSCC DEFINITIONS, CONTINUED**

	A	B
95		
96	19.a	Number of Participants with Post-Disposition Commitments
97		<i>During the reporting period, a non-duplicative count of MIOCR participants that received an in-custody commitment after juvenile court adjudication.</i>
98		
99	19.b	Number of Post-Disposition Commitments for Participants Identified in Question #19.a.
100		<i>During the reporting period, the total number of in-custody commitments received by individuals identified in question #19.a.</i>
101		
102	19.c	Average Number of Days in a Juvenile Hall and/or Camp for Dispositions Identified in Question #19.b (Average Length of Stay-ALS).
103		<i>During the reporting period, count the number of days spent in a juvenile hall / camp by each MIOCR participant; add the days for each current MIOCR participant; and divide that sum by the total number of current participants in the MIOCR project. ALS for each individual includes all continuous days served from date of intake to date of release. If a participant had more than one detention period during the reporting period prior, he/she will have two separate lengths of stay. Average should be reported to the first decimal point. Do not count ALS until the participant has been released; count the full number of days for each individual (within the average calculation) for the reporting period in which they were</i>
104		
105	20.	Number of Participants Who Were Admitted to an Acute Inpatient Treatment Facility
106		<i>During the reporting period, a non-duplicative count of current MIOCR participants who had an admission into an inpatient treatment facility for severe mental health treatment services.</i>
107		
108	<b>PARTICIPANT INFORMATION UPON PROJECT COMPLETION / EXIT ONLY</b>	
109	21.	Number of Participants Enrolled In and Receiving Medi-Cal or Other Type of Insurance Plan Entitlements
110		<i>For the MIOCR participants who exited/completed the project during this reporting period (identified in question #10.a), the number of individuals who were enrolled in and receiving Medi-Cal or other medical/healthcare insurance benefits upon completing the project.</i>
111		
112	22.	Number of Participants in an Out-Of-Home Placement
113		<i>For the MIOCR participants who exited/completed the project during this reporting period (identified in question #10.a), a non-duplicative count of MIOCR individuals who were previously removed from their home/stable living situation for any length of time and court ordered into a new residence and remain so at time of project completion.</i>
114		
115	23.	Number of Participants on Home Supervision
116		<i>For the MIOCR participants who exited/completed the project during this reporting period (identified in question #10.a), a non-duplicative count of MIOCR individuals who were placed on home supervision (with or without electronic monitoring) awaiting court hearings or out-of-home placement at time of project completion.</i>
117		
118	24.a	Number of Participants Who Attended School in the Community
119		<i>For the MIOCR participants who exited/completed the project during this reporting period (identified in question #10.a), a non-duplicative count of individuals who were enrolled and attended school in their community (for which a local education authority has administrative responsibilities) at the time of project completion.</i>
120		
121	24.b	Average Number of School Days Attended by Participants in the 4 Weeks Prior to Project Completion/Exit Date
		<i>For those participants identified in question #24.a, count the number of days each participant was tallied as attending school (calculated in the school's ADA) in the 4 weeks (20 school days) prior to the participant's projects completion/exit date; add the number of school days together for those participants; and divide the sum by the total number of participants identified in question #24.a. If the period of time within the 4 weeks prior to the participant's project completion/exit date includes summer</i>

**BSCC DEFINITIONS, CONTINUED**

	A	B
123		
124	<b>PARTICIPANT INFORMATION POST PROJECT COMPLETION / EXIT ONLY (6 MONTHS FOLLOWING SUCCESSFUL MIOCR PROJECT COMPLETION)</b>	
125	25.a	Number of Participants With a Petitions Sustained for a <b>New</b> Delinquent Offense (WIC 602)
126		<i>An non-duplicative count of individuals with a sustained petition (juvenile court adjudication) for a <b>new</b> offense (<b>do not</b> include violations of probation or status offenders) for any MIOCR project participant identified as successfully completing the project 6 months ago (per reporting quarter).</i>
127		
128	25.b	Number of Petitions Sustained for a <b>New</b> Delinquent Offense (WIC 602)
129		<i>The total number of petitions sustained (juvenile court adjudication) for a <b>new</b> offense (<b>do not</b> include violations of probation or status offenses) for prior MIOCR participants identified in question #25.a.</i>
130		
131	25.c	Number of Felony Petitions Sustained for a <b>New</b> Offense (WIC 602)
132		<i>The total number of petitions sustained (juvenile court adjudication) for a <b>new</b> felony offense (<b>do not</b> include violations of probation) for prior MIOCR project participants identified in question #25.a. Data provided for questions #25.c-d must equal the sum of question #25.b.</i>
133		
134	25.d	Number of Misdemeanor Petitions Sustained for a <b>New</b> Offense (WIC 602)
135		<i>The total number of petitions sustained (juvenile court adjudication) for a <b>new</b> misdemeanor offense (<b>do not</b> include violations of probation) for prior MIOCR project participants identified in question #25.a. Data provided for question #25.c-d must equal the sum of question #25.b.</i>
136		
137	26.	Additional Information Concerning the Above Measures:
138		Provide any additional information you believe will be helpful in describing any of the data above, including reasons for participants who discontinued or were terminated from the project this reporting period (question #10). To assist staff in understanding this information, please identify the data measure number within the narrative as reference.
139		
140	27.	Additional Measure(s) Collected:
141		Describe any additional data collected (outputs or outcomes) for your project that may demonstrate project effectiveness but were not included in the above measures. Attach additional sheets as
142		
143	<p>Quarterly Progress Reports, Parts A &amp; B are due 45 days from the end of the reporting period.  Please email completed forms to: Helene Zentner   <a href="mailto:helene.zentner@bscc.ca.gov">helene.zentner@bscc.ca.gov</a>  For questions, please email or call Helene Zentner   <a href="mailto:helene.zentner@bscc.ca.gov">helene.zentner@bscc.ca.gov</a>   916-323-8631</p>	

## DIVERSION PROGRAM DATA COLLECTION PROCEDURE

As part of the MIOCR grant reporting requirements, Probation and the partner agencies are required to submit data on a quarterly basis to the Board of State & Community Corrections (BSCC). As the lead agency, Probation will be required to complete the quarterly progress reports and submit them to the BSCC.

1. On a Quarterly basis, Probation will send a spreadsheet to MIOCR partner agencies to fill in their grant required data that Probation cannot otherwise track in their case management system.
2. H&SS/ABW will fill in the following data on the quarterly spreadsheet:
  - Distinct count of project participants with a formal psychological/psychiatric evaluation(s) completed during the reporting period
  - Number of participants receiving services during the reporting period
  - Number of new participants who received an out of home placement (6 months prior to program enrollment)
  - Number of new participants who were admitted to an acute inpatient treatment facility (6 months prior to program enrollment)
  - Number of new participants receiving Medi-cal or other type of insurance plan entitlements (At time of program enrollment)
  - Number of participants admitted to an acute inpatient treatment facility during reporting period
  - Number of participants enrolled in and receiving Medi-cal or other type of insurance plan entitlements (at time of program completion/exit)
  - Number of participants in an out of home placement (at time of program completion/exit)
  - Additional data measures as agreed upon
3. H&SS/ABW will complete the quarterly spreadsheet and return it to the Probation Supervisor within 1 week. H&SS/ABW will also provide additional data measures to Probation on a quarterly basis and submit them along with the above noted quarterly spreadsheet. Additional data measures will include:
  - Distinct count of participants receiving the Child & Adolescent Needs & Strengths Mental Health Assessment utilized to determine the youth's DSM-V Diagnosis during the reporting period
  - Number of youth referred to community based Mental Health (Kaiser, Solano County Mental Health, etc.)
  - Number of youth retained by ABW after successful MIOCR Diversion Program completion for an additional 30 days.
  - Number of youth on Formal Probation, Informal Probation, or Deferred Entry of Judgment referred to ABW for mental health services (part of the sustainability plan and county-wide expansion).

- Additional data measures as agreed upon
4. FSUSD will fill in the following data on the quarterly spreadsheet:
    - Number of school days attended by new program participants in the 4 weeks prior to program enrollment
    - Number of school days attended by program participants in the 4 weeks prior to program completion/exit
    - Additional data measures as agreed upon
  5. FSUSD will complete the quarterly spreadsheet and return it to the Probation Program Supervisor within 1 week. FSUSD will also provide additional data measures to Probation on a quarterly basis and submit them along with the quarterly spreadsheet. Additional data measures will include:
    - Incidents of suspension per program participant during the reporting period
    - Incidents of expulsion per program participant during the reporting period
    - Additional data measures as agreed upon
  6. FFPD will provide a quarterly diversion statistical report to Probation Program Supervisor to include information such as (but not limited to):
    - Number of juvenile citations issued
    - Number of bookings
    - Number of youth placed on FFPD Diversion
    - Number of successful & unsuccessful FFPD Diversion completions
    - FFPD Diversion success rate
    - Number of GAIN-SS completed by FFPD Diversion Officer
    - Number of cases referred to MIOCR program
    - Race/Ethnicity data for FFPD Diversion participants
    - Number of referrals/participants to 3<sup>rd</sup> Millennium Classrooms
    - Number of Successful Completions of 3<sup>rd</sup> Millennium Classrooms
    - Number of referrals to the Alive & Free Program at the PAL Center
    - Number of referrals to the Unity Project
    - Additional data measures as agreed upon
  7. SCPD will complete quarterly diversion statistical report. Additional data measures will include:
    - Number of youth extended 30 days from initial MIOCR Contract.
    - Number of referrals received from Juvenile Intake
    - Number of referrals from other School Districts
    - Number of youth from other School Districts placed on MIOCR Contract
    - Juvenile Supervision referrals to MIOCR Clinician
    - Juvenile Supervision Youth serviced by MIOCR Clinician

8. Statistical data provided by the collaborative agencies will be shared with the MIOCR Grant Evaluator, San Joaquin Community Data Co-Op. No personal identifying data will be included in the statistical report and names will be redacted. Identifying information will only include the CASE ID#. The San Joaquin Community Data Co-Op evaluation of the MIOCR Diversion Project will include a comprehensive process/implementation and outcome evaluation. Evaluation components will center on a mixed method approach (quantitative data collection and qualitative components such as a focus group) and will include meeting attendance, document review, the revision of the program logic model, the revision of the Local Evaluation Plan, reports to the Board of State and Community (BSCC), and evaluators will provide a final evaluation narrative.

## GLOBAL APPRAISAL OF INDIVIDUAL NEEDS SHORT SCREENER (GAIN-SS)



(Continued)

After each of the following questions, please tell us the last time, if ever, you had the problem by answering whether it was in the past month, 2 to 3 months ago, 4 to 12 months ago, 1 or more years ago, or never.

	Past month	2 to 3 months ago	4 to 12 months ago	1+ years ago	Never
	4	3	2	1	0

- CVScr 4. **When was the last time that you...**
- a. had a disagreement in which you pushed, grabbed, or shoved someone?.....4 3 2 1 0
  - b. took something from a store without paying for it? .....4 3 2 1 0
  - c. sold, distributed, or helped to make illegal drugs?.....4 3 2 1 0
  - d. drove a vehicle while under the influence of alcohol or illegal drugs?.....4 3 2 1 0
  - e. purposely damaged or destroyed property that did not belong to you?.....4 3 2 1 0
5. Do you have other **significant** psychological, behavioral, or personal problems that you want treatment for or help with? (**Please describe**) ..... Yes No  
 v1. \_\_\_\_\_ 1 0
6. What is your gender? (If other, please describe below) 1 - Male 2 - Female 99 - Other  
 v1. \_\_\_\_\_
7. How old are you today?   Age
- 7a. How many minutes did it take you to complete this survey?   Minutes

Staff Use Only	
8. Site ID [XSITE]: _____	Site name v. _____
9. Staff ID [XSID]: _____	Staff name v. _____
10. Client ID [XPID]: _____	Comment v. _____
11. Mode: 1 - Administered by staff 2 - Administered by other 3 - Self-administered	
13. Referral: MH ___ SA ___ ANG ___ Other ___ 14. Referral codes: _____	
15. Referral comments: v1. _____	
Observation Value [XOBS]: _____	Local Site Name [XSITEa]: _____

Scoring					
Screeners	Items	Past month (4)	Past 90 days (4, 3)	Past year (4, 3, 2)	Ever (4, 3, 2, 1)
IDScr	1a - 1f				
EDScr	2a - 2g				
SDScr	3a - 3e				
CVScr	4a - 4e				
TDSer	1a - 4e				

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(Continued)  After each of the following questions, please tell us the last time, if ever, you had the problem by answering whether it was in the past month, 2 to 3 months ago, 4 to 12 months ago, 1 or more years ago, or never.	Past month	2 to 3 months ago	4 to 12 months ago	1+ years ago	Never
	4	3	2	1	0

- CVScr 4. **When was the last time that you...**
- a. had a disagreement in which you pushed, grabbed, or shoved someone?.....4 3 2 1 0
  - b. took something from a store without paying for it? .....4 3 2 1 0
  - c. sold, distributed, or helped to make illegal drugs?.....4 3 2 1 0
  - d. drove a vehicle while under the influence of alcohol or illegal drugs?.....4 3 2 1 0
  - e. purposely damaged or destroyed property that did not belong to you?.....4 3 2 1 0
5. Do you have other **significant** psychological, behavioral, or personal problems that you want treatment for or help with? (**Please describe**) ..... Yes No  
 v1. \_\_\_\_\_ 1 0
6. What is your gender? (If other, please describe below) 1 - Male 2 - Female 99 - Other  
 v1. \_\_\_\_\_
7. How old are you today?   Age
- 7a. How many minutes did it take you to complete this survey?    Minutes

Staff Use Only	
8. Site ID [XSITE]: _____	Site name v. _____
9. Staff ID [XSID]: _____	Staff name v. _____
10. Client ID [XPID]: _____	Comment v. _____
11. Mode: 1 - Administered by staff 2 - Administered by other 3 - Self-administered	
13. Referral: MH _____ SA _____ ANG _____ Other _____ 14. Referral codes: _____	
15. Referral comments: v1. _____	
Observation Value [XOBS]: _____	Local Site Name [XSITEa]: _____

Scoring					
Screener	Items	Past month (4)	Past 90 days (4, 3)	Past year (4, 3, 2)	Ever (4, 3, 2, 1)
IDScr	1a – 1f				
EDScr	2a – 2g				
SDScr	3a – 3e				
CVScr	4a – 4e				
TDSer	1a – 4e				

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**APPENDIX O: MASSACHUSETTS YOUTH SCREENING INSTRUMENT-2 (MAYSI-2) ASSESSMENT TOOL  
(PG. 1 OF 4)**

**MAYSI-2 Questionnaire**

Name \_\_\_\_\_ Male  Female

Date of Birth \_\_\_\_\_ Today's Date \_\_\_\_\_

These are some questions about things that sometime happen to people. For each question, please circle YES or NO to answer whether that question has been true for you IN THE PAST FEW MONTHS. Please answer these questions as well as you can.



Circle Y (yes) or N (no)

1. Have you had a lot of trouble falling asleep or staying asleep?	Y	N	1
2. Have you lost your temper easily, or had a "short fuse"?	Y	N	2
3. Have nervous or worried feelings kept you from doing things you want to do?	Y	N	3
4. Have you had a lot of problems concentrating or paying attention?	Y	N	4
5. Have you enjoyed fighting, or been "turned on" by fighting?	Y	N	5
6. Have you been easily upset?	Y	N	6
7. Have you thought a lot about getting back at someone you have been angry at?	Y	N	7
8. Have you been really jumpy or hyper?	Y	N	8
9. Have you seen things other people say are not really there?	Y	N	9
10. Have you done anything you wish you hadn't, when you were drunk or high?	Y	N	10
11. Have you wished you were dead?	Y	N	11
12. Have you been daydreaming too much in school?	Y	N	12
13. Have you had too many bad moods?	Y	N	13
14. Have you had nightmares that are bad enough to make you afraid to go to sleep?	Y	N	14
15. Have you felt too tired to have a good time?	Y	N	15
16. Have you felt like life was not worth living?	Y	N	16
17. Have you felt lonely too much of the time?	Y	N	17
18. Have you felt like hurting yourself?	Y	N	18
19. Have your parents or friends thought you drink too much?	Y	N	19
20. Have you heard voices other people can't hear?	Y	N	20
21. Has it seemed like some part of your body always hurts you?	Y	N	21
22. Have you felt like killing yourself?	Y	N	22
23. Have you gotten in trouble when you've been high or have been drinking?	Y	N	23
24. If yes, is this fighting?	Y	N	24

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**APPENDIX O: MASSACHUSETTS YOUTH SCREENING INSTRUMENT-2 (MAYSI-2) ASSESSMENT TOOL  
(PG. 2 OF 4)**



Circle Y (yes) or N (no)

25. Have other people been able to control your brain or your thoughts?	Y	N	25
26. Have you had a bad feeling that things don't seem real, like you're in a dream?	Y	N	26
When you have felt nervous or anxious:			
27. have you felt shaky?	Y	N	27
28. has your heart beat very fast?	Y	N	28
29. have you felt short of breath?	Y	N	29
30. have your hands felt clammy?	Y	N	30
31. has your stomach been upset?	Y	N	31
32. Have you been able to make other people do things just by thinking about it?	Y	N	32
33. Have you used alcohol or drugs to help you feel better?	Y	N	33
34. Have you felt that you don't have fun with your friends anymore?	Y	N	34
35. Have you felt angry a lot?	Y	N	35
36. Have you felt like you don't want to go to school anymore?	Y	N	36
37. Have you been drunk or high at school?	Y	N	37
38. Have you felt that you can't do anything right?	Y	N	38
39. Have you gotten frustrated a lot?	Y	N	39
40. Have you used alcohol and drugs at the same time?	Y	N	40
41. Has it been hard for you to feel close to people outside your family?	Y	N	41
42. When you have been mad, have you stayed mad for a long time?	Y	N	42
43. Have you had bad headaches?	Y	N	43
44. Have you hurt or broken something on purpose, just because you were mad?	Y	N	44
45. Have you been so drunk or high that you couldn't remember what happened?	Y	N	45
46. Have people talked about you a lot when you're not there?	Y	N	46
47. Have you given up hope for your life?	Y	N	47
48. Have you EVER IN YOUR WHOLE LIFE had something very bad or terrifying happen to you?	Y	N	48
49. Have you ever been badly hurt, or been in danger of getting badly hurt or killed?	Y	N	49
50. Have you ever been raped, or been in danger of getting raped?	Y	N	50
51. Have you had a lot of bad thoughts or dreams about a bad or scary event that happened to you?	Y	N	51
52. Have you ever seen someone severely injured or killed (in person – not in movies or on TV)?	Y	N	52





BECK YOUTH INVENTORIES – SECOND EDITION (BYI – 2)



Name: \_\_\_\_\_ Grade: \_\_\_\_\_  
 Date: \_\_\_\_\_ Sex: \_\_\_\_\_  
 Date of Birth: \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_ ID: \_\_\_\_\_  
Month Day Year

Here is a list of things that happen to people and that people think or feel. Read each sentence carefully, and circle the one word (Never, Sometimes, Often, or Always) that tells about you best. THERE ARE NO RIGHT OR WRONG ANSWERS.

	0	1	2	3
1. I steal.	Never	Sometimes	Often	Always
2. Other people get me into trouble.	Never	Sometimes	Often	Always
3. I think about running away from home.	Never	Sometimes	Often	Always
4. I do mean things.	Never	Sometimes	Often	Always
5. I break into cars, houses, or other places.	Never	Sometimes	Often	Always
6. I fight with others.	Never	Sometimes	Often	Always
7. I like getting people mad.	Never	Sometimes	Often	Always
8. I skip school.	Never	Sometimes	Often	Always
9. I hate listening to other people.	Never	Sometimes	Often	Always
10. I argue with adults.	Never	Sometimes	Often	Always
11. I hurt people.	Never	Sometimes	Often	Always
12. I like being mean to others.	Never	Sometimes	Often	Always
13. I break the rules.	Never	Sometimes	Often	Always
14. I like it when people are scared of me.	Never	Sometimes	Often	Always
15. I like to hurt animals.	Never	Sometimes	Often	Always
16. I like to bully others.	Never	Sometimes	Often	Always
17. I tell lies.	Never	Sometimes	Often	Always
18. I like to trick people.	Never	Sometimes	Often	Always
19. I break things when I am mad.	Never	Sometimes	Often	Always
20. I swear at adults.	Never	Sometimes	Often	Always



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 1 2 3 4 5 6 7 8 9 10 11 12 A B C D E

# BYI-2 BANI

Name: \_\_\_\_\_ Grade: \_\_\_\_\_  
 Date: \_\_\_\_\_ Sex: \_\_\_\_\_  
 Date of Birth: \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_ ID: \_\_\_\_\_  
Month Day Year

Here is a list of things that happen to people and that people think or feel. Read each sentence carefully, and circle the one word (Never, Sometimes, Often, or Always) that tells about you best. THERE ARE NO RIGHT OR WRONG ANSWERS.

	0	1	2	3
1. I think people try to cheat me.	Never	Sometimes	Often	Always
2. I feel like screaming.	Never	Sometimes	Often	Always
3. I think people are unfair to me.	Never	Sometimes	Often	Always
4. I think people try to hurt me.	Never	Sometimes	Often	Always
5. I think my life is unfair.	Never	Sometimes	Often	Always
6. People bully me.	Never	Sometimes	Often	Always
7. People make me mad.	Never	Sometimes	Often	Always
8. I think people bother me.	Never	Sometimes	Often	Always
9. I get mad at other people.	Never	Sometimes	Often	Always
10. When I get mad, I stay mad.	Never	Sometimes	Often	Always
11. When I get mad, I have trouble getting over it.	Never	Sometimes	Often	Always
12. I think people try to control me.	Never	Sometimes	Often	Always
13. I feel people try to put me down.	Never	Sometimes	Often	Always
14. I feel mean.	Never	Sometimes	Often	Always
15. I feel like exploding.	Never	Sometimes	Often	Always
16. I think people are against me.	Never	Sometimes	Often	Always
17. I get angry.	Never	Sometimes	Often	Always
18. When I get mad, I feel mad inside my body.	Never	Sometimes	Often	Always
19. I hate people.	Never	Sometimes	Often	Always
20. I get mad.	Never	Sometimes	Often	Always

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# 3 BYI-2 BSCI

Name: \_\_\_\_\_ Grade: \_\_\_\_\_

Date: \_\_\_\_\_ Sex: \_\_\_\_\_

Date of Birth: \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_ ID: \_\_\_\_\_  
Month Day Year

Here is a list of things that happen to people and that people think or feel. Read each sentence carefully, and circle the one word (Never, Sometimes, Often, or Always) that tells about you best. THERE ARE NO RIGHT OR WRONG ANSWERS.

	0	1	2	3
1. I work hard.	Never	Sometimes	Often	Always
2. I feel strong.	Never	Sometimes	Often	Always
3. I like myself.	Never	Sometimes	Often	Always
4. People want to be with me.	Never	Sometimes	Often	Always
5. I am just as good as the other kids.	Never	Sometimes	Often	Always
6. I feel normal.	Never	Sometimes	Often	Always
7. I am a good person.	Never	Sometimes	Often	Always
8. I do things well.	Never	Sometimes	Often	Always
9. I can do things without help.	Never	Sometimes	Often	Always
10. I feel smart.	Never	Sometimes	Often	Always
11. People think I'm good at things.	Never	Sometimes	Often	Always
12. I am kind to others.	Never	Sometimes	Often	Always
13. I feel like a nice person.	Never	Sometimes	Often	Always
14. I am good at telling jokes.	Never	Sometimes	Often	Always
15. I am good at remembering things.	Never	Sometimes	Often	Always
16. I tell the truth.	Never	Sometimes	Often	Always
17. I feel proud of the things I do.	Never	Sometimes	Often	Always
18. I am a good thinker.	Never	Sometimes	Often	Always
19. I like my body.	Never	Sometimes	Often	Always
20. I am happy to be me.	Never	Sometimes	Often	Always

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Product Number 0158014405

# BYI-2 BAI

Name: \_\_\_\_\_ Grade: \_\_\_\_\_  
 Date: \_\_\_\_\_ Sex: \_\_\_\_\_  
 Date of Birth: \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_ ID: \_\_\_\_\_  
Month Day Year

Here is a list of things that happen to people and that people think or feel. Read each sentence carefully, and circle the one word (Never, Sometimes, Often, or Always) that tells about you best, especially in the last two weeks. THERE ARE NO RIGHT OR WRONG ANSWERS.

	0	1	2	3
1. I worry someone might hurt me at school.	Never	Sometimes	Often	Always
2. My dreams scare me.	Never	Sometimes	Often	Always
3. I worry when I am at school.	Never	Sometimes	Often	Always
4. I think about scary things.	Never	Sometimes	Often	Always
5. I worry people might tease me.	Never	Sometimes	Often	Always
6. I am afraid that I will make mistakes.	Never	Sometimes	Often	Always
7. I get nervous.	Never	Sometimes	Often	Always
8. I am afraid I might get hurt.	Never	Sometimes	Often	Always
9. I worry I might get bad grades.	Never	Sometimes	Often	Always
10. I worry about the future.	Never	Sometimes	Often	Always
11. My hands shake.	Never	Sometimes	Often	Always
12. I worry I might go crazy.	Never	Sometimes	Often	Always
13. I worry people might get mad at me.	Never	Sometimes	Often	Always
14. I worry I might lose control.	Never	Sometimes	Often	Always
15. I worry.	Never	Sometimes	Often	Always
16. I have problems sleeping.	Never	Sometimes	Often	Always
17. My heart pounds.	Never	Sometimes	Often	Always
18. I get shaky.	Never	Sometimes	Often	Always
19. I am afraid that something bad might happen to me.	Never	Sometimes	Often	Always
20. I am afraid that I might get sick.	Never	Sometimes	Often	Always

RS

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PsychCorp

# BYI-2 BDI

Name: \_\_\_\_\_ Grade: \_\_\_\_\_  
 Date: \_\_\_\_\_ Sex: \_\_\_\_\_  
 Date of Birth: \_\_\_\_ / \_\_\_\_ / \_\_\_\_ ID: \_\_\_\_\_  
Month Day Year

Here is a list of things that happen to people and that people think or feel. Read each sentence carefully, and circle the one word (Never, Sometimes, Often, or Always) that tells about you best, especially in the last two weeks. THERE ARE NO RIGHT OR WRONG ANSWERS.

	0	1	2	3
1. I think that my life is bad.	Never	Sometimes	Often	Always
2. I have trouble doing things.	Never	Sometimes	Often	Always
3. I feel that I am a bad person.	Never	Sometimes	Often	Always
4. I wish I were dead.	Never	Sometimes	Often	Always
5. I have trouble sleeping.	Never	Sometimes	Often	Always
6. I feel no one loves me.	Never	Sometimes	Often	Always
7. I think bad things happen because of me.	Never	Sometimes	Often	Always
8. I feel lonely.	Never	Sometimes	Often	Always
9. My stomach hurts.	Never	Sometimes	Often	Always
10. I feel like bad things happen to me.	Never	Sometimes	Often	Always
11. I feel like I am stupid.	Never	Sometimes	Often	Always
12. I feel sorry for myself.	Never	Sometimes	Often	Always
13. I think I do things badly.	Never	Sometimes	Often	Always
14. I feel bad about what I do.	Never	Sometimes	Often	Always
15. I hate myself.	Never	Sometimes	Often	Always
16. I want to be alone.	Never	Sometimes	Often	Always
17. I feel like crying.	Never	Sometimes	Often	Always
18. I feel sad.	Never	Sometimes	Often	Always
19. I feel empty inside.	Never	Sometimes	Often	Always
20. I think my life will be bad.	Never	Sometimes	Often	Always

RS  TS



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## CHILD AND ADOLESCENT NEEDS AND STRENGTHS (CANS) ASSESSMENT

Child and Adolescent Needs and Strengths			
The purpose of the California CANS-50 (CA CANS-50) is to accurately represent the shared vision of the child/youth serving system—children, youth, and families. As such, completion of the CA CANS-50 is accomplished in order to allow for the effective communication of this shared vision for use at all levels of the system.			
Child's name:	DOB:	Gender: <input type="checkbox"/> M <input type="checkbox"/> F	Race/Ethnicity:
Caregiver(s):	Form Status: <input type="checkbox"/> Initial <input type="checkbox"/> Reassessment <input type="checkbox"/> Discharge		
	Case Name:		
	Case Number:		
Assessor name:	Date of Assessment (dd/mm/yyyy):		

Behavioral / Emotional Needs Domain					Risk Behaviors				
0=no evidence		1=history of suspicion; monitor			0=no evidence		1=history of suspicion; monitor		
2=interferes with functioning; action needed		3=disabling, dangerous; immediate or intensive action needed			2=interferes with functioning; action needed		3=disabling, dangerous; immediate or intensive action needed		
	0	1	2	3		0	1	2	3
1. Psychosis (Thought Disorder)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	21. Suicide Risk	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Impulsivity / Hyperactivity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	22. Non-Suicide Self-Injurious Behavior	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Depression	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	23. Other Self-Harm (Recklessness)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Anxiety	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	24. Danger to Others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Oppositional	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	25. Runaway	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Conduct	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	26. Sexual Aggression	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Substance Use	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	27. Delinquent Behavior	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Anger Control	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	28. Intentional Misbehavior	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Adjustment to Trauma	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
Life Functioning Domain					Cultural Factors Domain				
0=no evidence		1=history of suspicion; monitor			0=no evidence		1=history of suspicion; monitor		
2=interferes with functioning; action needed		3=disabling, dangerous; immediate or intensive action needed			2=interferes with functioning; action needed		3=disabling, dangerous; immediate or intensive action needed		
	0	1	2	3		0	1	2	3
10. Family Functioning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	29. Language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Living Situation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	30. Traditions and Rituals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Social Functioning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	31. Cultural Stress	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Developmental / Intellectual	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
14. Decision Making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Strengths Domain				
15. School Behavior	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0=Centerpiece strength		1=Useful strength		
16. School Achievement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2=Identified strength		3=No evidence		
17. School Attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		0	1	2	3
18. Medical / Physical	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	32. Family Strengths	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Sexual Development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	33. Interpersonal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. Sleep	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	34. Educational Setting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
					35. Talents and Interests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
					36. Spiritual / Religious	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
					37. Cultural Identity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
					38. Community Life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
					39. Natural Supports	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
					40. Resiliency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Child has no known caregiver. Skip Caregiver Resources and Needs Domain

<b>CONFIDENTIAL PATIENT INFORMATION</b> See California Welfare and Institutions Code Section 5326 and Health Information Portability and Accountability Act of 1996 Privacy Rules. Solano MHP complies with applicable Federal civil rights laws and does not discriminate on the basis of race, color, national origin, age, disability, or sex.	Client Name:
	Client Number:

Caregiver Resources and Needs				
A. Caregiver Name:				
Relationship:				
0 = no evidence 1 = history or suspicion; monitor; may be an opportunity to build 2 = interferes with functioning; action needed 3 = disabling, dangerous; immediate or intensive action needed				
	0	1	2	3
41a. Supervision	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
42a. Involvement with Care	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
43a. Knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
44a. Social Resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
45a. Residential Stability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
46a. Medical/Physical	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
47a. Mental Health	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
48a. Substance Use	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
49a. Developmental	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
50a. Safety	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Caregiver Resources and Needs				
C. Caregiver Name:				
Relationship:				
0 = no evidence 1 = history or suspicion; monitor; may be an opportunity to build 2 = interferes with functioning; action needed 3 = disabling, dangerous; immediate or intensive action needed				
	0	1	2	3
41c. Supervision	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
42c. Involvement with Care	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
43c. Knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
44c. Social Resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
45c. Residential Stability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
46c. Medical/Physical	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
47c. Mental Health	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
48c. Substance Use	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
49c. Developmental	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
50c. Safety	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Caregiver Resources and Needs				
B. Caregiver Name:				
Relationship:				
0 = no evidence 1 = history or suspicion; monitor; may be an opportunity to build 2 = interferes with functioning; action needed 3 = disabling, dangerous; immediate or intensive action needed				
	0	1	2	3
41b. Supervision	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
42b. Involvement with Care	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
43b. Knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
44b. Social Resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
45b. Residential Stability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
46b. Medical/Physical	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
47b. Mental Health	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
48b. Substance Use	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
49b. Developmental	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
50b. Safety	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<p>CONFIDENTIAL PATIENT INFORMATION</p> <p>See California Welfare and Institutions Code Section 5328 and Health Information Portability and Accountability Act of 1996 Privacy Rules. Solano MHP complies with applicable Federal civil rights laws and does not discriminate on the basis of race, color, national origin, age, disability, or sex.</p>	Client Name:
	Client Number:

## **FAIRFIELD POLICE ACTIVITIES LEAGUE: DESCRIPTION AND DATA**

The Fairfield Police Activities League (PAL) was established in 2008 to help fill the opportunity gap experienced by low-income youth and to increase interaction and dialogue among local teens and law enforcement. Programming is available to Fairfield, Suisun, and Travis Air Force Base (TAFB) students, grades 7-12 and PAL is opened year-round (Monday through Thursday from 3 p.m. until 9 p.m. and on Fridays from 3 p.m. until 10:30 p.m.). Fairfield PAL is located at the old Sullivan Middle school site (2195 Union Ave). The site occupies 19,370 square feet, and includes a basketball gym, boxing gym, industrial kitchen, lounge, computer center, and four classrooms. In 2017, PAL had 674 members. Between 2008 and June 2017, 2,998 students and their families have participated in programming at PAL and daily attendance ranges from 50-70 students each day. Each student stays an average of 3.25 per day. PAL offers 47 programs that focus on the health, academics, leadership and decision making of teens. These 47 programs fluctuate and are offered based upon staffing levels, funding, and the interests of the youth at the center.

PAL notes that some studies have found that by the time they reach 6th grade, middle class youth have likely spent 6,000 more hours learning than children born into poverty. Every year, PAL offers 1,100 hours of programming to help teens lead healthy lifestyles and avoid risky behaviors, 360 hours of academic enrichment and support, 400 hours of leadership, character, and citizenship development, and 420 hours of summer programming to help stop the summer "brain drain." Over 82% of the members served by the PAL Center are eligible for free or reduced meals and over those 44% come from households classified as extremely low income by the U.S. Department of Housing and Urban Development (HUD).

PAL has a rich history of providing meaningful youth development and leadership programs. The program has hosted conferences, offered weekly circle and restorative justice sessions, and has led special events and workshops, acting as a feeder program to prepare underserved and disenfranchised students for taking an active role in traditional leadership opportunities and experiences. Students have used the program to develop their own leadership skills making them eligible to participate in larger leadership programs including the elite City of Fairfield's Youth Commission as well other prestigious school and college leadership programs and committees. Post-test and surveys indicate that 91% of students who have participated in leadership development at the program report believing that program improved their self-confidence and leadership skills.

PAL is operated by 1 Fairfield Police Department Sergeant, 2 full time civilian staff members, 20 part time employees, and approximately 50 volunteers.

PAL operates on approximately \$120,000/year from the PAL budget. PAL is a 501c (3) non-profit organization, all donations are tax deductible. In addition, 100% of all donations goes to PAL programming and 100% of PAL's programming comes from donations and grants from our community partners. Also, all donation funds stay at the Fairfield PAL center and do not leave our community. No part of any donation pays for administrative costs including staff salary, rent, electricity, janitor supplies, etc.

Program data indicates that 75% of the teens at PAL are low income and below:

- 15% come from households classified as "Low Income" by the U.S. Housing and Urban Development Department (HUD).
- 20% come from households classified as "Very Low Income" (HUD)
- 40% come from households classified as "Extremely Low Income" (HUD)

“HUD sets the lower income limits at 80% and very low-income limits at 50% of the median income for the county or metropolitan area in which [a person chooses] to live” (U.S. Housing and Urban Development).<sup>7</sup>

PAL indicates that a key to their success has been seeking out crucial partners and adapting best practices. We have partnered with our local community college and toastmasters to provide public speaking programs, brought in expert service providers including the Pacific Leadership Institute, Life Skills Training, the International Institute for Restorative Justice, the Alive & Free Consortium and others to grow and expand the program’s ability to provide the best services possible to our members.

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<sup>7</sup> Information and data specific to the Police Athletic League was provided by the Solano County Probation Department. With the exception of some minor changes to the text the information in this section centers on the text that the evaluation team was given.

## FAIRFIELD POLICE **ACTIVITIES** LEAGUE PROGRAMS

### **Academics and Career Planning**

Homework Zone  
GPA Bootcamps  
Cooking through the SATs  
Career Café  
Strong Interest Inventory Counseling  
Shadow Day  
Feast with the Finest  
Law & Order / PAL Student Court  
PAL Coffee House  
Resume Self-Serve Station  
Youth Speaks / PAL Poetry  
Shark Tank  
Tech Education  
S.T.E.A.M. / S.T.E.M. Classes  
Fantasy Sports and Mathematics  
Summer Reading / Battle of the Books  
Genius Hour!  
Financial Literacy

### **Health and Wellness**

Boxing  
Kajuakenbo  
Friday Night Basketball Pick Up League  
Cardio Room  
Whip it Up Cooking Academy  
Flag Football  
Laser Tag  
Archery Tag  
Soccer  
Skate Nights  
Nutrition Classes  
Chill and Spill  
Food Pantry

### **Leadership and Personal Development**

PAL Student Council  
Strengthens Based Leadership  
Alive & Free  
Girls Circle  
Boys Council  
Behind the Mask  
Girl Scouts Got Choices?  
Every Monday Matters  
Student of the Month  
Community Circles  
Restorative Justice  
Community Service Clue  
Kops and Kids programming  
Juvenile Justice Jeopardy  
Feast with the Finest

## PROGRAM REFERRALS

COUNT	TYPE OF OFFENSE	PROGRAM YEAR	STATUS OF REFERRAL	AGE	GENDER	REFERRAL SOURCE
1	Fight in a public place	2016/2017	Successful	14	Female	FFPD
2	Petty theft	2016/2017	Successful	15	Female	FFPD
3	Petty theft	2016/2017	Successful	14	Male	FFPD
4	Possession of weapon on campus	2016/2017	Successful	12	Male	FFPD
5	Possession of marijuana	2016/2017	Successful	16	Female	FFPD
6	Possession of weapon on campus	2016/2017	Successful	15	Male	FFPD
7	Disseminate "revenge porn"	2016/2017	Successful	16	Female	FFPD
8	Possession of child pornography	2016/2017	Successful	16	Female	FFPD
9	Battery	2016/2017	Successful	13	Female	FFPD
10	Battery	2016/2017	Successful	17	Male	FFPD
11	Battery on school grounds	2016/2017	Successful	15	Male	FFPD
12	Battery on school employee	2016/2017	Successful	17	Female	FFPD
13	Threatened a school/public official	2016/2017	Successful	15	Male	FFPD
14	Battery on person on school grounds	2016/2017	Successful	17	Female	FFPD
15	Resist a police officer	2016/2017	Successful	13	Female	FFPD
16	Battery on spouse/dating relationship	2016/2017	Successful	15	Male	FFPD
17	Gambling; resist a police officer	2016/2017	Successful	14	Male	FFPD
18	Trespassing	2016/2017	Successful	13	Male	FFPD
19	Indecent exposure	2016/2017	Successful	13	Male	FFPD
20	Sexual battery	2016/2017	Successful	13	Male	FFPD
21	Criminal threats, misdemeanor	2016/2017	Successful	13	Male	Probation/JDF
22	Battery on school employee	2016/2017	Successful	13	Female	Probation/JDF
23	Petty theft	2016/2017	Successful	16	Female	Probation/JDF
24	Resist officer	2016/2017	Successful	16	Male	Probation/JDF
25	Assault with deadly weapon	2016/2017	Successful	14	Male	Probation/JDF
26	Assault with deadly weapon; threats	2016/2017	Successful	12	Male	Probation/JDF
27	Resist police officer	2016/2017	Successful	16	Female	Probation/JDF
28	Vandalism	2016/2017	Successful	14	Male	Probation/JDF
29	Possession a weapon on campus	2016/2017	Successful	14	Male	Probation/JDF
30	Burglary	2016/2017	Successful	15	Male	Probation/JDF

COUNT	TYPE OF OFFENSE	PROGRAM YEAR	STATUS OF REFERRAL	AGE	GENDER	REFERRAL SOURCE
31	Receiving stolen property; conspiracy	2017/2018	Successful	14	Male	FFPD
32	Battery	2017/2018	Successful	14	Female	FFPD
33	Vandalism, misdemeanor	2017/2018	Successful	17	Male	FFPD
34	Petty theft, misdemeanor	2017/2018	Successful	16	Female	FFPD
35	Battery on school employee, misdemeanor; Threaten school/public official, felony	2017/2018	Successful	16	Female	Probation/JDF
36	Receiving stolen property, misdemeanor; commit mail theft, misdemeanor	2017/2018	Successful	17	Male	Probation/JDF
37	Battery with serious bodily injury, felony	2017/2018	Successful	16	Male	Probation/JDF
38	Possession of a weapon at school, felony	2017/2018	Successful	15	Female	Probation/JDF
39	Battery, misdemeanor	2017/2018	Successful	13	Female	Probation/JDF
40	Batter on person on school grounds, misdemeanor; Willfully disturbing a school zone, misdemeanor	2017/2018	Successful	15	Female	Probation/JDF
41	Fight in a public place, misdemeanor	2016/2017	Unsuccessful	14	Female	FFPD
42	Fight on school grounds	2016/2017	Unsuccessful	13	Female	FFPD
43	Fight in a public place	2016/2017	Unsuccessful	16	Female	FFPD
44	Fighting a public place	2016/2017	Unsuccessful	16	Female	FFPD
45	Battery, vandalism	2016/2017	Unsuccessful	13	Male	Probation/JDF
46	Battery on school employee	2016/2017	Unsuccessful	11	Female	Probation/JDF
47	Fight in a public place	2016/2017	Unsuccessful	13	Female	Probation/JDF
48	Battery; exhibit deadly weapon	2016/2017	Unsuccessful	15	Female	Probation/JDF
49	Battery on school grounds, misdemeanor	2017/2018	Unsuccessful	14	Male	FFPD
50	Battery	2017/2018	Unsuccessful	17	Female	FFPD
51	Battery, misdemeanor; annoying phone calls; misdemeanor	2017/2018	Unsuccessful	N/A	N/A	Probation/JDF
52	Conspiracy, felony	2017/2018	Unsuccessful	19	Male	Wardship
53	Battery, felony	2016/2017	Contract signed	15	Male	Probation/JDF
54	Vandalism	2016/2017	Contract signed	16	Male	Probation/JDF
55	Battery on school grounds	2016/2017	Contract signed	17	Female	Probation/JDF

COUNT	TYPE OF OFFENSE	PROGRAM YEAR	STATUS OF REFERRAL	AGE	GENDER	REFERRAL SOURCE
56	Battery on school grounds	2017/2018	Contract signed	16	Female	FFPD
57	Battery on school grounds	2017/2018	Contract signed	16	Female	FFPD
58	Assault with a deadly weapon (felony); vandalism (felony)	2017/2018	Contract signed	17	Female	FFPD
59	Evading police officer, felony; drive without a license, misdemeanor	2017/2018	Contract signed	15	Male	Probation/JDF
60	Shoplifting, misdemeanor	2017/2018	Contract signed	15	Female	Probation/JDF
61	Shoplifting	2017/2018	Contract signed	17	Female	Probation/JDF
62	Battery on school employee, misdemeanor	2017/2018	Contract signed	11	Female	Probation/JDF
63	Terrorist threats, misdemeanor	2017/2018	Contract signed	14	Male	Probation/JDF
64	Terrorist threats, misdemeanor	2017/2018	Contract signed	13	Male	Probation/JDF
65	Battery on a police officer, misdemeanor; obstruct a public official, misdemeanor, obstruct resist executive officer, felony	2017/2018	Contract signed	16	Male	Probation/JDF
66	Burglary, felony	2017/2018	Contract signed	16	Male	Wardship
67	Battery, misdemeanor; vandalism misdemeanor	2016/2017	FTA/Refused to Participate	13	Male	FFPD
68	Fighting-disturbing the peace	2016/2017	FTA/Refused to Participate	N/A	N/A	FFPD
69	Battery on school grounds	2016/2017	FTA/Refused to Participate	N/A	N/A	FFPD
70	Declined, cite unknown	2016/2017	FTA/Refused to Participate	16	Female	FFPD
71	Declined, cite unknown	2016/2017	FTA/Refused to Participate	14	Female	FFPD
72	Dismissed student on campus	2016/2017	FTA/Refused to Participate	13	Male	Probation/JDF
73	On campus after suspension	2016/2017	FTA/Refused to Participate	16	Female	Probation/JDF
74	Possession of a weapon on campus – switchblade	2016/2017	Not appropriate for the program	14	Female	FFPD
75	Possession of marijuana	2016/2017	Not appropriate for the program	14	Male	FFPD
76	Declined, cite unknown	2016/2017	Not appropriate for the program	13	Female	FFPD
77	Trespassing	2016/2017	Not appropriate for the program	13	Male	FFPD
78	Assault with deadly weapon, felony	2016/2017	Not appropriate for the program	12	Male	Probation/JDF
79	Shoplifting, misdemeanor	2017/2018	Not appropriate for the program	18	Female	FFPD
80	Declined, cite unknown	2017/2018	Not appropriate for the program	15	Female	FFPD

COUNT	TYPE OF OFFENSE	PROGRAM YEAR	STATUS OF REFERRAL	AGE	GENDER	REFERRAL SOURCE
81	Declined, cite unknown	2017/2018	Not appropriate for the program	15	Female	FFPD
82	Declined, cite unknown	2017/2018	Not appropriate for the program	15	Male	FFPD
83	Declined, cite unknown	2017/2018	Not appropriate for the program	15	Male	FFPD
84	Declined, cite unknown	2017/2018	Not appropriate for the program	13	Male	FFPD
85	Burglary, misdemeanor	2017/2018	Not appropriate for the program	13	Male	Probation/JDF
86	Battery	2017/2018	Not appropriate for the program	17	Male	Probation/JDF
87	Fight on school grounds, misdemeanor	2017/2018	Not appropriate for the program	16	Male	Probation/JDF
88	Battery	2017/2018	Not appropriate for the program	15	Male	Wardship
89	Vandalism	2017/2018	Not appropriate for the program	16	Male	Wardship
90	Criminal threats, felony	2017/2018	Not appropriate for the program	18	Male	Wardship
91	Declined, cite unknown	2017/2018	N/A	15	Male	FFPD
92	Declined, cite unknown	2017/2018	N/A	15	Male	FFPD
93	Declined cite unknown	2017/2018	N/A	15	Male	FFPD
94	Possess a weapon on school grounds (not gun) misdemeanor	2017/2018	Pending A Better Way Mental Health Assessment	15	Male	FFPD
95	Declined, cite unknown	2017/2018	Pending A Better Way Mental Health Assessment	N/A	N/A	FFPD
96	Declined, cite unknown	2017/2018	Pending A Better Way Mental Health Assessment	N/A	N/A	FFPD
97	Burglary, 2 <sup>nd</sup> degree	2017/2018	Pending A Better Way Mental Health Assessment	17	Male	Wardship
98	Possession of methamphetamine	2017/2018	Pending A Better Way Mental Health Assessment	17	Female	Wardship
99	Minor in possession of a loaded firearm, felony	2017/2018	Pending A Better Way Mental Health Assessment	16	Male	Wardship
100	Battery on school grounds	2017/2018	Pending A Better Way Mental Health Assessment	17	Male	Wardship
101	Unknown	2017/2018	Pending A Better Way Mental Health Assessment	14	Male	Wardship
102	Battery, misdemeanor; vandalism misdemeanor, felony accessory to a crime	2017/2018	Pending A Better Way Mental Health Assessment	16	Male	Wardship
103	Assault with deadly weapon with great bodily injury, felony	2017/2018	Pending A Better Way Mental Health Assessment	17	Male	Wardship

COUNT	TYPE OF OFFENSE	PROGRAM YEAR	STATUS OF REFERRAL	AGE	GENDER	REFERRAL SOURCE
104	Battery, misdemeanor	2017/2018	Pending A Better Way Mental Health Assessment	14	Male	Wardship
105	Possession of a stolen vehicle, felony	2017/2018	Pending A Better Way Mental Health Assessment	17	Female	Wardship
106	2 <sup>nd</sup> degree robbery	2017/2018	Pending A Better Way Mental Health Assessment	16	Female	Wardship
107	Battery with serious bodily injury, felony	2017/2018	Pending A Better Way Mental Health Assessment	16	Female	Wardship
108	Assault with deadly weapon, great bodily injury, felony	2017/2018	Pending A Better Way Mental Health Assessment	12	Male	Wardship
109	Minor in possession of a concealed weapon, felony	2017/2018	Pending A Better Way Mental Health Assessment	17	Male	Wardship
110	Causing fire to property, misdemeanor	2017/2018	Pending A Better Way Mental Health Assessment	14	Male	Wardship
111	Criminal threats, felony	2017/2018	Pending A Better Way Mental Health Assessment	15	Male	Wardship
112	Petty theft, misdemeanor; Shoplifting, misdemeanor; false id to police, misdemeanor	2017/2018	Pending A Better Way Mental Health Assessment	15	Male	Wardship
113	Participate in a criminal street gang, felony	2017/2018	Pending A Better Way Mental Health Assessment	15	Male	Wardship
114	Receiving stolen property, misdemeanor	2017/2018	Pending A Better Way Mental Health Assessment	17	Male	Wardship
115	Assault with deadly weapon, felony	2017/2018	Pending A Better Way Mental Health Assessment	18	Male	Wardship
116	2 <sup>nd</sup> degree robbery, felony	2017/2018	Pending A Better Way Mental Health Assessment	17	Female	Wardship
117	Assault with deadly weapon, felony	2017/2018	Pending A Better Way Mental Health Assessment	18	Female	Wardship
118	Obstruct/resist officer	2017/2018	Pending A Better Way Mental Health Assessment	16	Female	Wardship
119	Possession of stolen vehicle	2017/2018	Pending A Better Way Mental Health Assessment	18	Female	Wardship

COUNT	TYPE OF OFFENSE	PROGRAM YEAR	STATUS OF REFERRAL	AGE	GENDER	REFERRAL SOURCE
120	Trespass, misdemeanor; property theft, misdemeanor	2017/2018	Pending A Better Way Mental Health Assessment	16	Male	Wardship
121	Battery, misdemeanor	2017/2018	Pending A Better Way Mental Health Assessment	16	Male	Wardship
122	Out of state courtesy supervision	2017/2018	Pending A Better Way Mental Health Assessment	N/A	N/A	Wardship
123	Assault with intent to rape, felony	2017/2018	Pending A Better Way Mental Health Assessment	16	Male	Wardship
124	Reckless driving, misdemeanor	2017/2018	Pending A Better Way Mental Health Assessment	17	Male	Wardship
125	Felony accessory to a crime	2017/2018	Pending A Better Way Mental Health Assessment	16	Male	Wardship