



**PIMA COUNTY JUVENILE COURT CENTER
DISPROPORTIONATE MINORITY CONTACT INTERVENTION MODEL**

EQUAL JUSTICE FOR ALL

DMC Intervention Model Project
Decision Point Workgroup Summary Report

February 2012

Pima County Juvenile Court Center
Research & Evaluation

Acknowledgements

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DMC Intervention Model Project Decision Point Workgroup Summary Report

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Introduction

The Disproportionate Minority Contact (DMC) Intervention Model is a three-year, multi-phase project being conducted by the Pima County Juvenile Court Center (PCJCC) with funding provided by the Arizona Governor's Office of Children, Youth and Families. The goal of this project is to reduce disproportionate contact with and disparate treatment by the juvenile justice system among youth aged 8 to 17 years old who reside in Pima County.

For the purposes of this project, DMC is defined as the representation of minority children and youth in the juvenile justice system at levels that are disproportionate compared to their levels in the general population and/or to the levels that Anglo children and youth are represented in the system. Disparate treatment is defined as responding differently to similarly situated children and youth.

The juvenile justice system comprises a series of distinct functions including referral (i.e., arrest), detention, petition, adjudication, and disposition that represent key decision points within the system (see Appendix I). As such, each decision point represents an opportunity to reduce DMC and disparate treatment. Therefore, the first objective of this project was to identify the factors that are contributing to DMC and disparate treatment at each of the key decision points and to formulate recommendations to mitigate these factors.

The primary strategy employed to complete the first objective was to form workgroups to examine DMC and disparate treatment at each key decision point. The workgroups included representatives from the agencies that have direct or indirect involvement with decision-making at each point. For example, the referral (arrest) decision point workgroups included representatives from the Tucson Police Department and juvenile probation, as well as representatives from school districts, from which some referrals originate. The primary purpose of these workgroups was to tap into the collective experience and expertise within these agencies to discuss why DMC is happening and to formulate some approaches for reducing DMC.

Five DMC professional workgroups were formed that included representatives from the juvenile court, county attorney and public defender offices, school districts, law enforcement, child welfare services, and community-based behavioral health and prevention program providers. Workgroup members identified 147 factors that are contributing to DMC and disparate treatment and developed 89 recommendations to address these factors. A series of five decision point workgroup reports contain detailed information about workgroup composition and procedures, the contributing factors identified, and the recommendations that were formulated.¹ The workgroups were organized and facilitated by the DMC Intervention Model Project team, which consisted of the PCJCC research staff—a Senior Research & Evaluation Specialist, two Research & Evaluation Specialists, and a Research Assistant—and the PCJCC Juvenile Justice Program Coordinator.

¹These reports were distributed to workgroup members and the Juvenile Justice Executive Board and are also contained within this DMC Intervention Model Project Phase I binder.

In addition to the professional workgroups discussed above, workgroups comprised of court-involved youth and parents were also conducted to gain insight into their perspectives regarding DMC and disparate treatment. The findings from these workgroups are presented in a separate report entitled *DMC Intervention Model Project: Court-involved Youth & Parent Workgroup Findings*.

The purpose of this report is to summarize the five decision point professional workgroup reports that were generated. The primary focal points include a review of the DMC levels at each decision point and an analysis of the recommendations that were developed by the five professional workgroups. The remainder of this report is organized into the following sections:

- **Background:** This section contains descriptions of the decision points, workgroup member recruitment and attendance, and workgroup procedures and methods. Workgroup member satisfaction and the limitations encountered in conducting the meetings are also described.
- **DMC at the Decision Points:** The DMC section provides the information necessary to understanding the extent of disproportionality at the key decision points. A summary of DMC is presented at the end of this section.
- **Contributing Factors:** The 147 contributing factors identified by the professional workgroups, sorted by factors related to the system and factors related to youth and parents, are described in this section. A comprehensive list of all contributing factors is included.
- **Recommendations:** The 89 recommendations formulated by the professional workgroups are summarized into five themes. An analysis of the expected impact on DMC and the feasibility of implementation is presented for each recommendation. Comprehensive lists of all recommendations, sorted by theme, are included.

Background

This section contains descriptions of the decision points, workgroup member recruitment and attendance, and workgroup procedures and methods. Workgroup member satisfaction and the limitations encountered in conducting the meetings are also described.

Decision Point Descriptions

The focus of the first phase of the DMC Intervention Model project has been six key decision points within the juvenile justice system: Referral, Detention, Petition, Adjudication, Disposition, and Probation (see Appendix I). Each decision point involves distinct functions that generally occur in a linear fashion that parallels, but is not equivalent to, the criminal justice system. Once youth are referred to the juvenile court (i.e., arrested) their cases take one of three paths: petition (prosecution), diversion from petition, or dismissal. When the County Attorney's office decides to file petitions, the youth are either adjudicated (i.e., found guilty through trial or plea) or their cases are dismissed by a judge. Adjudicated youth are then assigned consequences (disposition), the most typical of which is placement on probation. Once placed on probation, youth are then subject to possible referrals for probation violations. In addition, at any point in this process, youth are also subject to the possibility of being detained for criminal offenses and/or violations of probation. Each decision point is described in more depth below.

Referral Decision Point

The referral decision point typically represents the first point of contact with the juvenile justice system. Youth are referred (i.e., arrested) for delinquent and/or status offenses², as well as for warrants and violations of probation or violations of detention release conditions. Arrests are primarily made by law enforcement and juvenile probation officers in the form of physical or paper referrals. Physical referrals occur when youth are taken into custody and delivered to the juvenile court detention intake or to a detention alternative such as the Center for Juvenile Alternative Services for status offenses or the Domestic Violence Alternative Center for misdemeanor domestic violence offenses. A paper referral, on the other hand, occurs when youth are arrested and then released to their parents or other responsible adults. Given that physical referrals involve being taken into custody and possibly being detained, they are typically considered a more serious outcome than are paper referrals.

Detention Decision Point

The majority of youth are detained as the result of a physical referral, although some are ordered to detention by judges. Youth who have been referred to detention intake are screened by intake staff to determine their appropriateness for detention. The primary screening tool employed is the detention risk assessment instrument, or RAI. The RAI assesses the youth's risk to re-offend within the next 30 to 45 days, if they were to be released. Youth who are classified as low- or medium-risk are to be released unless there is sufficient reason to "override" the classification and detain them. Youth who are classified as high-risk are to be detained unless there is sufficient reason to release them. However, youth who are physically referred for outstanding

²Status offenses are illegal only for minors, e.g., tobacco use, runaway, truancy, and curfew violations.

warrants, violations of probation or conditions of release (from detention) or who are ordered to report to detention by a judge are automatically detained, regardless of their RAI risk classifications.

Detention hearings are held within 24 hours of every youth's detention to determine whether the youth will continue to be detained or released. Juvenile probation officers, prosecuting and defense (typically public defender) attorneys, and the youth and parents attend the hearings. Probation officers and attorneys make recommendations as to whether the youth should be released or detained, and youth and parents are given the opportunity to address the court. The judges make the decision to detain or release based on these recommendations and whether or not there is probable cause to detain.

Petition Decision Point

The County Attorney's office is responsible for the procedures that occur at the petition decision point. The attorneys must determine if: 1) the case is to be dismissed, 2) charges are to be filed in the form of a petition, or 3) the youth is eligible for the diversion program. The diversion program diverts youth from the standard path of prosecution (i.e., petition and adjudication), but holds them accountable for their actions by assigning consequences that must be completed within 90 days. Youth who are unable to successfully complete the consequences are subject to prosecution and petitions are typically filed at that point. The attorneys work closely with juvenile probation officers throughout these procedures, particularly with the diversion program.

Adjudication Decision Point

The adjudication decision point encompasses the processes for determining whether youth are guilty or not guilty of the formal charges contained in the petitions filed by the County Attorney. Youth who are adjudicated delinquent (i.e., convicted) have been found guilty of or have plead guilty to one or more of the charges. Prosecuting and defense attorneys and youth and parents attend the hearings. Attorneys make recommendations as to whether the youth should be found guilty or the cases be dismissed, and the judges make the final ruling.

Disposition Decision Point

The disposition decision point is similar to sentencing in the criminal justice system and youth who have been adjudicated delinquent (i.e., found or pled guilty) are typically ordered to be placed on STDP (standard probation) or JIPS (juvenile intensive probation). In some cases, youth are committed to the Arizona Department of Juvenile Corrections. Juvenile probation officers, prosecuting and defense attorneys, and youth and parents attend the disposition hearings. Attorneys and probation officers make disposition recommendations, but the judges make the final rulings.

Probation Decision Point

Youth are placed on probation as a result of the adjudication and disposition processes that involve juvenile court judges, prosecution and defense attorneys, probation officers, and youth and families. The conditions that all probationers must follow in order to successfully complete probation are itemized in a Conditions of Probation document that the probationers and their

families receive at the start of probation. Judges may order additional conditions that must be followed. Non-compliance with the standard and/or judicial conditions may lead to paper or physical referrals (i.e., arrests). Probation officers are authorized to make these arrests as they, and in the case of physical arrests, their supervisors, think necessary. In a minority of cases, arrest is statutorily mandated (e.g., after the third positive urinalysis test).

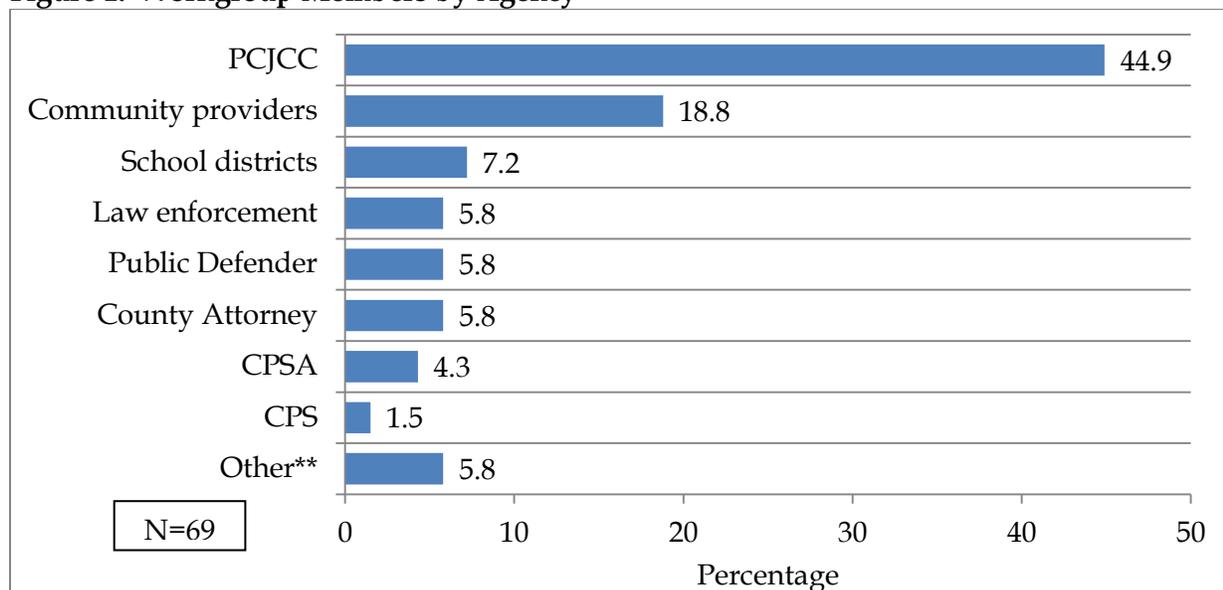
Another consequence of non-compliance may be unsuccessful termination from probation. Judges make these determinations taking into account recommendations from attorneys and probation officers. Youth who are unsuccessfully terminated from probation do not have the right to petition to have their juvenile court records destroyed upon their eighteenth birthday, as do youth who successfully complete probation.

Decision Point Workgroups

Over the eight-month period from March 9, 2011 through December 14, 2011, five workgroups were formed with 69 members from the juvenile court, county attorney and public defender offices, school districts, law enforcement, child welfare services, behavioral health services, and community-based service providers. Each workgroup member was chosen based on his or her experience and expertise with the particular decision points.

The juvenile court (PCJCC) accounted for the largest proportion of members (45%), followed by community service providers (19%), and school districts (7%) (Figure 1). Law enforcement and the County Attorney and Public Defender offices each accounted for nearly 6 percent of the members. A list of the agency and department representation for each decision point is provided in Appendix II: DMC Workgroup Representation by Decision Point.

Figure 1. Workgroup Members by Agency*



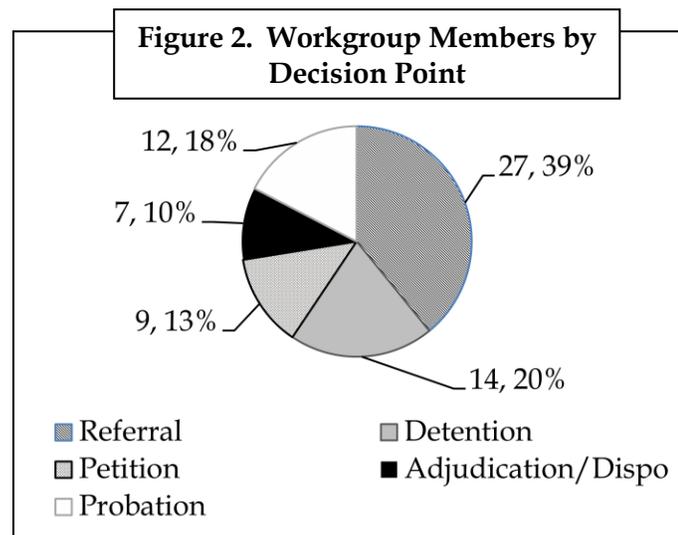
*Some agencies were represented by the same individual at multiple decision points; they are included in the counts for each workgroup they attended.

**Other includes the University of Arizona, Tucson Black Chamber of Commerce, Legal Clinic, and Pima County Board of Supervisors.

One workgroup was formed for each decision point except the Referral decision point, which had two workgroups. Because referrals originate in the community and represent the gateway to the juvenile justice system, it was determined that both community agencies and juvenile justice system partners should be included. To that end one workgroup comprised representatives from law enforcement, juvenile probation, four school districts, and Child Protective Services, while the second workgroup comprised community-based services providers.

Due to the fact that the Adjudication and Disposition decision points are closely connected and involve the same agencies (i.e., juvenile court probation and judiciary, County Attorney, and Public Defender), it was determined that these two decision points be combined into one workgroup. This workgroup met eight times, compared to the average of six meetings for the remaining workgroups.

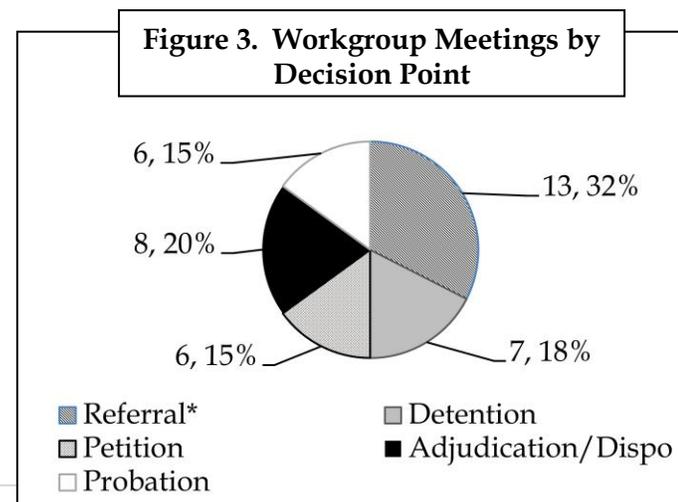
The Referral decision point workgroups accounted for the largest number of members across the decision points (27, 39%) (Figure 2). The Detention decision point workgroup had 14 members, accounting for 20 percent of all members, followed by the Probation workgroup with 12 members (18%). The Petition workgroup had 9 members (13%), and the Adjudication/Disposition workgroup had 7 members, accounting for 10 percent of the total members.



In addition to the professional workgroups, 16 youth and 12 parent workgroups were conducted. The formation and attendance at these workgroups, together with the findings, are presented in detail in a separate report entitled *DMC Intervention Model Project: Court-Involved Youth & Parent Workgroups*.

Workgroup Meetings

Thirty nine professional workgroup meetings were conducted from March 9 through December 14, 2011. The Referral decision point accounted for 32 percent of the meetings due to the two workgroups that were formed (Figure 3). Adjudication/Disposition had eight meetings (20%), followed by Detention at seven meetings (18%). Petition and Probation both had six meetings (15%).



Procedures

The workgroup procedures were similar for all decision points. Each workgroup reviewed decision-point specific DMC trend data (2006-2010) during the first meeting, and often requested additional data that would then be generated and presented at subsequent meetings. Members then considered and identified factors that contribute to DMC and developed recommendations to mitigate the identified contributing factors. The methods used for these tasks are described below.

Identifying Contributing Factors

Workgroup members identified contributing factors through discussion that was informed by:

- quantitative DMC trend data generated from the juvenile court's JOLTS database that were specific to each decision point.
- diagrams of decision point procedures that were generated by workgroup members.
- ad hoc research and data requests generated by workgroup members.

The information reviewed and discussed resulted in the identification of potential contributing factors. Workgroup members then voted by ballot to determine which of the proposed factors are actual contributing factors.

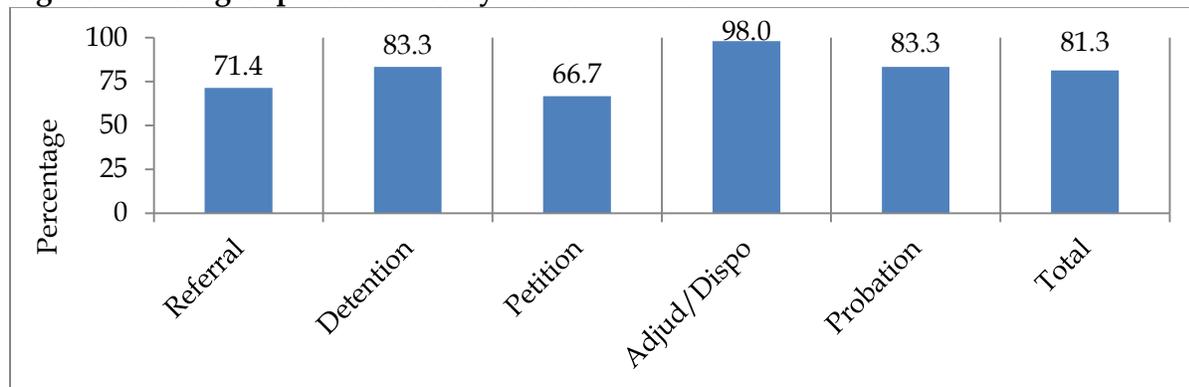
Developing Recommendations

The methods that were used to develop recommendations were group discussion to develop proposed recommendations and workgroup members' vote by ballot to determine viable recommendations. Workgroup members were also asked to make a determination of the expected impact on DMC (i.e., high, moderate, or low) for each recommendation that was passed.

Attendance

On average, workgroup members attended 82 percent of the meetings. However, attendance varied from 67 percent for the Petition workgroup to 98 percent for the Adjudication/Disposition workgroup (Figure 4). In addition, two members of the Referral and Detention decision point workgroups never attended.

Figure 4. Workgroup Attendance by Decision Point



Member Satisfaction

Overall, satisfaction with the five professional workgroups was high with the majority of workgroup members reporting high or very high satisfaction with the process. Common areas of less satisfaction included meeting schedule and location convenience, helpfulness of meeting handouts, effectiveness of the facilitation and the relevancy of topics discussed.

Reports

A series of five professional workgroup reports and a report for the youth and parent workgroup findings have been produced. These reports include detailed information about workgroup formation, procedures, and attendance; DMC levels for the major procedures associated with each decision point; and the contributing factors that were identified and the recommendations that were developed.

Limitations

There were some limitations encountered that impacted the workgroup's ability to fully explore the causes of disproportionality and disparate treatment, and, therefore, to also develop a comprehensive set of recommendations to mitigate DMC and disparity. These included:

- Some workgroup members felt that very little can be done to mitigate disproportionality because it originates at points outside their control.
- The qualitative approach used with the workgroups to identify DMC contributing factors was new to most participants (in working on DMC issues); most were more familiar and comfortable with quantitative approaches.
- Some workgroup members felt that there was insufficient quantitative data available to fully understand the factors that are contributing to DMC.
- Workgroup members did not discuss intentional or unintentional racial/ethnic bias and, therefore, may have failed to identify one or more contributing factors to DMC and disparate treatment.
- There was insufficient representation of African American, Hispanic, and Native American professionals in the workgroups.
- Lack of attendance by some critical agencies.

DMC at the Decision Points

Disproportionate minority contact (DMC) at each decision point was examined from 2006 through 2010 using data from the Pima County Juvenile Court's JOLTS (Juvenile Online Tracking System) database.³ These data indicate that disproportionality exists in varying degrees at every decision point. Following a brief summary of DMC, detailed descriptions of the degree of DMC at each decision point are provided.

Summary of DMC

Disproportionality was measured using the rates at which major events at each decision point occurred among the four major racial/ethnic groups in Pima County: Anglo, Hispanic, African American, and Native American. The differences between the Anglo rates and the Hispanic, African American, and Native American rates reflect the magnitude of DMC. At the Referral decision point, for example, Anglo youth had an average rate of 87 referrals (arrests)⁴, while African American youth had an average rate of 259 – a difference of +172. This difference is the DMC gap, which translates to an additional 172 referrals for every 1,000 African American youth compared to every 1,000 Anglo youth.

The average DMC gap⁵ for each decision point is presented in Table 1. The largest gap of 120 occurred at the Petition decision point for petitions filed. In contrast, youth-of-color were less likely to be placed in the less onerous diversion program (an alternative to petition), with an average DMC gap of -62. Probation decisions related to referrals for violations of probation and unsuccessful terminations from probation had the second highest level of DMC with an average gap of 104. The Referral and Detention decision points accounted for the third and fourth highest levels with DMC gaps of 75 and 74, respectively. Finally, Disposition and Adjudication accounted for the lowest DMC gaps at 33 and 12, respectively.

Table 1. Average DMC Gaps & Rank by Decision Point

Decision Point	Average DMC Gap	DMC Rank
Referral	75	3
Detention	74	4
Petition	120	1
Petition: Diversion	-62	5
Adjudication	12	7
Disposition: STDP, JIPS, ADJC	33	6
Probation: VOP referrals, unsuccessful terminations	104	2

³ The findings were documented in the [DMC Five-Year Trends: 2006 -2010](#) reports completed for each racial/ethnic group by the Juvenile Court Data Committee in 2009 and updated in 2011.

⁴The average rates were determined by calculating the number of referrals for every 1,000 youth within each of the four major racial/ethnic groups (e.g., 1,000 Anglo youth or 1,000 Hispanic youth) in the general population and averaging the rates over the 5-year period from 2006 through 2010.

⁵The average DMC gap is the difference between the average Anglo rate and average of the African American, Hispanic, and Native American rates combined.

African American youth have experienced the highest level of DMC with an average DMC gap of 72 across all decision points (Table 2). Hispanic and Native American youth had similar levels of DMC with gaps of 46 and 45, respectively.

Table 2. DMC Gaps and Rank by Race/Ethnicity

Race/Ethnicity	Average DMC Gap ^a	DMC Rank
African American	72	1
Hispanic	46	3
Native American	45	2

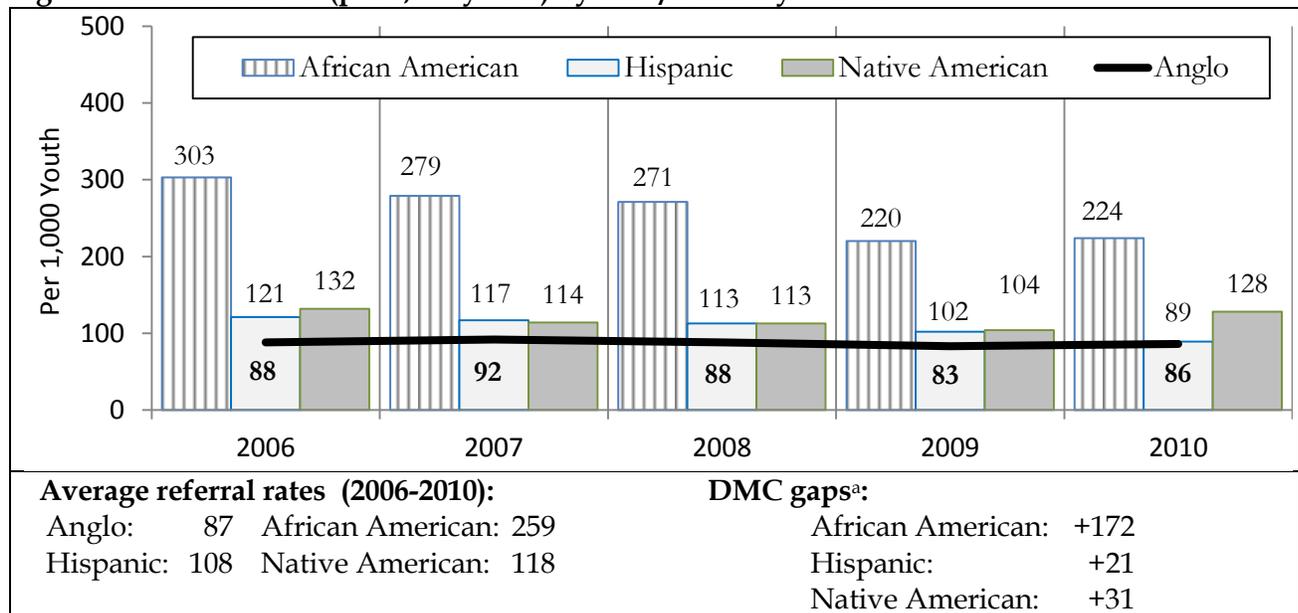
^aAverage across all decision points

DMC by Decision Point

Referral Decision Point

Referral rates have been consistently lower for Anglo youth than for African American, Hispanic, and Native American youth. African American youth have experienced the highest rates, followed by Native American youth and then Hispanic youth (Figure 5). However, there was a consistent downward trend in the African American referral rates, from 303 in 2006 to 224 in 2010 – a 26 percent decrease. Hispanic youth also experienced a downward trend with a 26 percent decrease. Native American and Anglo youth rates remained fairly stable during the five-year period.

Figure 5. Referral Rates (per 1,000 youth) by Race/Ethnicity & Year

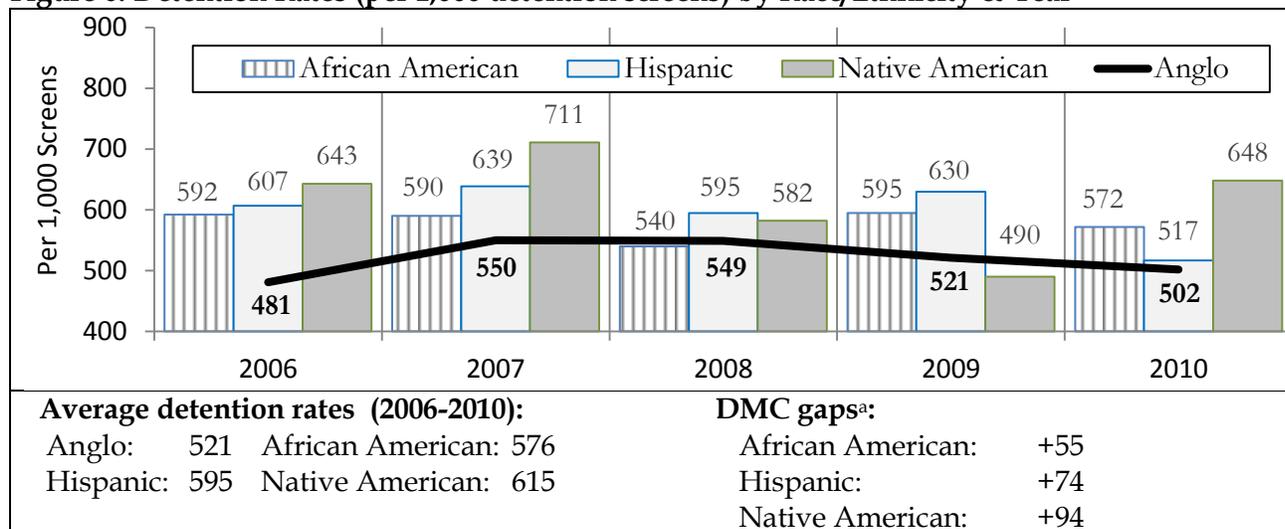


^aDifferences between the average Anglo rate and African American, Hispanic, and Native American rates.

Detention Decision Point

The average detention rates ranged from 521 for Anglo youth to 615 for Native American youth, accounting for the largest DMC gap of 94 (Figure 6). Anglo youth were the only group to experience a downward trend in rates—from 550 in 2007 to 502 in 2010—a 9% decrease.

Figure 6. Detention Rates (per 1,000 detention screens) by Race/Ethnicity & Year

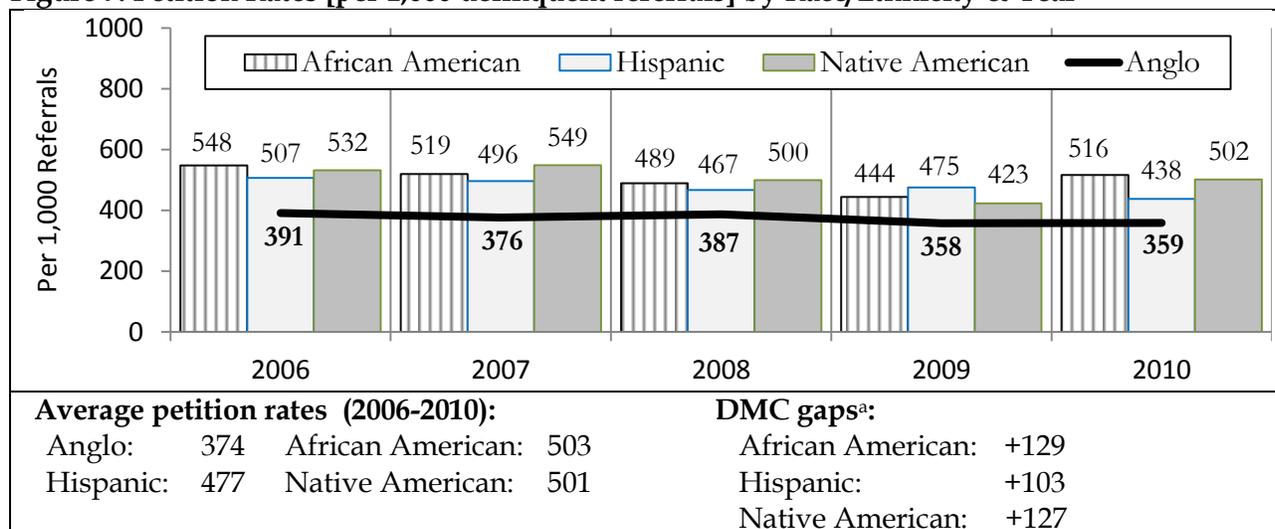


^aDifferences between the average Anglo rate and African American, Hispanic, and Native American rates.

Petition Decision Point

Anglo youth have experienced consistently lower petition rates than have African American, Native American, and Hispanic youth. The DMC gaps between the average Anglo petition rate of 374 and the average African American, Hispanic, and Native American rates were 129, 103, and 127, respectively (Figure 7).

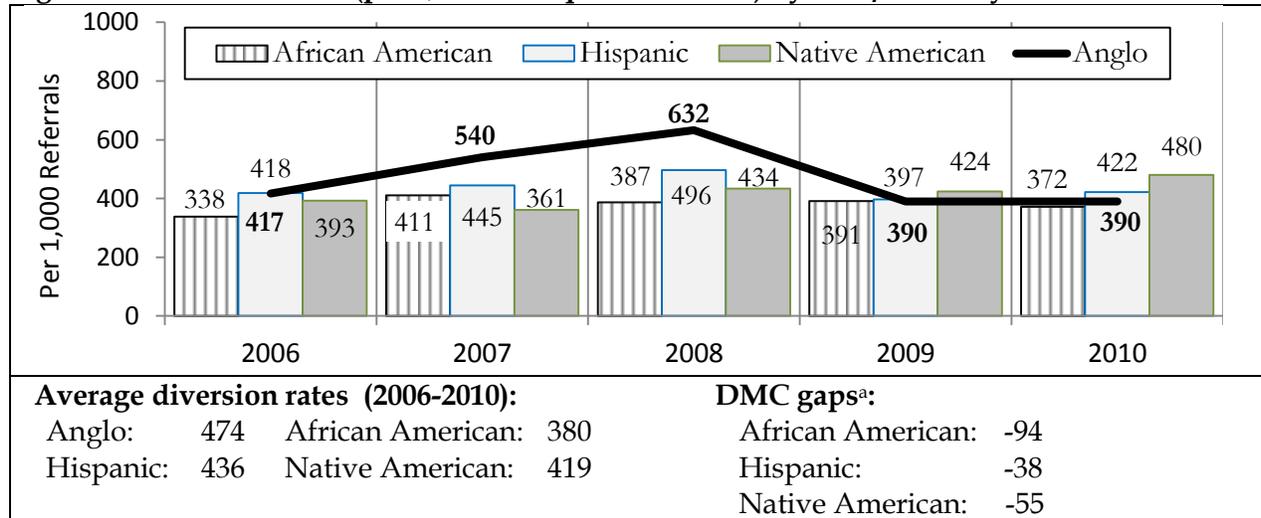
Figure 7. Petition Rates [per 1,000 delinquent referrals] by Race/Ethnicity & Year



^aDifferences between the average Anglo rate and African American, Hispanic, and Native American rates.

African American, Native American, and Hispanic youth have been *less* likely to be placed on diversion than have Anglo youth (Figure 8). The diversion rates ranged from 474 for Anglo youth to 380 for African American youth, accounting for the largest DMC gap of -94.

Figure 8. Diversion Rates (per 1,000 delinquent referrals) by Race/Ethnicity & Year

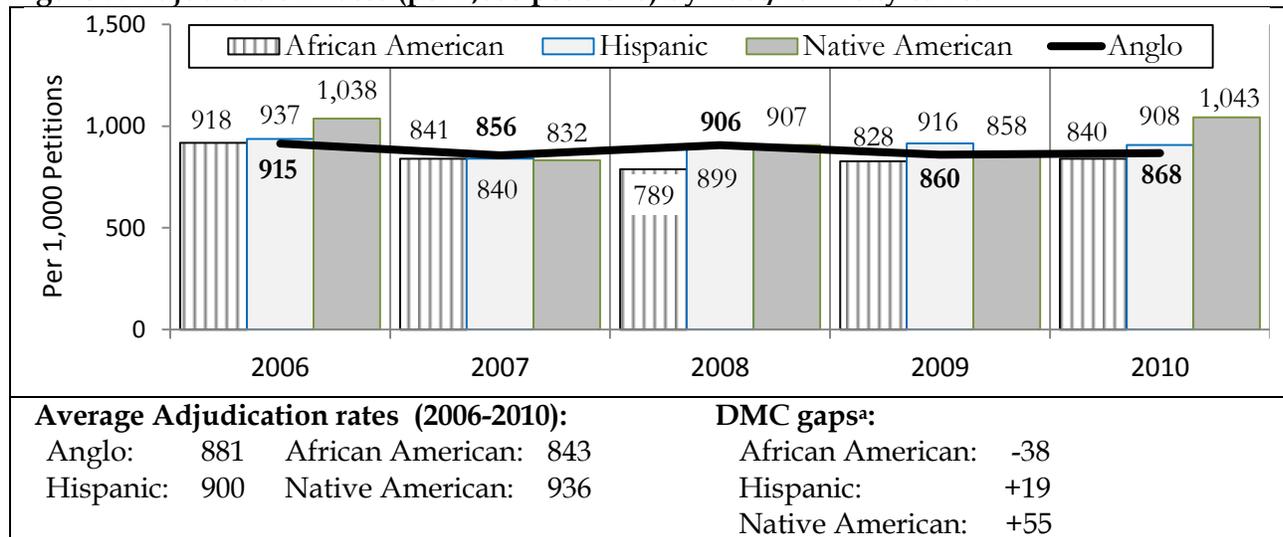


^aDifferences between the average Anglo rate and African American, Hispanic, and Native American rates.

Adjudication Decision Point

Adjudication rates have been high for all groups and have been stable over the past five years. The gaps between the average Anglo rate of 881 and the average African American, Hispanic, and Native American rates were -38, +19, and +55, respectively (Figure 9).

Figure 9. Adjudication Rates (per 1,000 petitions) by Race/Ethnicity & Year

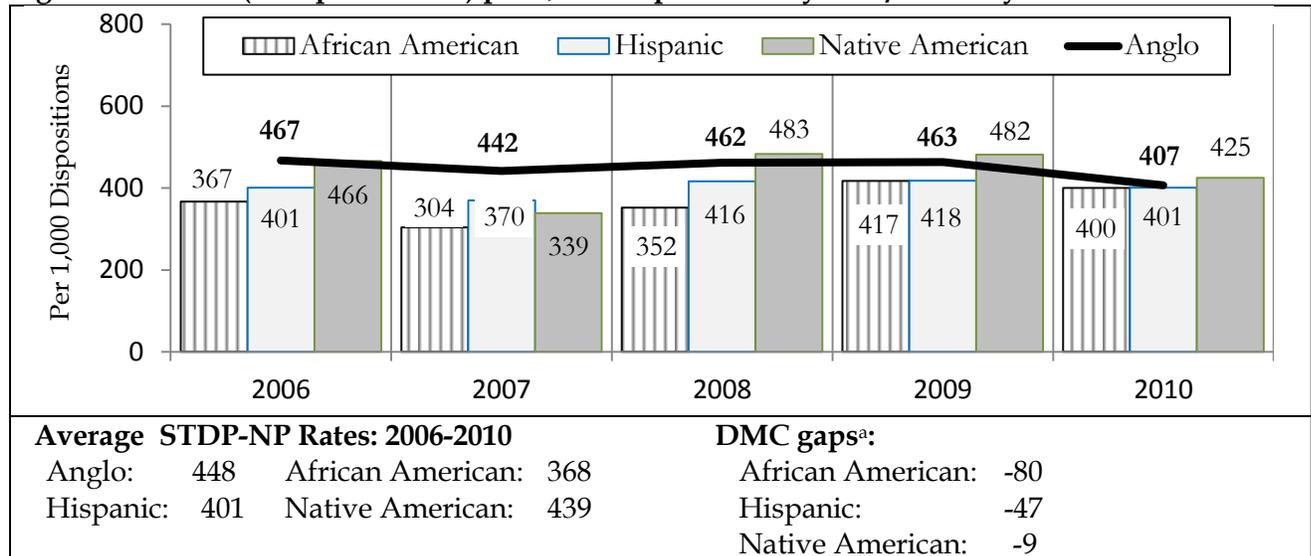


^aDifferences between the average Anglo rate and African American, Hispanic, and Native American rates.

Disposition Decision Point

African American, Hispanic, and Native American youth were less likely than Anglo youth to be placed on standard probation (new placements). The gaps between the average Anglo rate for standard probation of 448 from 2006 - 2010 and the average African American, Hispanic, and Native American rates were -80, -47, and -9, respectively (Figure 10).

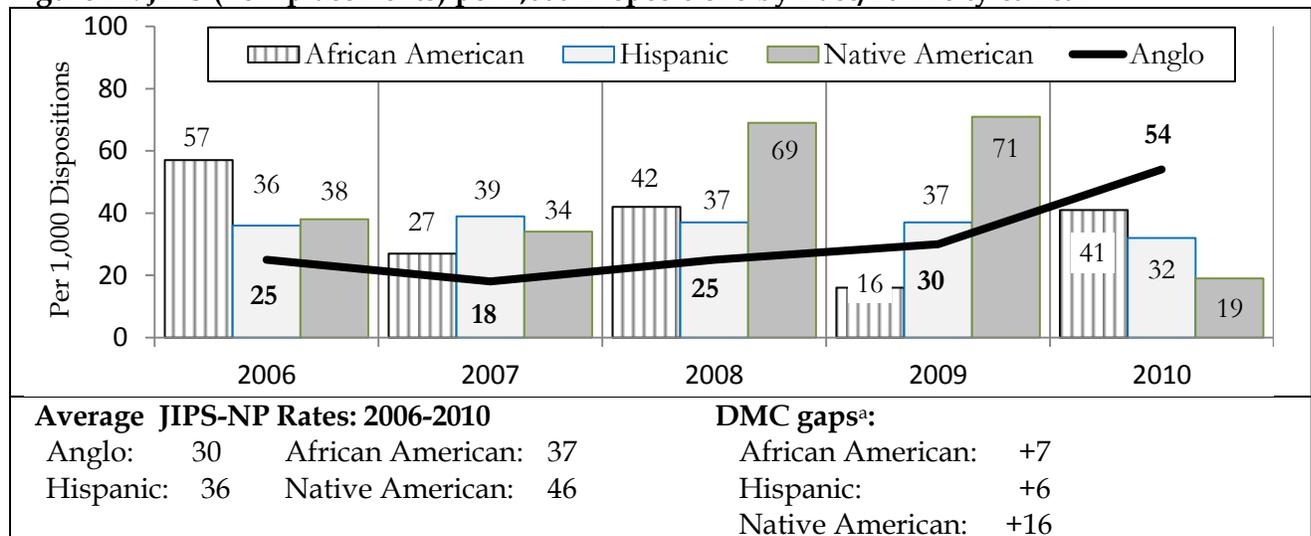
Figure 10. STDP (new placements) per 1,000 Dispositions by Race/Ethnicity & Year



^aDifferences between the average Anglo rate and African American, Hispanic, and Native American rates.

African American, Hispanic, and Native American youth were more likely than were Anglo youth to be placed on JIPS (new placements). The gaps between the average Anglo JIPS rate of 30 and the average African American, Hispanic, and Native American rates were +7, +6, and +16, respectively (Figure 11).

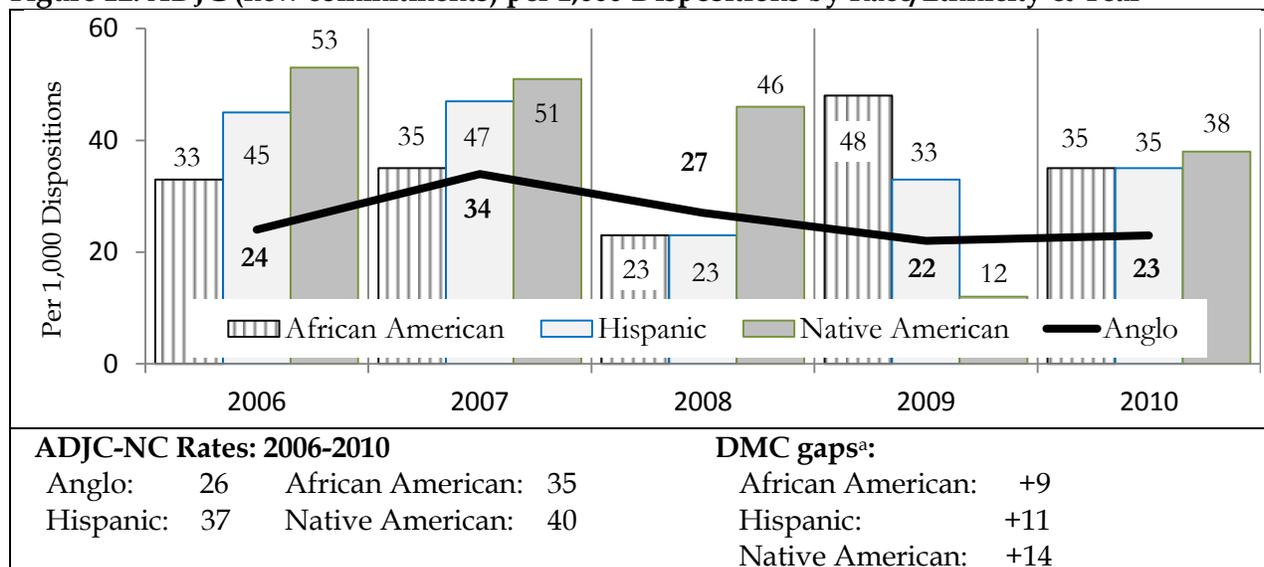
Figure 11. JIPS (new placements) per 1,000 Dispositions by Race/Ethnicity & Year



^aDifferences between the average Anglo rate and African American, Hispanic, and Native American rates.

African American, Hispanic, and Native American youth were more likely than were Anglo youth to be committed to ADJC (new commitments). The gaps between the average Anglo rate of 26 and the average African American, Hispanic, and Native American rates were +9, +11, and +14, respectively (Figure 12).

Figure 12. ADJC (new commitments) per 1,000 Dispositions by Race/Ethnicity & Year



^aDifferences between the average Anglo rate and African American, Hispanic, and Native American rates.

Average Elapsed Days from Petition to Adjudication & Adjudication to Disposition

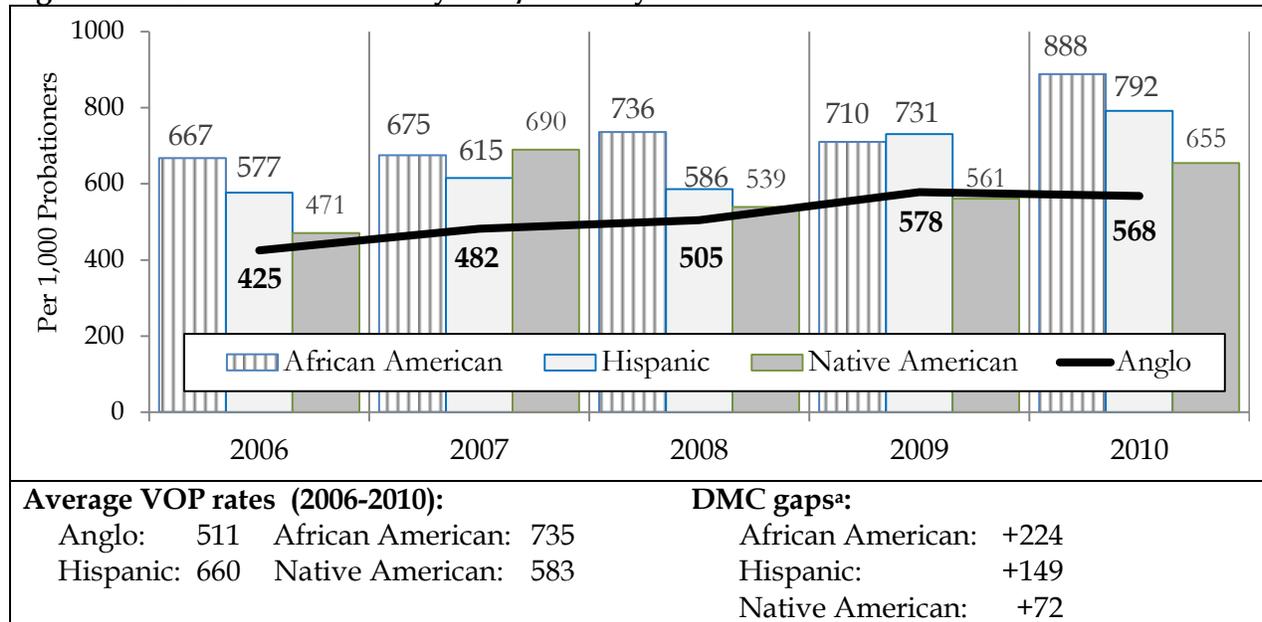
The number of days between petition and adjudication was, on average, 13 percent higher for African American, Hispanic, and Native American youth than for Anglo youth over the five-year period from 2006 through 2010. The average elapsed days were higher regardless of whether the youth were paper or physically referred, and whether or not they were detained. The only exception was for Native American youth released at detention hearings; they had a slightly shorter average number of days than did Anglo youth (-7%).

Similarly, the average number of days between adjudication and disposition was 15 percent higher for youth-of-color than for Anglo youth. The average elapsed days was higher regardless of whether the youth were paper or physically referred and released at detention intake or at the detention hearing. The only exception was when youth were detained beyond the detention hearing: African American youth had shorter wait periods than Anglo youth, but Hispanic and Native American youth had longer wait periods.

Probation Decision Point

Anglo youth on probation have experienced lower rates of referrals for probation violations than have African American, Hispanic and Native American youth on probation. The gaps between the average Anglo rate of 511 VOP referrals per 1,000 Anglo probationers from 2006 through 2010 and the average African American, Hispanic, and Native American rates were 224, 149, and 72, respectively (see Figure 13).

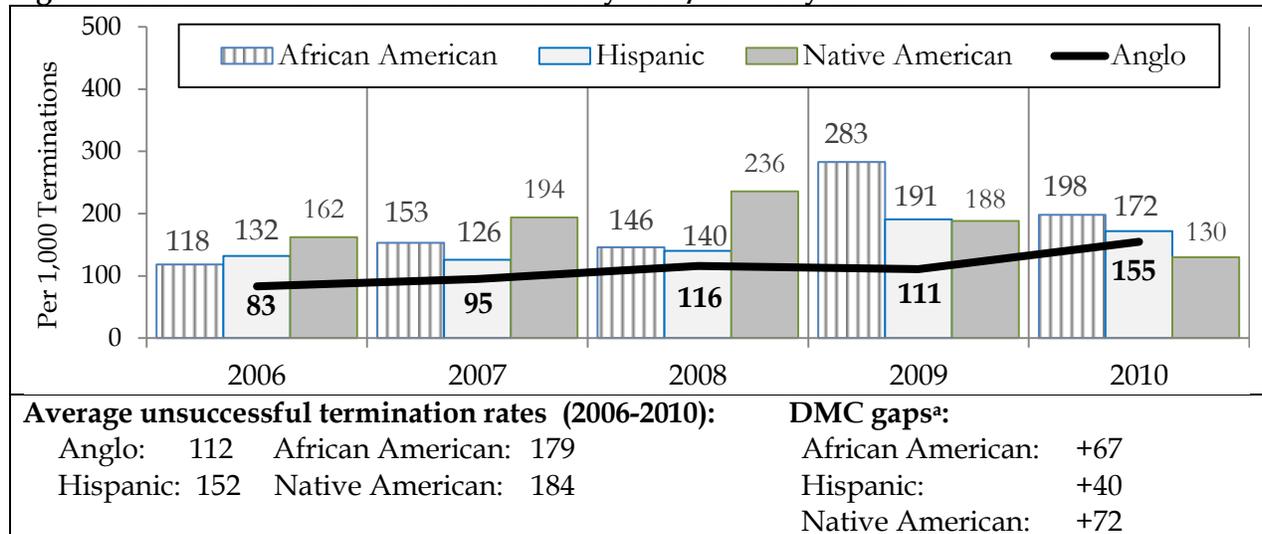
Figure 13. VOP Referral Rates by Race/Ethnicity & Year



^aDifferences between the Anglo rate and African American, Hispanic, and Native American rates.

The DMC gaps between the average Anglo unsuccessful termination rate of 112 from 2006-2010 and the average African American, Hispanic, and Native American rates were 67, 40, and 72, respectively (see Figure 14).

Figure 14. Unsuccessful Termination Rates by Race/Ethnicity & Year



^aThe differences between the Anglo rate and the African American, Hispanic, and Native American rates.

DMC Contributing Factors

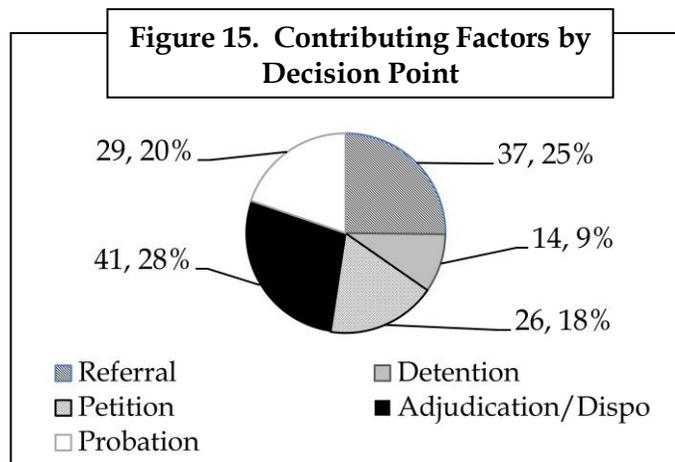
One of the fundamental tasks undertaken by the DMC workgroups was to identify factors that are contributing to DMC at each decision point. Through discussion informed by research and data and by the combined experience and expertise of the workgroup members, 147 factors that are contributing to DMC across the five decision points were identified.

As stated in the *Background* section of this report, factors discussed during workgroup meetings were determined to be contributing factors by workgroup member vote. Of the 147 contributing factors that passed, 61 (41%) were passed unanimously.

Contributing Factors by Decision Point

The Adjudication/Disposition decision point workgroup generated 41 (28%) of the total factors identified (Figure 15). The Referral workgroups identified 37 factors (25%).

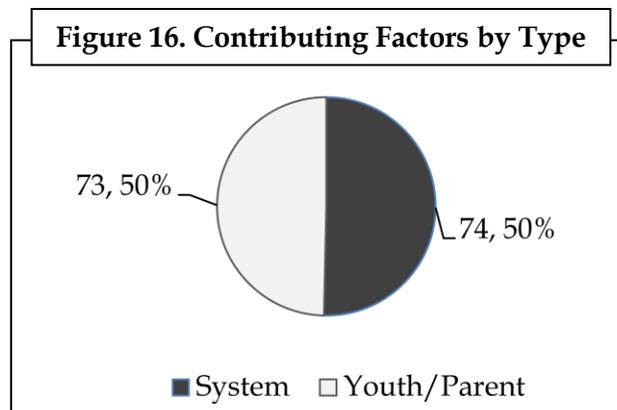
The Probation workgroup identified 29 factors (20%) and Petition had 26 (18%). The Detention workgroup accounted for 9 percent with 14 factors.



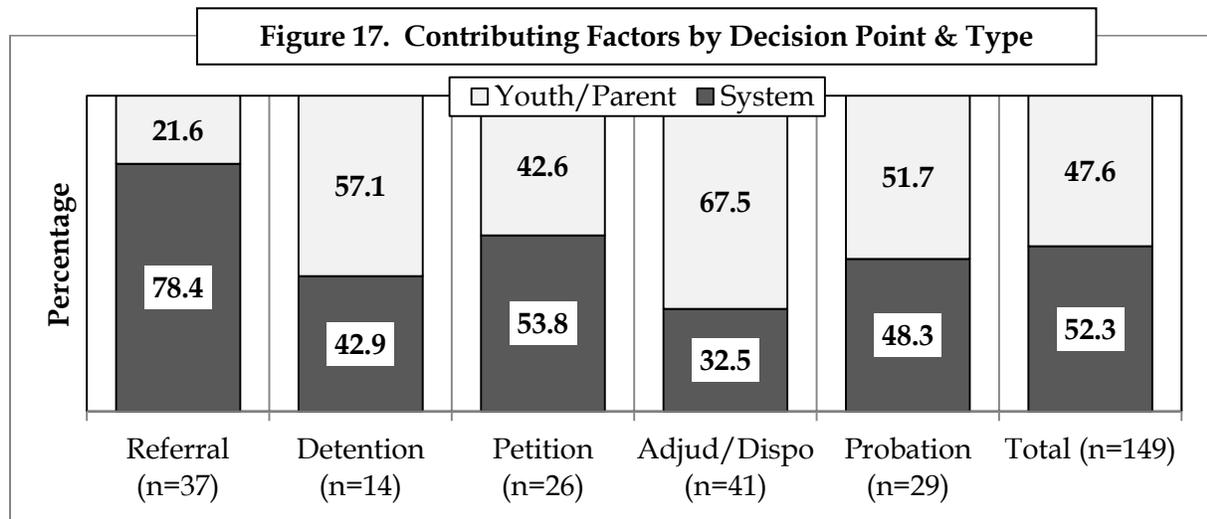
Contributing Factors by Type

The contributing factors that were identified can be classified into two types. The first of these encompass system factors such as the lack of standardized, evidence-based practices and a need for staff training. System factors account for 50 percent of the 147 factors (Figure 16).

The second type includes those factors that are related to youth and parent behaviors and characteristics such as substance use, mental health issues, cultural differences, and financial circumstances. These factors also account for 50 percent of the total factors.



However, the percentages of factor types vary widely from decision point to decision point. System factors ranged from 32 percent at the Adjudication/Disposition decision point to 78 percent at the Referral decision point, while the Probation decision point had their factors types split evenly between system factors (48%) and youth/parent factors (52%).



Contributing Factors Themes

Within the system and youth/parent factors, several themes emerged that allow for broader understanding of the issues. These are briefly described below. A complete list of the contributing factors organized by type and theme is provided in Appendix III: Contributing Factors by Theme.

System Contributing Factor Themes

Six themes were identified among the 74 system contributing factors. The themes, together with the number of contributing factors associated with each theme, and the number and percentage of the factors that were passed unanimously are presented in Table 3. A brief discussion of each theme follows.

Table 3. System Contributing Factors Themes

System Factors Theme	Contributing Factors		
	Total	Unanimous	
		#	%
Evidence-based practices and procedures	27	6	22.2
Assessment and treatment/services	15	11	73.3
Accessibility and communication	10	4	40.0
Staff training	9	2	22.2
Culture and language barriers	6	2	33.3
Alternative programs/services	4	2	50.0
Other	3	1	33.3
<i>Total:</i>	74	29	39.2

Evidence-Based Practices & Procedures

This theme includes 27 system factors associated with discretionary decision making, differential responses to low-level offenses, risk and needs assessment, differential understanding of various procedures and criteria, and the lack of common definitions for factors that influence the decisions to refer and adjudicate youth.

Discretionary decision making is an umbrella factor that is common to all decision points and encompasses several related factors, such as the lack of standardized definitions and valid risk assessment instruments. As the contributing factors identified by the workgroups suggest, discretion, while a necessary element of many juvenile justice positions, often lacks fundamental guidance and monitoring. For example, the lack of standardized definitions for factors such as family conflict can lead to court-involved youth in similar situations being treated differently and, in some cases, experiencing poorer outcomes as a result.

Assessment & Treatment/Services

This theme includes 15 contributing factors, 11 of which were passed unanimously – the highest proportion among the six themes. The primary concerns include the lack of adequate assessment and diagnosis, as well as the lack of effective treatment options.

Accessibility & Communication

Ten factors were identified that encompass issues related to effective communication with court-involved youth and parents, limited accessibility to legal counsel, and policies that restrict options such as the diversion program for some youth that would otherwise be eligible.

Staff Training & Education

Nine contributing factors were identified that are related to gaps in knowledge and understanding among juvenile justice system personnel and among the various stakeholders, such as schools, child welfare, and behavioral health that serve court-involved youth and families. The areas identified for additional training and education includes child development, mental health, cultural competency and DMC, criteria related to certain procedures, and the purpose of the juvenile justice system. The need for staff training was an umbrella factor across all decision points.

Cultural & Language Barriers

The six factors associated with this theme revolve around the cultural barriers within the system such as the availability of Spanish interpreters for detention hearings (especially weekend hearings) and other bi-lingual staff and cultural differences not being understood or acknowledged by agency personnel. Similarly to staff training, cultural issues spanned all decision points.

Alternative Programs & Services

The four contributing factors identified for this theme involve the lack of suspension alternatives for schools and the lack of detention alternatives for law enforcement. The lack of services and placements was also identified as factors at the disposition decision point.

Youth/Parent Contributing Factors Themes

Five themes were identified out of the 71 youth/parent contributing factors. The themes, together with the number of contributing factors associated with each theme, and the number and percentage of the factors that were passed unanimously are presented in Table 4. A brief discussion of each theme follows.

Table 4. Youth/Parent Contributing Factors Themes

System Factors Theme	Contributing Factors		
	Total	Unanimous	
		#	%
Youth/parent engagement with systems	27	12	44.4
Delinquency history/prior performance	16	8	50.0
Family needs and parental supervision	15	7	46.7
Behavioral health and other needs	9	7	77.8
Immigration and cultural differences	6	3	50.0
<i>Total:</i>	73	36	49.3

Youth & Parent Engagement with Systems

The 26 factors identified for this theme revolve around the difficulties families face in navigating and participating in the juvenile justice system and other systems that serve court-involved youth and parents. This is often due to a lack understanding about and/or a lack of trust in the systems, which may contribute to the lack of follow-through among youth and parents in attending hearings and other court-related appointments.

Delinquency History/Prior Performance in System

Sixteen factors were identified related to the severity and frequency of delinquent behaviors, as well as gang membership and generational family involvement in the criminal justice system. Performance on probation or in alternative programs such as diversion is also considered a factor.

Family Needs & Parent Supervision

The lack of family resources is a primary focus of the 14 factors identified for this theme. Parental supervision and support and child safety (e.g., abuse/neglect) are also key factors.

Behavioral Health and Other Needs

The nine factors associated with this theme relate primarily to substance abuse and trauma issues. Other factors include education or employment needs, and the lack of involvement in pro-social activities.

Immigration & Cultural Differences

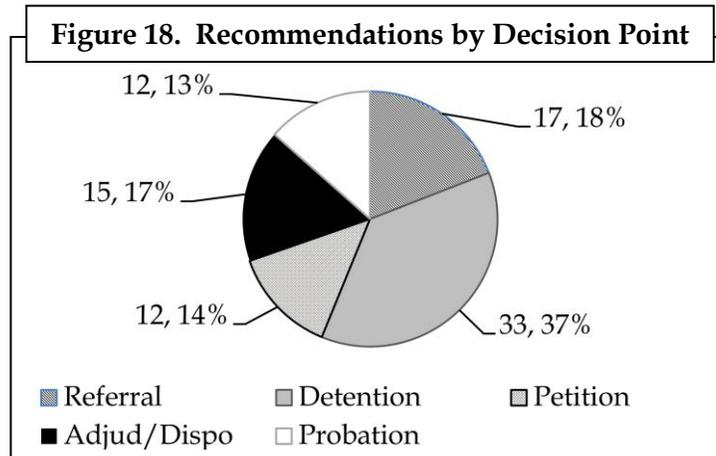
The seven factors identified relate to cultural differences that may act as barriers to youth and parents engaging with government systems and other services such as behavioral health treatment.

Recommendations

The other fundamental task undertaken by the DMC workgroups was to develop recommendations designed to mitigate the factors that had been identified as contributing to DMC. Eighty nine recommendations were developed by the five decision point workgroups. Of these 89 recommendations, 43 (48%) were passed unanimously.

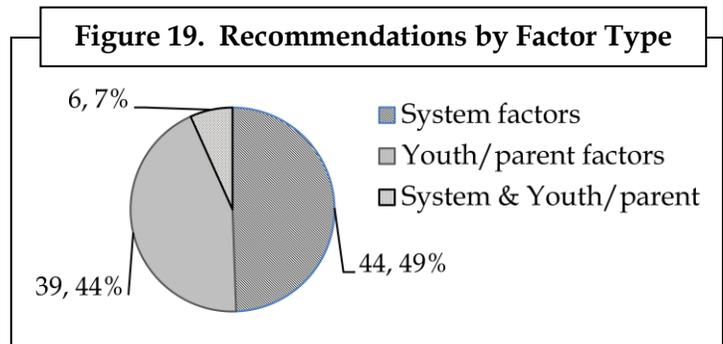
Recommendations by Decision Point

The Detention workgroup developed 33 recommendations, accounting for over a third (37%) of the total recommendations. The Referral workgroup was responsible for 17 recommendations (18%), while the Adjudication/ Disposition and Petition workgroups accounted 15 (17%) and 12 (14%) of the recommendations, respectively. The Probation workgroup developed 12 recommendations (13%).⁶



Recommendations by Contributing Factor Type

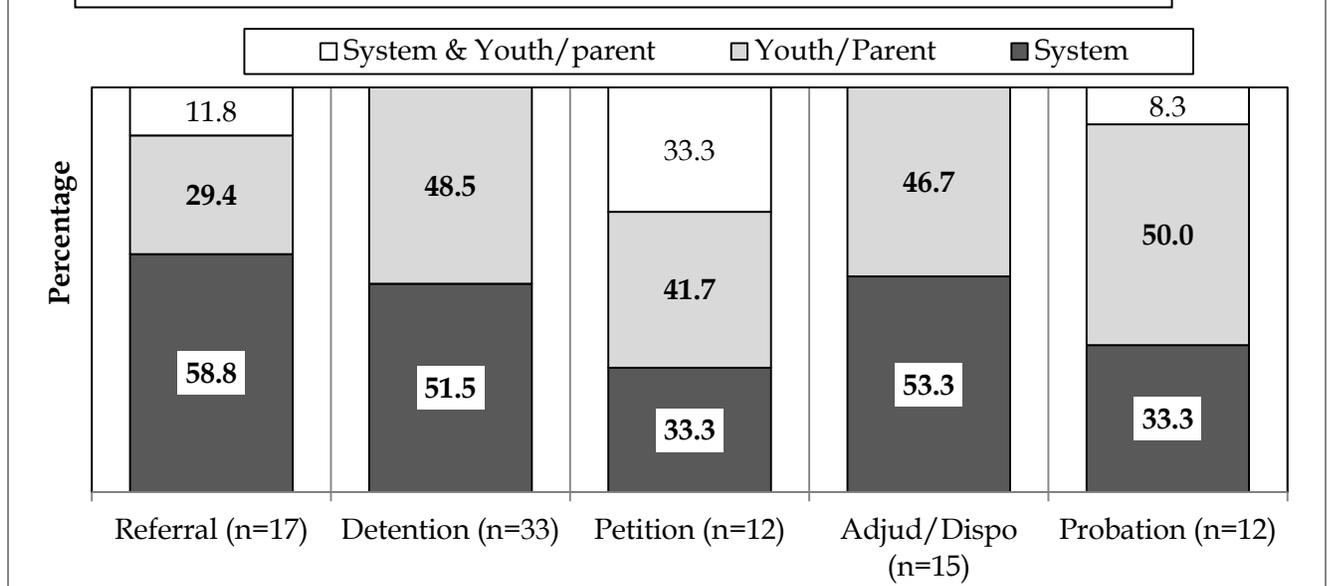
The recommendations address 80 percent (118 out of 147) of the contributing factors that had been identified by the workgroups. Forty-four out of the 89 recommendations (49%) address system contributing factors, 39 (44%) address youth/parent factors, and 6 (7%) address both system and youth/parent factors (Figure 19).



The percentages vary, however, by decision point (Figure 20). Recommendations that address system factors ranged from 33 percent at the Petition decision point to 59 percent at the Referral decision point, while recommendations that addressed youth/parent factors ranged from 29 percent for Referral to 50 percent for Probation.

⁶The Probation workgroup also adopted five recommendations that had been developed by the Referral, Detention, and Petition workgroups; these are not included in the Probation count.

Figure 20. Recommendations by Contributing Factor Type & Decision Point



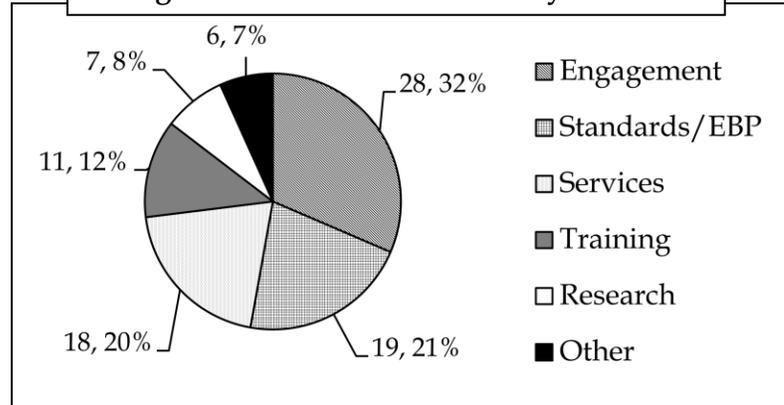
Recommendations by Theme

Several themes emerged among the recommendations that were developed across the decision points. These include:

1. Improving youth and parent engagement with the juvenile justice system.
2. Increasing the use of standardized, evidence-based practices and procedures employed by juvenile justice system staff.
3. Improving and/or expanding the services that are provided to court-involved families.
4. Providing training to juvenile justice system staff and stakeholders on DMC, the purpose of the juvenile justice system, and child development.
5. Conducting additional DMC-related research and data collection/sharing.

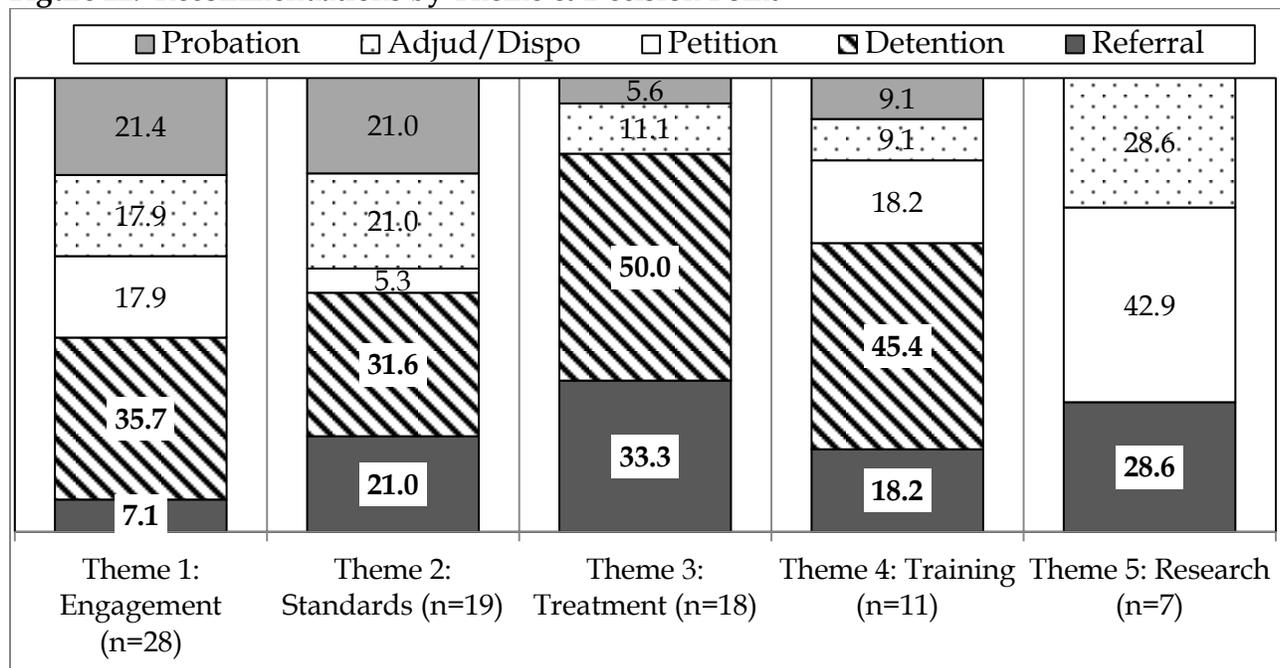
Of the 89 recommendations, all but six were assigned to one of the above five themes. Theme 1, youth/parent engagement, accounts for 28 (32%) of the recommendations (Figure 21). Use of standardized, evidence-based practices accounts for 19 (21%), followed by improving services at 18 (20%), staff training at 11 (12%), and data and research at 7 (8%). The remaining six recommendations account for 7%.

Figure 21. Recommendations by Theme



Each workgroup contributed one or more recommendations to most of the themes, as reflected in Figure 22. The Detention workgroup contributed the largest proportion of recommendations to all themes except Theme 5: Research and data collection.

Figure 22. Recommendations by Theme & Decision Point



Recommendation Rankings

Given the number of recommendations generated by the workgroups, a ranking system was developed that provides the means to easily prioritize the recommendations overall, as well as within each theme. In addition, the system allows for prioritization of themes.

The ranking system was created to score each recommendation on two measures. The first is a measure of what the expected impact on DMC would be if the recommendation were implemented. The second is a measure of the resources and effort that would likely be required to fully develop and implement the recommendation. The first measure, the DMC impact measure, includes several variables that were used to calculate the score. These include:

- The expected impact on DMC as estimated by workgroup members: Workgroup members were asked to estimate the expected impact for each recommendation as being either high, moderate, or low.
- The number of contributing factors addressed by each recommendation; percentage of those that were passed unanimously.
- The percentage of Yes votes for each recommendation.
- The volume of events involved (i.e., number of referrals, detentions, etc.).
- The number of agencies that would be impacted by each recommendation.

The implementation measure is meant to determine the feasibility of developing and implementing recommendations and includes the following variables:

- The estimated resources required to fully develop and implement the recommendation.
- The expected level of development that will need to be conducted to fully conceptualize and define the recommendation.
- The number of agencies involved in development and implementation.

A set of values were developed for every variable that provided the ability to calculate a DMC impact score and an implementation score for each recommendation. The scores represent the sum total of the values assigned to each variable within the measure. Please see Appendix IV: DMC Impact and Implementation Scales for a discussion of the set of values assigned to each variable. Appendix V contains the worksheets that were used to determine the DMC impact and implementation scores.

The DMC impact scores vary from 12 to 45, with higher scores indicating more potential for lowering DMC levels. The implementation scores vary from 3 to 12, with higher scores indicating a greater need for resources and development, thus making the recommendation potentially more difficult to implement. The difference between the DMC impact and the implementation scores provides a basis for analyzing the potential efficacy of implementing each particular recommendation. For example, a high DMC impact score and a low implementation score indicates the potential for a high impact on DMC with minimal implementation requirements.

The differences between the DMC impact and the implementation scores were calculated and categorized into one of five tiers. Tier 1 includes those recommendations that are expected to have the most potential for lowering DMC while being relatively easy to implement; they have a difference of at least 25 points between the DMC impact and implementation scores. The 15 Tier 1 recommendations have an average DMC score of 37 and an average implementation score of 8. Tiers 2 through 5 have progressively lower average DMC impact scores, but similar implementation scores. Each tier is described in detail in Table 5.

Table 5. Tier Descriptions

Tier ^a	Recommendations		DMC Impact Score		Implementation Score		Score Difference ^b	
	#	%	Range	Average	Range	Average	Range	Average
1	15	16.8	28-45	37	3-12	8	25-35	29
2	21	23.6	22-35	28	3-12	8	18-24	20
3	19	21.3	17-27	22	3-12	7	14-17	15
4	17	19.1	16-21	19	5-9	7	11-13	12
5	17	19.1	12-18	15	4-11	7	1-10	8

^aTiers are color coded for easy identification.

^bDifference between DMC impact score and Implementation score.

Theme Rankings & Descriptions

The tier system was also applied to each of the five themes that were identified among the 89 recommendations. In this process, the differences in the DMC impact and implementation scores were averaged across the recommendations within each theme to determine the average tier for the theme. Themes 1 and 4 have an average tier level of 2, while the remaining themes have an average tier level of 3 (Table 6).

Table 6. Theme Tiers

Theme	Tier
Theme 1: Engage youth/parents	2
Theme 2: Use standardized, evidence-based practices	3
Theme 3: Improve services	3
Theme 4: Provide staff training	2
Theme 5: DMC research & data collection	3

A brief description of the specific areas each theme addresses is provided below. In addition, the tier levels of the areas addressed and each recommendation included in the theme are presented. The theme descriptions are followed by tables 17-22, which provide the full text, the DMC impact and implementation scores, and the tier levels for each recommendation.

Theme 1: Increase Youth & Parent Engagement

Three categories of engagement are addressed by the 28 recommendations within this theme. The first category includes seven recommendations generated by three workgroups that are aimed at improving connections between the juvenile justice system and African American, Hispanic, and Native American communities and families. Educating families about the juvenile justice system is the second category addressed. These seven recommendations were also generated by three workgroups and would lead to more effective communications with families about the purpose of the system and how it functions. The third category, increasing accessibility to the system, includes 14 recommendations that were generated by two workgroups. These recommendations are designed to help break through the barriers that families face to attending court hearings and other court-related appointments.

On average, the recommendations for Theme 1 scored at Tier 2, meaning that these recommendations would likely have a moderately high impact on DMC with moderate implementation requirements. The tier levels by theme area are provided in Table 7. The DMC impact and implementation scores for each Theme 1 recommendation are presented in Table 8, by theme area. The difference between the scores and the associated tier level are also provided.

Table 7. Engaging Youth/Parents (Theme 1) Summary

Theme Area	Tier
Connections/culture (n=7)	2
Educating families (n=7)	1
Accessibility (n=14)	4
<i>Average for Theme</i>	2

Table 8. Engaging Youth/Parents (Theme 1) Recommendations Summary

Scores	Recommendations													
	Connections/Culture							Educating Families						
	1	2	3	4	5	6	7	8	9	10	11	12	13	14
<i>DMC Impact Score</i>	41	42	30	23	29	22	22	34	33	28	33	27	25	29
<i>Implementation Score</i>	12	8	9	9	8	6	9	6	3	3	5	4	3	9
<i>Score difference:</i>	29	34	21	14	21	16	13	28	30	25	28	23	22	20
Tier	1	1	2	3	2	3	4	1	1	1	1	2	2	2
Scores	Accessibility													
	15	16	17	18	19	20	21	22	23	24	25	26	27	28
<i>DMC Impact Score</i>	22	22	24	18	17	25	27	19	13	17	12	12	17	16
<i>Implementation Score</i>	3	8	8	8	5	8	5	8	4	3	5	7	5	5
<i>Score Difference:</i>	19	14	16	10	12	17	22	11	9	14	7	5	12	11
Tier	2	3	3	5	4	3	2	4	5	3	5	5	4	4

Theme 2: Increase use of Standardized, Evidence-based Practices

Theme 2 includes 19 recommendations that address three categories: protocols and guidelines, standardized definitions of terms, and monitoring and oversight. Ten recommendations were generated by all five workgroups to increase and/or improve the use of evidence-based protocols and guidelines related to referrals, detentions, and service provisions. The second category includes four recommendations developed by three workgroups. These recommendations suggest creating standard definitions for factors that are considered by juvenile justice system personnel when making decisions regarding detention and probation violations. The oversight and monitoring category encompasses five recommendations developed by three workgroups.

On average, Theme 2 recommendations scored at the Tier 3 level, which predicts moderate impact on DMC and moderate implementation requirements. The tier levels by theme area are provided in Table 9. The DMC impact and implementation scores for each Theme 2 recommendation are presented in Table 10. The difference between the scores and the associated tier level are also provided.

Table 9. Evidence-based Practices (Theme 2) Summary

Theme Category	Tier
Protocols/Guidelines (n=10)	2
Definitions of terms (n=4)	3
Oversight/monitoring (n=5)	3
<i>Average for Theme:</i>	3

Table 10. Evidence-based Practices Recommendations (Theme 2) Summary

Scores	Recommendations																		
	Protocols/Guidelines										Definitions				Monitoring				
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
<i>DMC Impact Score</i>	43	37	37	30	23	21	26	21	19	17	21	23	22	21	20	19	21	15	25
<i>Implementation Score</i>	9	7	8	10	8	9	5	6	6	3	6	8	7	8	5	5	6	5	7
<i>Score difference:</i>	34	30	29	20	15	12	21	15	13	14	15	15	15	13	15	14	15	10	18
Tier	1	1	1	2	3	4	2	3	4	3	3	3	3	4	3	3	3	5	2

Theme 3: Improve & Expand Services Provided to Court-involved Families

There were 18 recommendations generated by the five workgroups in the categories of prevention programs, alternatives to detention, and assessment and treatment. Eight recommendations were developed related to developing programs to prevent delinquency and gang membership. The six recommendations regarding alternatives to detention include the development of day support and after-school programs, satellite offices at Tucson Police Department sub-stations, and crisis respite programs for youth who are acting out due to mental health issues. The third category covers four recommendations related to incorporating evidence-based practices into treatment programs addressing criminogenic factors, increasing screening for substance use among youth, and improving the assessment and referral for service processes for Native American and high-risk probationers.

On average, Theme 3 recommendations scored at the Tier 3 level. The breakdown of recommendations by theme area is provided in Table 11. The DMC impact and implementation scores for each Theme 3 recommendation are presented in Table 12. The difference between the scores and the associated tier level are also provided.

Table 11. Improve/Expand Services (Theme 3) Summary

Theme Category	Tier
Prevention programs (n=8)	2
Alternatives to detention (n=6)	5
Treatment & assessment (n=4)	4
<i>Average for Theme:</i>	3

Table 12. Improve/Expand Services Recommendations (Theme 3) Summary

Scores	Recommendations																	
	Prevention Programs								ATDs						TX/Asst.			
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
<i>DMC Impact Score</i>	38	29	27	27	33	26	18	27	20	20	17	16	15	15	27	21	18	15
<i>Implementation Score</i>	9	10	9	9	9	6	9	12	9	9	11	10	9	10	10	8	8	6
<i>Score difference</i>	29	19	18	18	24	20	9	15	11	11	6	6	6	5	17	13	10	9
Tier	1	2	2	2	2	2	5	3	4	4	5	5	5	5	3	4	5	5

Theme 4: Provide Staff Training

The eleven recommendations developed by all five workgroups for Theme 4 fall into two categories. The first category includes six recommendations related to providing training on DMC and cultural competency to all juvenile justice system partners and stakeholders. The second category includes five recommendations to increase staff understanding of the purpose of the juvenile justice system and on child development.

On average, Theme 4 recommendations scored at the Tier 2 level, which predicts a moderate to high impact on DMC and moderate implementation requirements.. The tier levels by theme area are provided in Table 13. The DMC impact and implementation scores for each Theme 4 recommendation are presented in Table 14. The difference between the scores and the associated tier level are also provided.

Table 13. Provide Staff Training (Theme 4) Summary

Theme Category	Tier
DMC/cultural competency (n=6)	1
Juvenile justice system (n=5)	4
<i>Average for Theme:</i>	2

Table 14. Provide Staff Training Recommendations (Theme 4) Summary

Scores	Recommendations										
	DMC/Cultural Competency						Juvenile Justice				
	1	2	3	4	5	6	7	8	9	10	11
<i>DMC Impact Score</i>	45	36	36	36	29	33	35	21	21	19	18
<i>Implementation Score</i>	10	8	10	11	9	10	12	8	8	8	7
<i>Score difference</i>	35	28	26	25	20	23	23	13	13	11	11
Tier	1	1	1	1	2	2	2	4	4	4	4

Theme 5: Conduct DMC-related Research & Data Collection

The seven recommendations developed by three workgroups address the need for additional research pertaining to why youth and parents fail to attend hearings or keep other court-related appointments and why youth-of-color tend to have poorer outcomes (e.g., more likely to be physically referred than paper referred, unsuccessful on diversion). Recommendations also suggest that systems collect and share DMC-related data.

On average, Theme 5 recommendations scored at the Tier 3 level. The tier levels by theme area are provided in Table 15. The DMC impact and implementation scores for each Theme 5 recommendation are presented in Table 16. The difference between the scores and the associated tier level are also provided.

Table 15. Research & Data Collection (Theme 5) Summary

Theme Category	Tier
Youth outcomes studies (n=4)	4
DMC data collection (n=3)	2
<i>Average for theme:</i>	3

Table 16. DMC Research & Data Collection (Theme 5) Summary

Scores	Recommendations						
	Studies				Data		
	1	2	3	4	5	6	7
<i>DMC Impact Score</i>	37	25	24	25	19	20	17
<i>Implementation Score</i>	7	9	7	7	7	7	7
<i>Score difference</i>	30	16	17	18	12	13	10
Tier	1	3	3	2	4	4	5

Recommendations by Theme and Rankings

Tables 17–22 contain the full text of all recommendations, as well as their tier classifications, DMC Impact and implementation scores, and the differences between the two scores.

- Table 17: Theme 1: Youth/Parent Engagement recommendations
- Table 18: Theme 2: Standardized, Evidence-based practice recommendations
- Table 19: Theme 3: Improve/Expand Services Provided recommendations
- Table 20: Theme 4: Training Recommendations
- Table 21: Theme 5: DMC-related Research and Data recommendations
- Table 22: Other Recommendations

Table 17. Theme 1: Youth/Parent Engagement Recommendation Rankings

<i>Recommendations</i>							<i>Scores</i>		
#	WG	Description	Tier	DMC Impact	Implement	Difference			
<i>Connections/Culture (7)</i>									
1	Ref/Prob	Train culturally and linguistically competent volunteer liaisons with experience in African American, Hispanic, or Native American communities using a community-based approach such as the health promotion “Promotora” model to assist families to navigate agencies, systems.	1	41	12	29			
2	Prob	Establish connections between court-involved families and organizations within their communities (e.g., community-based prevention program providers) that understand the purpose and goals of the juvenile justice system and can work toward increasing the families understanding and trust of the system.	1	42	8	34			
3	Prob	Develop orientations for families of court-involved youth at the petition and probation placement decision points that are conducted by community partners who are trained on court procedures and understand the cultures in communities-of-color. PCJCC would provide resources such as probation officers and judges as guest speakers.	2	30	9	21			
4	Prob	Develop and implement a protocol based on evidence-based practice for engaging probationers and their caregivers; train all probation officers on protocol and monitor fidelity to the protocol.	3	23	9	14			
5	Prob	Match court-involved youth with a mentor of the same race/ethnicity to help address their mistrust of the juvenile justice system.	2	29	8	21			
6	Prob	Match African American, Hispanic and Native American youth with probation officers of the same race/ethnicity to help circumvent cultural stigma that probation officers are harder on youth-of-color.	3	22	6	16			
7	A/D	Establish methods for increasing parental involvement once a petition has been filed.	4	22	9	13			
<i>Averages for Connections/Culture:</i>			2	30	9	21			
<i>Educating Youth & Parents (7)</i>									
8	Pet	Expand Legal Clinic to inform youth and families of the diversion/petition process to help them understand the system prior to their initial interview with probation. Allow diversion eligible youth to use Legal Clinic to help them understand the system. Expand or better utilize the time legal clinic lawyers are available, such as expanding time slots before the initial interview with probation and expanding the role of probation referring youth post interview.	1	34	6	28			
9	Pet	Use two probation letters for the initial interview with youth and parents. Letter 1: Add paragraph to current that offers Legal Clinic to obtain information prior to the initial probation interview. Send to youth who may be eligible for diversion. Also add 1-2 paragraphs explaining the purpose of the interview and what the family should expect to occur at the interview. Letter 2: Add 1-2 paragraphs to current letter explaining the purpose of the interview and what the family should expect to occur at the interview. Send to youth who are not eligible for diversion. Create Spanish versions of the letters.	1	33	3	30			

Table 17. Theme 1: Youth/Parent Engagement Recommendation Rankings

<i>Recommendations</i>							<i>Scores</i>		
#	WG	Description	Tier	DMC Impact	Implement	Difference			
10	Prob	Use motivational training currently being implemented in probation to help educate and engage youth and their parents, especially when they are in need of services.	1	28	3	25			
11	Pet	Expand educational opportunities by adding information about diversion on the PCJCC website, including English/Spanish brochures about diversion and Legal Clinic with the probation interview letter, and adding information about Legal Clinic and diversion to the video at kiosk in the court lobby.	1	33	5	28			
12	Pet	POs make follow-up telephone calls to parents after the initial interview letter is sent to explain the purpose of the initial interview and to assess possible barriers the families may experience.	2	27	4	23			
13	Pet	Create court policy that requires POs to provide information about the Legal Clinic to youth who are eligible for, but not willing to accept, diversion.	2	25	3	22			
14	Ref	Communicate more effectively to the community about successful services provided by the juvenile justice system and stakeholders.	2	29	9	20			
<i>Averages for Educating Youth & Parents:</i>			1	30	5	25			
<i>Accessibility (14)</i>									
15	Det	Inform children and parents that if parents are not able to make a hearing, a responsible adult is allowed to accompany the youth to the hearing.	2	22	3	19			
16	Det	Explore viability of offering evening court hours to reduce the number of warrants.	3	22	8	14			
17	Det	Create an afternoon/early evening walk-in warrant court to accommodate parents with scheduling conflicts with court hearings conducted during standard business hours.	3	24	8	16			
18	Det	Establish an evening on-call schedule for judges and attorneys to conduct telephonic court hearings for youth who score as low risk on the RAI at Intake and who have outstanding warrants.	5	18	8	10			
19	Det	Ask parents to identify barriers they face in responding to warrants and to bringing youth to court. Inquire specifically about transportation. If transportation is an issue, develop a unit to transport parents who have a well-documented reason of hardship.	4	17	5	12			
20	A/D	Investigate a system that would allow for the trial reviews to be scheduled to accommodate youth and families' schedules, e.g., setting trial reviews in front of assigned judge and/or establish two trial review blocks between 8:30 to 10:30 and 3:00 to 5:00.	3	25	8	17			
21	A/D	Review and execute the principle of "one family, one judge" in the Model Delinquency Court Principles.	2	27	5	22			
22	A/D	Investigate a system that would allow larger blocks of times for adjudication hearings when necessary.	4	19	8	11			
23	A/D	Expand telephonic technology used in court hearings to include video, such as Skype, for participants at remote locations or in placements that make it impracticable to appear personally.	5	13	4	9			

Table 17. Theme 1: Youth/Parent Engagement Recommendation Rankings

<i>Recommendations</i>				<i>Scores</i>		
#	WG	Description	Tier	DMC Impact	Implement	Difference
24	Det	Judges provide youth/parents information about scheduled hearings by issuing a brightly colored form with information about upcoming hearings and the youth's lawyer contact information and instruct the youth and parents to contact the lawyer if they have questions about the hearing(s).	3	17	3	14
25	Det	PCJCC provide interpreters appropriate to the needs of the minor and the minor's family for one hour prior to weekend and weekday detention hearings.	5	12	5	7
26	Det	Public defenders or court should pay for translators for detention hearings if they cannot be requested using the established procedure.	5	12	7	5
27	Det	Establish a warrant notification process to include written, face to face, and telephonic notification.	4	17	5	12
28	Det	Explore potential alternatives, with judicial input, to issuing warrants for missed hearings.	4	16	5	11
<i>Averages for Accessibility:</i>			4	19	6	13
<i>Averages for Theme 1: Engaging Youth & Parents</i>			2	26	7	20

Table 18. Theme 2: Standardized, Evidence-based Practices Recommendation Rankings						
<i>Recommendations</i>					<i>Scores</i>	
#	WG	Description	Tier	DMC Impact	Implement	Difference
<i>Protocols/Guidelines (10)</i>						
1	Prob	Establish better collaboration and develop protocols to address issues that cross systems through the PCJCC/CPSA collaboration meetings: conduct disorder vs. mental health diagnosis; substance abuse assessment, ongoing assessment and treatment; PCJCC participating in CPSA care reviews; and youth/parent amenability to treatment.	1	43	9	34
2	Ref	Create school district/charter school protocols for standardized responses to youth misconduct and referral processes with options for interventions and consequences. Protocol should include whether a youth is a ward of CPS.	1	37	7	30
3	Ref	Create a training program for school district and charter school personnel to implement the standardized guidelines for student misconduct created from above recommendation.	1	37	8	29
4	Ref	Create risk/needs assessment tools for schools and law enforcement to use with youth who commit low-level offenses.	2	30	10	20
5	Pet	Develop protocol for POs assigning diversion consequences, (e.g., for a misdemeanor diversion case, X amount of community service hours is appropriate). Key partners such as the County Attorney should provide input.	3	23	8	15
6	Ref	Behavioral health services adapt appropriately defined standards for trauma, a validated trauma assessment instrument for youth, and standardized trauma training for certified therapists. Provide training on “trauma informed care” for all community systems and staff in community-based services.	4	21	9	12
7	A/D	The County Attorney and Public Defender offices and the Judiciary should consider increased internal statistical reviews.	2	26	5	21
8	Det	Do a study of GREAT VOP process to determine: <ul style="list-style-type: none"> • if risk assessment instrument is accurately predicting risk to re-offend • if type/frequency of consequences used for levels of risk and severity represent graduated responses • the extent to which objective criteria are used to assign consequences, particularly physical referrals • the impact of the assigned consequences on youth behavior, recidivism, and completion of probation Upon completion of the study, draft a report and use the findings to develop monitoring report.	3	21	6	15
9	Det	Establish written, evidence-based criteria and a protocol based on factors that accurately predict short-term recidivism (30-45 days) to guide the RAI override process. The criteria should consider risk factors identified in evidence-based practices and review reasons commonly used in the override process.	4	19	6	13
10	A/D	The County Attorney should consider geographic rotation of assignments.	3	17	3	14
<i>Averages for Protocols/Guidelines:</i>			2	26	7	20

Table 18. Theme 2: Standardized, Evidence-based Practices Recommendation Rankings						
<i>Recommendations</i>					<i>Scores</i>	
#	WG	Description	Tier	DMC Impact	Implement	Difference
<i>Standardize Definitions of Terms (4)</i>						
11	Det	Define following terms used to justify overriding the RAI according to professional standards used by agencies who serve youth: <ul style="list-style-type: none"> • Gangs/negative peers • Substance abuse • Parental support issues • Not appropriate for shelter • History of warrants/runaway • Many referrals in a short time • Escalation in delinquent activity (frequency, offense severity) • Minor out of control • Severity of offense 	3	21	6	15
12	A/D	Establish and define common factors considered at the adjudication and disposition decision points for probation officers, judges, and the County Attorney, Public Defender and contract attorneys to reference.	3	23	8	15
13	A/D	Train juvenile justice partners on the newly defined common factors considered at the adjudication and disposition decision points created in above recommendation.	3	22	7	15
14	Prob	Create common definitions for factors taken into consideration by probation, judiciary, and the county attorney and public defender in making referrals for VOPs and in making recommendations for or ordering unsuccessful probation terminations (e.g., incorrigibility, chronic substance use, etc.). Provide training on the new definitions to probation, judiciary, county attorney, and public defender staff.	4	21	8	13
<i>Averages for Standardized Definitions:</i>			3	22	7	15
<i>Oversight & Monitoring (5)</i>						
15	Det	Add a level of oversight and/or training for supervisors to ensure/increase consistency among the eight probation teams that may interpret the reasons used for making decisions differently from team to team. <i>Training format recommended:</i> Train probation officers in modules [on VOP decision making] that is accessible on computer terminals [in order for them to follow up dated procedures and practices.] Refresher modules can be designed and reinforced by supervision at the team level.	3	20	5	15
16	Prob	Create a system to monitor the number of and the reasons for referrals for probation violations by probation team and by the youths' race/ethnicity, taking into account the racial/ethnic make-up of the neighborhoods the probation teams serve.	3	19	5	14
17	Det/Prob	Determine if reasons used to issue VOPs are reducing recidivism and/or disparity. If documented reasons indicate association with recidivism and/or disparity, implement a system to measure and monitor discretion used by probation officers in deciding VOPs.	3	21	6	15

Table 18. Theme 2: Standardized, Evidence-based Practices Recommendation Rankings						
<i>Recommendations</i>				<i>Scores</i>		
#	WG	Description	Tier	DMC Impact	Implement	Difference
18	Det	Establish a review process that includes probation and administration to determine if due consideration was given override criteria and protocol in decisions to override.	5	15	5	10
19	Prob	Develop a taskforce within CPSA to develop a monitoring system for the distribution of funds available for non-eligible youth for services.	2	25	7	18
<i>Averages for Oversight & Monitoring:</i>			3	20	6	14
<i>Averages for Theme 2: Standardized, Evidence-based Practices</i>			3	23	6	16

Table 19. Theme 3: Improve/Expand Services & Treatment Recommendation Rankings

<i>Recommendations</i>							<i>Scores</i>		
#	WG	Description	Tier	DMC Impact	Implement	Difference			
<i>Prevention Programs (8)</i>									
1	A/D	Explore methods for more effective early intervention with families that involve a community-based approach instead of a juvenile court approach.	1	38	9	29			
2	Ref	Develop a community and culturally sensitive approach to gang prevention and intervention using program best practices that differentiate and plan for differences between “generational” vs. “new” gang members as well as high-risk vs. low-risk youth.	2	29	10	19			
3	Ref	Develop accessible and free evidence-based prevention services for youth.	2	27	9	18			
4	Ref	Provide accessible and free afterschool activities in neighborhoods and at recreation centers.	2	27	9	18			
5	Ref/ Prob.	Develop culturally and socially adapted programs based on promising and emerging best practices that are not based on Anglo culture. Programs need to address: <ul style="list-style-type: none"> • family strengthening tailored towards African American, Hispanic, and Native American cultures, • accessibility and availability of services (personnel who are linguistically prepared to work with African American, Hispanic, and Native American youth). 	2	33	9	24			
6	Ref	Improve alternative school programs’ cultural responsiveness in and among school districts by exploring alternatives to suspension for middle school and high school students, such as establishing supervised afterschool programs.	2	26	6	20			
7	Det	Create neighborhood-based prevention programs targeted to Native American and African American youth who are charged with felony person offenses.	5	18	9	9			
8	Ref	Establish inter-agency collaboration to: <ul style="list-style-type: none"> • work with local tribal governments, • improve communication to map agency and program expertise for African American, Hispanic, and Native American youth and families, • coordinate systems of care for African American, Hispanic, and Native American youth and families • identify opportunities and funding sources that reward collaborative approaches to service provisions 	3	27	12	15			
<i>Averages for Prevention Programs:</i>			2	28	9	19			
<i>Alternatives to Detention (6)</i>									
9	Det	For youth with disorderly conduct who appear to have mental health issues and/or behavioral health issues, create an ATD through a school-based program to assess youth for mental health status and refer to appropriate community-based mental health services.	4	20	9	11			

Table 19. Theme 3: Improve/Expand Services & Treatment Recommendation Rankings						
<i>Recommendations</i>				<i>Scores</i>		
#	WG	Description	Tier	DMC Impact	Implement	Difference
10	Det	Develop an ATD (using DVAC as a model) for youth who exhibit behavior that may indicate underlying mental health issues including low-level mental health cases. Send youth to a diversion program that follows up on the youth receiving treatment.	4	20	9	11
11	Det	Establish a program at high schools during after-school hours for youth whose parents are unavailable (unavailability of parents needs substantiation): <ul style="list-style-type: none"> • Off-duty law enforcement officers could use gymnasiums • Officers prepare and file referrals on laptops • Target high schools with high referral rates for Hispanic, African American, and Native American youth 	5	17	11	6
12	Det	Establish satellite offices by PCJCC partnering with TPD and PCSD at current sub-stations (TPD operates 5 substations; PCSP has 3 sub-stations) for youth whose parents are unavailable (parents “unavailability” needs substantiation) <ul style="list-style-type: none"> • Program addresses unavailability of parents until the parent is contacted • Entry through front door (e.g. as practiced at Park and Fair sub-station for curfew violators) • Use holding area • Open 24/7 staffed with officers 	5	16	10	6
13	Det	Develop day support/street programs that provide structured activity for youth on standard probation and JIPS during daytime working hours that feature: <ul style="list-style-type: none"> • GED and counseling components • Direct involvement of surveillance officers and/or field probation officers • Consider educational alternatives for high-risk youth that are run by probation 	5	15	9	6
14	Det	Establish crisis respite interventions with protocols and guidelines for these conditions: <ul style="list-style-type: none"> • CPS youth when placement is an issue and who have high needs • Families where parents do not want youth at home, or can’t supervise “out of control youth” • Unsafe home environment with domestic violence or tension in the home 	5	15	10	5
<i>Averages for ATDs:</i>			5	17	10	8
<i>Treatment & Assessment (4)</i>						
15	Prob	Develop behavioral health services based on criminogenic criteria and evidence-based best practices.	3	27	10	17
16	Det	Offer every detained youth a voluntary substance abuse assessment by a licensed clinician from our	4	21	8	13

Table 19. Theme 3: Improve/Expand Services & Treatment Recommendation Rankings

<i>Recommendations</i>				<i>Scores</i>		
#	WG	Description	Tier	DMC Impact	Implement	Difference
		mental health detention provider.				
17	Det	Improve referral coordination with tribal services by identifying all substance abuse treatment alternatives for Native American youth to refer them more quickly to treatment facilities.	5	18	8	10
18	A/D	Cases of youth transferred to the adult system are reviewed individually. If these youth were involved with PCJCC prior to their adult transfer, identify possible gaps in treatment, interventions, and supervision such as lack of or insufficient mental health/substance abuse treatment.	5	15	6	9
<i>Averages for Treatment & Assessment:</i>			4	20	8	12
<i>Averages for Theme 3: Improve/Expand Services & Treatment</i>			4	22	9	13

Table 20. Theme 4: Staff Training Recommendations Ranking

<i>Recommendations</i>							<i>Scores</i>		
#	WG	Description	Tier	DMC Impact	Implement	Difference			
<i>DMC/Cultural Competency (6)</i>									
1	Pet/ Prob	Establish cultural competency training for probation officers, county attorneys, public defender attorneys, contract attorneys and judges that would be conducted by non-profit organizations that specialize in providing services to Hispanic, Native American, African American and refugee populations. Allow training hours to count towards Continuing Legal Education and COJET requirements.	1	45	10	35			
2	A/D	Include judges, County Attorney, Public Defender, and contract attorneys in DMC/cultural competency training.	1	36	8	28			
3	Prob	Create and implement a cultural competency training that is: 1) specific to the populations served by the juvenile court, 2) teaches differences in cultural etiquette, norms, and traditions among these populations, and 3) increases participants' abilities to identify biases, either their own or within the system that can create barriers to engagement and success. Make the training mandatory for all juvenile justice system staff.	1	36	10	26			
4	Ref	Train juvenile justice system and stakeholder personnel for better knowledge in: <ul style="list-style-type: none"> • other agencies' services and processes • serving African American, Hispanic, and Native American youth and families using motivational interviewing techniques etc. • cultural proficiency 	1	36	11	25			
5	Pet	Provide educational training for county attorneys, public defender attorneys and contract attorneys on DMC at each key decision point in the juvenile justice system. Allow training hours to count towards Continuing Legal Education and COJET requirements.	2	29	9	20			
6	Det/ Prob	Expand DMC training to judges, county attorneys, public defenders, and law enforcement officers for them to consider the processes they engage in as part of the juvenile justice system and their possible impact on DMC.	2	33	10	23			
<i>Averages for DMC/Cultural Competency:</i>			1	36	10	26			
<i>Purpose of Juvenile Justice System and Child Development (5)</i>									
7	Ref	Create juvenile justice system-wide training for juvenile justice system and stakeholder personnel on the purpose of the juvenile justice system, behavioral health networks, cultural competency, and CPS role.	2	35	12	23			

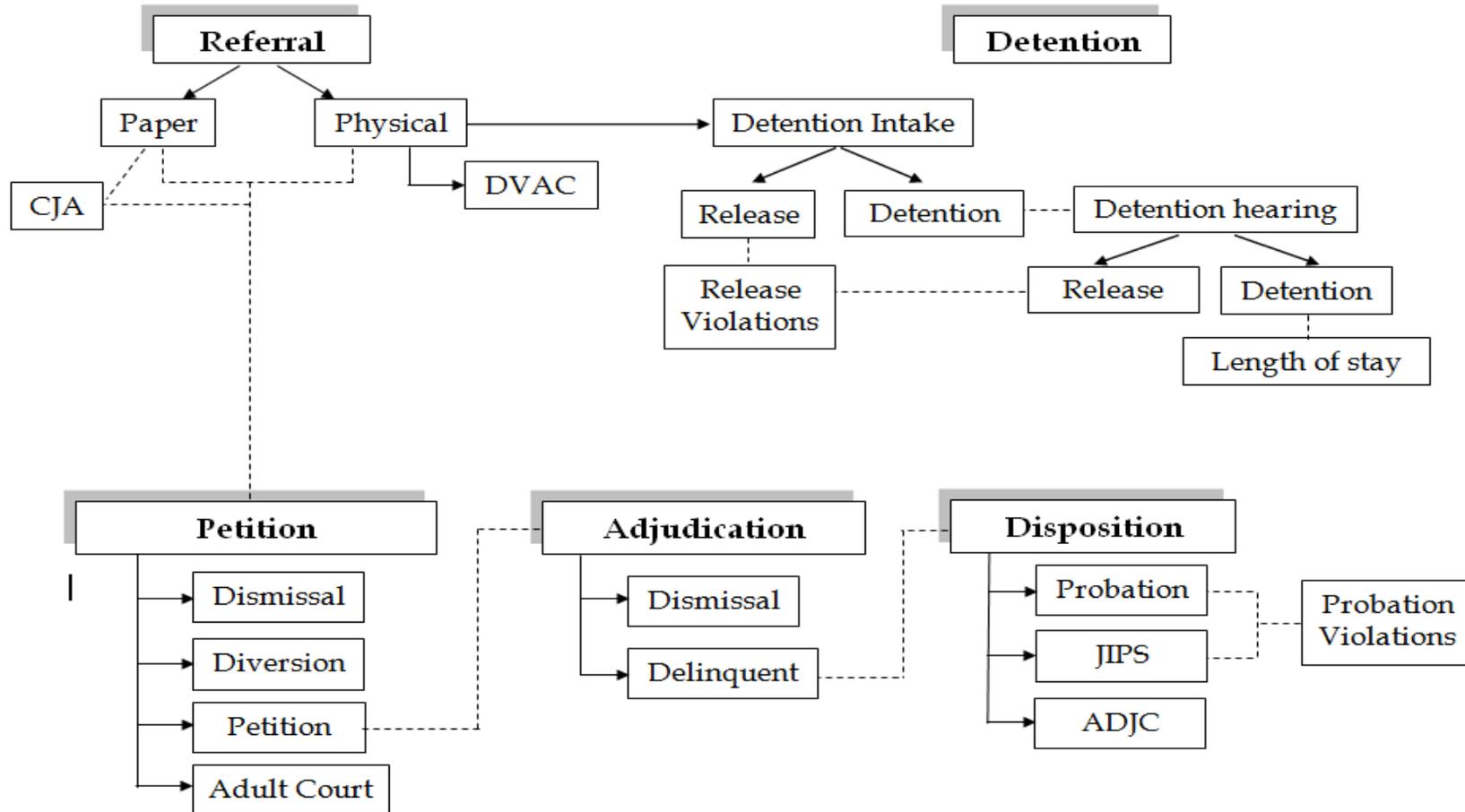
Table 20. Theme 4: Staff Training Recommendations Ranking						
<i>Recommendations</i>				<i>Scores</i>		
#	WG	Description	Tier	DMC Impact	Implement	Difference
8	Det	PCJCC and TPD develop joint training program on child development and the purpose of juvenile justice system for law enforcement & PCJCC probation officers on: <ul style="list-style-type: none"> • Statutory requirements as related to juveniles • Available alternatives to detention for paper and physical arrests • Purpose of detention 	4	21	8	13
9	Det	Require mandatory training on child development and purpose of juvenile justice system for law enforcement and probation officers.	4	21	8	13
10	Det	Request the Arizona Office of the Governor mandate the child development and purpose of juvenile justice system as basic training for new law enforcement officers and advanced officers as part of their training requirements for Arizona Police Officer Standards and Training Board.	4	19	8	11
11	Det	Train law enforcement on detention RAI to determine whether youth should be transported to detention intake. Officers call intake to score juveniles in the field. When juveniles score as high risk, detention is automatic. When juveniles score as low risk, officers choose an ATD or alternative program and/or paper referral.	4	18	7	11
<i>Averages for Purpose of Juvenile Justice System:</i>			4	23	9	14
<i>Averages for Theme 4: Staff Training</i>			2	29	9	20

<i>Recommendations</i>				<i>Scores</i>		
#	WG	Description	Tier	DMC Impact	Implement	Difference
1	A/D	Establish methods for collecting data related to youth needs and attitudes and family issues.	1	37	7	30
2	Ref	Collect data on referrals from school districts and TPD with racial/ethnic break-down. Establish collaborative planning by the PCJCC, TPD, and the schools on needed data elements.	3	25	9	16
3	Ref	Share data collected on a quarterly basis by PCJCC, TPD, and school districts to review status of referrals from a DMC perspective.	3	24	7	17
4	Pet	Conduct a study to determine why youth and parents do not show up for the probation interview and Legal Clinic appointments and develop recommendations to address issues.	2	25	7	18
5	Pet	Conduct a study to determine why African American, Native American, and Hispanic youth are less likely to complete diversion and develop recommendations to address issues.	4	19	7	12
6	Pet	Conduct a study to determine why African American, Native American, and Hispanic youth are more likely to be physically referred than Anglo youth and develop recommendations to address issues.	4	20	7	13
7	A/D	Research the barriers and explain why Native American youth have longer elapsed time between adjudication and disposition. Research where the majority of PCJCC's Native American youth live.	5	17	7	10
<i>Averages for Theme 5: Research & Data Collection</i>			3	24	7	17

<i>Recommendations</i>				<i>Scores</i>		
#	WG	Description	Tier	DMC Impact	Implement	Difference
1	Pet	Modify PCJCC paper referral form to include school information, primary language of youth and parents/responsible adults, and cell numbers of parent/responsible adults. Train law enforcement.	2	25	4	21
2	Ref	Establish an ongoing forum with line staff at all agencies to discuss community trends and DMC; the results of which will help drive policy, initiatives, and training.	2	30	11	19
3	Det	In detention hearings, youth familial ties to Mexico should not be submitted for consideration as a flight risk unless substantiated by documentation and reported by probation at the hearing.	5	16	6	10
4	Det	Monitor and measure use of provisional warrants.	5	15	5	10
5	Det	Review policy of automatic detention for youth with warrants.	5	16	7	9
6	A/D	Establish a mechanism such as a settlement conference where parties can quickly meet with judges to ensure better communication and settle issues, e.g., when a guardian ad litem should be appointed to investigate mental health and involuntary commitment actions.	5	16	7	9
<i>Averages for Theme 6: Other</i>			4	20	7	13

Appendix I: Key Decision Points

Juvenile Justice System Key Decision Points



Appendix II: DMC Workgroup Agency Representation

Referral Decision Point Workgroup

Workgroup A

- Chicanos Por La Causa Schools
- Child Protective Services
- Flowing Wells School District
- Open Inn
- PCJCC Administration & Probation
- Pima County Board of Supervisors District 5
- Sunnyside School District
- Tucson Police Department
- Tucson Unified School District
- University of Arizona

Workgroup B

- Chicanos Por La Causa
- Community Partnership of Southern AZ
- La Frontera
- Lutheran Social Services
- Open Inn
- The Partnership
- PCJCC Administration & Probation
- Tucson Indian Center
- Tucson So. Az. Black Chamber of Commerce

Petition Decision Point Workgroup

- Legal Clinic
- Lutheran Social Services
- PCJCC Administration, Judiciary & Probation
- Pima County Attorney
- Pima County Public Defender
- The Partnership

Detention Decision Point Workgroup

- Community Partnership of Southern AZ
- La Frontera
- PCJCC Administration, Detention, Judiciary, & Probation
- Pima County Attorney
- Pima County Public Defender
- Tucson Police Department

Adjudication/Disposition Decision Point Workgroup

- PCJCC Administration, Judiciary, & Probation
- Pima County Attorney
- Pima County Public Defender

Probation Decision Point Workgroup

- Community Partnership of Southern AZ
- Lutheran Social Services
- PCJCC Administration, Judiciary, & Probation
- Pima County Attorney
- Pima County Public Defender
- The Partnership

Appendix III: Contributing Factors by Theme

NOTE: Factors in **bold** type were passed unanimously.

Decision Point	Contributing Factor Description	Yes Votes	
		#	%
System Factors Contributing to DMC			
<i>Standardized, Evidence-based Practice & Procedures (27 factors)</i>			
Referral	1. Arrest of youth for low-level offenses involves considerable law enforcement officer discretion; “youth attitude” may influence decisions.	10/10	100
Referral	2. School personnel discretion in interpreting severity of student misconduct before reaching district superintendent’s review.	10/10	100
Referral	3. Offenses can be interpreted differently at different high schools.	9/9	100
Referral	4. Discretion exercised by teachers, monitors, and administrators in interpreting student misconduct guidelines may lead to assigning consequences differently at middle schools and high schools.	9/9	100
Referral	5. Discretion of SUSD personnel using Student Conduct Violation Matrix for Level 3 incidents may lead to inconsistent application of policy.	8/9	89
Referral	6. Flowing Wells student conduct violations lack definition for lower-level offenses.	8/9	89
Referral	7. School personnel may move misconduct violation code from List A to List B by differing in their interpretations of the criteria.	8/10	80
Referral	8. Charter schools’ discipline policies employ a wide range of discretion when interpreting levels of student misconduct.	8/10	80
Referral	9. Need for a better assessment tool for identifying risk factors and needs.	7/10	70
Referral	10. Need to improve first offense intervention and catch other issues of youth early.	9/10	90
Referral	11. Law enforcement officers do not have an assessment procedure/instrument to quickly assess risk/needs of non-violent youth.	8/10	80
Detention	12. Probation officer discretion in deciding whether or not to assign consequences for VOPs.	11/11	100
Detention	13. Probation officer/supervisor discretion in selecting physical referral as VOP consequence (GREAT matrix option for 8 out of 9 severity/risk categories).	8/11	73

Decision Point	Contributing Factor Description	Yes Votes	
		#	%
Petition	14. County Attorney discretion with the non-automatic, post-petition diversion decisions.	7/8	87
Petition	15. County Attorney exercises broad discretion in deciding whether to file a petition, to adjust, or to dismiss the case due to insufficient evidence or a de minimus case.	6/7	86
Petition	16. Probation officer discretion in determining diversion consequence(s). For example, the harder the consequences the less likely the youth will successfully complete diversion.	6/7	86
Petition	17. There is no policy requiring that youth who are eligible for diversion, but who are not willing to admit guilt, be referred to the Legal Clinic. It is left to the POs' discretion as to who gets referred.	7/8	87
Petition	18. Information about offenders provided to county attorneys from a variety of sources such as schools, victims, parents, law enforcement and probation. <i>For example, school personnel may be influencing cases in order to have the legal system, rather than the schools, deal with the youths' issues.</i>	6/7	86
Adjudication	19. County Attorney discretion for determining whether to offer a plea or go to trial and if a plea is offered, what terms are offered within the plea.	5/7	71
Adjudication	20. CA discretion in what charges are brought to the adjudication decision point.	4/7	57
Adjudication	21. Public Defender's discretion in recommending plea vs. trial options to juvenile.	4/7	57
Adjudication /Disposition	22. Lack of common definitions for factors considered by County Attorney, Public Defender, and contract attorneys; probation officers; and judges. <i>E.g., family support.</i>	5/7	71
Disposition	23. Probation and advocates' recommendations, including reasonableness of probation's proposed disposition and other input from other parties.	4/6	67
Probation	24. Arizona state statute mandates that when a probationer has three consecutive positive drug tests, and for any subsequent positive drug tests thereafter, a referral for a violation of probation must be made.	12/12	100
Probation	25. The discretion among judges in deciding whether to order unsuccessful terminations.	8/12	67
Probation	26. The discretion among probation officers in deciding whether or not to refer for a violation of probation.	6/12	50
Probation	27. The discretion among probation officers in deciding whether or not to recommend unsuccessful terminations.	6/12	50
Assessment & Treatment/Services (15 factors)			
Referral	28. Lack of funding to provide services collaboratively on a community-wide basis.	8/8	100
Referral	29. Lack of assessment and intervention services for traumatized youth-of-color.	8/8	100
Referral	30. The hesitation in the community to work with gang members may lead to these youth not being diagnosed for special educational needs, behavioral issues, substance abuse and mental health issues.	7/7	100
Referral	31. Delinquent youth and their families lack similar support services offered to families involved on the	6/8	75

Decision Point	Contributing Factor Description	Yes Votes	
		#	%
	dependency side, e.g., transportation to services and meeting basic needs.		
Disposition	32. Treatment recommendations /provider information.	6/6	100
Disposition	33. High disposition rates for terminated/closed and penalty in lieu of probation among Native American youth due to options being limited as a result of their living further away from court; treatment from tribal services often takes longer to arrange.	6/7	86
Disposition	34. Prior attempts at placement.	6/7	86
Disposition	35. Community support for youth.	5/7	71
Probation	36. The Arizona Health Care Cost Containment System (AHCCCS), which serves low-income families, is not fully engaging youth/families in behavioral health treatment.	12/12	100
Probation	37. There is a lack of services for families that are underinsured, lack private insurance, and/or are not eligible for AHCCCS.	12/12	100
Probation	38. Mental/behavioral health services are based on Anglo culture and often do not address cultural differences that may impact treatment outcomes.	12/12	100
Probation	39. Substance abuse is often not recognized early enough among youth-of-color, leading to substance abuse issues not being treated until youth have penetrated deep into the juvenile justice system.	12/12	100
Probation	40. For youth who are not complying with their conditions of probation due to behavioral health issues such as chronic drug use, probation officers will use VOPs to help ensure that youth get appropriate treatment. According to the AZ R/N data, youth-of-color have more issues with substance abuse than Anglo youth, which may lead to poorer probation outcomes for these youth.	12/12	100
Probation	41. According to national research, youth-of-color are less likely to have mental health disorders diagnosed, and therefore treated, than are Anglo youth.	11/11	100
Probation	42. Youth-of-color are more likely to receive conduct disorder diagnoses than are Anglo youth. These diagnoses are often inaccurate and make it more difficult to get appropriate treatment because conduct disorders are exclusionary for higher levels of placement in Arizona.	11/11	100
<i>Accessibility & Communication (10 factors)</i>			
Referral	43. Lack of knowledge among juvenile justice system and stakeholder professionals about other agencies to help guide youth and families.	8/8	100
Referral	44. Lack of a mechanism/proactive way to get information on the juvenile justice system.	8/8	100
Referral	45. The lack of effective communication between behavioral health agencies and the child and family team meetings at school about students' behavioral health diagnosis.	7/10	70

Decision Point	Contributing Factor Description	Yes Votes	
		#	%
Referral	46. The lack of communication between SUSD and TPD to coordinate responses on cases known to SUSD personnel due to TPD's "annual shift change".	5/9	56
Petition	47. Diversion cases must be closed within 90 days and paying the restitution within this time frame can be difficult for low-income families.	8/8	100
Petition	48. Lack of communication with youth and families prior to the initial probation interview about the purpose of the interview and what the youth/family should expect to occur.	8/8	100
Petition	49. The letter sent to the parents of a youth for an initial interview with probation is not available in Spanish.	7/8	87
Petition	50. Legal Clinic is not available to youth prior to the initial interview with probation.	7/8	87
Petition	51. The Public Defender is not involved until a petition is filed. It is probation policy to allow a private attorney to appear at the initial probation interview with the youth and family.	7/8	87
Probation	52. There is no system or method in place to educate parents and youth on the juvenile justice system, particularly probation.	9/12	75
Staff Training & Education (9 factors)			
Referral	53. Line staff in all community agencies need to buy into policy and programmatic changes related to DMC because they are directly connected to the community and can provide input on DMC and other issues.	8/8	100
Referral	54. Lack of law enforcement officer training on how to detect behavioral and mental health issues among youth.	8/9	89
Referral	55. Law enforcement officers' orientation to youth delinquency is generally the same as with adults; focus is on punitive response instead of deterrence.	9/10	90
Referral	56. Different levels of teacher training and teacher experience.	8/9	89
Referral	57. On-site (off-duty) police officers working in schools lack training in high school referral procedures.	5/9	56
Referral	58. Less qualified school staff are assigned to deal with student misconduct due to prioritization of human resources for classroom needs.	8/10	80
Detention	59. Law enforcement lacks an understanding about the purpose of the juvenile justice system and is not adequately trained on mental health and other issues occurring among youth who are arrested.	11/11	100
Petition	60. Inconsistent understanding among county attorneys about the criteria used for diversion and the option for Legal Clinic; discretion in applying criteria.	6/7	86
Petition	61. Inconsistent understanding among probation officers about the criteria used for diversion and the option for Legal Clinic; discretion in applying criteria.	5/7	71

Decision Point	Contributing Factor Description	Yes Votes	
		#	%
<i>Cultural & Language Barriers (6 factors)</i>			
Detention	62. Unavailability of Spanish interpreters for public defenders and probation officers to help communicate and prepare parents and youth for detention hearings.	5/7	71
Detention	63. A perception among juvenile justice system personnel present at detention hearings that Hispanic youth with demonstrated familial ties to Mexico present a higher flight risk.	6/7	86
Petition	64. Translation offered through interpreters focus on proper legal terms that may not be understood by non-English speakers. It is not the role of the interpreter to explain what the legal terms mean, which leads to confusion and lack of understanding about the interview and diversion process among non-English speaking parents.	8/8	100
Petition	65. There are cultural barriers within the system such as agency personnel's lack of understanding of cultural differences and the lack of bilingual/bicultural staff.	7/8	87
Probation	66. Cultural differences are not always acknowledged and/or handled appropriately by the systems that serve probationers and their families.	12/12	100
Probation	67. Lack of African American, Native American, and Hispanic staff across systems that serve probationers and their families, which may contribute to a lack of trust and engagement among youth and parents.	8/12	67
<i>Alternative Programs and Services (4 factors)</i>			
Referral	68. SUSD lacks an alternative to suspension program for high school students.	7/9	78
Referral	69. Predominance of zero tolerance versus alternatives to suspension/expulsion policies.	7/10	70
Detention	70. There is a lack of available alternatives to detention, including parent availability, for law enforcement.	11/11	100
Disposition	71. Lack of alternatives for disposition/sentencing (services/placement).	7/7	100
<i>Other (3 factors)</i>			
Referral	72. Larger classroom size may lead to teachers referring students to administration in lieu of managing student misconduct in the classroom.	7/10	70
Disposition	73. Whether gang conditions are reasonable under the circumstances.	7/7	100
Disposition	74. The restitution/community service that is part of the disposition.	5/6	83

Decision Point	Contributing Factor Description	Yes Votes	
		#	%
Youth & Parent Factors Contributing to DMC			
<i>Engagement with Juvenile Justice & Other Systems (26 factors)</i>			
Probation	75. Many African American, Native American, and Hispanic parents and youth are distrustful of the system.	11/11	100
Referral	76. African American, Hispanic, and Native American families distrust and fear juvenile justice system, which is not culturally reflective of their communities. They perceive it as punitive and lacking in guidance and support, i.e., training juvenile justice personnel in motivational interviewing etc. to empower families to understand, transcend the system.	8/8	100
Referral	77. Families do not know how to access and navigate the systems and are not aware that there are knowledgeable staff who can help them.	8/8	100
Petition	78. Legal Clinic has observed that it is more common for parents of youth-of-color to not be interested in diversion based on suspicions about the juvenile justice system and being unfamiliar with its purpose due to lower educational levels.	8/8	100
Petition	79. It is difficult to contact families who are transient in order to notify them about the initial interview (which is a requirement for diversion) or when a petition is filed. If no contact is made, a warrant is issued. Youth could be picked up and detained, making them ineligible for diversion. Also, the warrant stays in the system and can be used at a later date to suggest risk of flight.	8/8	100
Petition	80. Youth and parents do not understand or are apprehensive about the process and purpose of the initial interview with probation after a referral.	8/8	100
Petition	81. Youth and parents do not show up to the initial probation interview, a requirement for diversion.	7/7	100
Petition	82. Youth and parents do not keep appointments at the Legal Clinic (~50% do not keep appointments).	7/7	100
Adjudication /Dispo	83. Youth-of-color are more likely to come from lower socioeconomic backgrounds, which is correlated with a lack of trust and knowledge in the system.	7/7	100
Adjudication	84. African American youth have higher rates of warrants, which may contribute to longer waits to adjudication.	7/7	100
Disposition	85. No shows/continuances at court hearings among Native American youth due to increased transportation/scheduling issues that result from their living further from the court lead to longer waits to dispositions. Also, receiving services through a tribe often takes longer.	7/7	100
Adjudication /Disposition	86. Lack of youth and parents-of-color engagement with system processes.	5/5	100

Decision Point	Contributing Factor Description	Yes Votes	
		#	%
Probation	87. Some parents/youth do not acknowledge or understand the need for treatment and other services, and, do not engage or agree with treatment/services. They tend to be more concerned about managing their children and financial difficulties.	10/11	91
Detention	88. Higher percentages of failures to appear among Hispanic, African American, and Native American youth than Anglo youth. (FTA reasons cited in a 2009 Pima County warrants study include parent schedule conflicts, family dysfunction, lack of transportation, a belief among youth that they will be detained at the hearing.)	9/10	90
Referral	89. The level of parent involvement may affect assigning consequences for youth misconduct.	8/9	89
Petition	90. Parent/guardians must be willing and able to participate in diversion process in order for their youth to participate in diversion. The guardian/parent must be present for the initial interview with probation and help with consequences such as providing transportation to required programs.	7/8	87
Adjudication	91. A lack of trust in the system contributes to unreliable witnesses. For example, a witness who has a lack of trust in the system would be less likely to participate.	6/7	86
Disposition	92. Level of parental input.	6/7	86
Probation	93. Parents do not follow through on becoming enrolled in AHCCCS, a comprehensive service provider (CSP), or community agencies, leading to their children not receiving needed treatment.	9/11	82
Probation	94. There is a common perception within African American, Hispanic and Native American communities that probation officers are harder on youth-of-color than Anglo youth, which may lead them to being less cooperative with probation. Note: this may be more pronounced in the African American community.	9/11	82
Probation	95. African American, Native American, and Hispanic parents and youth lack knowledge of the court system, including the probation officer's role.	9/11	82
Detention	96. Higher percentages of warrants with new charges among Hispanic, African American, and Native American youth than Anglo youth.	8/10	80
Probation	97. Native American families have accessible services, but some parents do not follow through. It can also be difficult for probation officers to coordinate with tribal services.	8/11	73
Petition	98. The youth refuses to admit to the charge, a requirement for diversion.	5/7	71
Disposition	99. Youth acknowledgement of responsibility, attitude, and/or remorse.	5/7	71
Disposition	100. Youth wishes related to disposition.	4/7	67
Probation	101. Parents of youth-of-color, especially Native American, often do not speak on behalf of their children in court.	7/11	64

Decision Point	Contributing Factor Description	Yes Votes	
		#	%
<i>Delinquency History & Prior Performance in System (17 factors)</i>			
Detention	102. High felony person offense referral rates for Native American and African American youth.	11/11	100
Detention	103. Hispanic youth have highest referral rates for felony property offenses.	11/11	100
Detention	104. Multiple factors contribute to overrides among youth-of-color*: a. Hispanic youth: Lack of supervision, gang involvement, offense severity b. Native American youth: Chronic substance abuse, no school or employment c. African American youth: Prior number of referrals, chronic substance abuse	10/10	100
Petition	105. Youth referred via a physical referral are more likely to have petitions filed, and African American, Hispanic, and Native American youth are more likely than Anglo youth to be physically referred.	7/7	100
Petition	106. African American, Hispanic, and Native American youth who participate in the diversion program are less likely than Anglo youth to complete diversion. <i>Frequent examples for not completing include failure to complete contract requirements, new referrals while on diversion, and lack of parental support.</i>	7/7	100
Adjudication	107. African American youth have higher rates of warrants, which may contribute to longer waits to adjudication.	7/7	100
Disposition	108. Prior performance on probation.	7/7	100
Disposition	109. Numerous VOPs, which are more common among youth-of-color, increase likelihood of JIPS.	6/6	100
Referral	110. Youth are gang members.	8/9	89
Referral	111. Generational family involvement in the criminal justice system.	8/9	89
Adjudication	112. High rates of petitions for felony offenses and drug offenses among youth-of-color, many of which are adjudicated as misdemeanors.	6/7	86
Adjudication	113. The youth's behavior between petition and adjudication.	6/7	86
Detention	114. Gang involvement among Hispanic youth.	8/10	80
Petition	115. Juveniles with felony referrals are more likely to have petitions filed. African American, Hispanic, and Native American youth have higher rates of felonies, African American youth have higher rates of misdemeanor person offenses, and Native American youth have higher rates of drug offenses than Anglo youth.	6/8	75
Detention	116. Severity of offenses among Hispanic youth.	7/10	70
Adjudication	117. The delinquency history of the juvenile. Juveniles with a history with a pattern of charges are more likely to be adjudicated.	4/7	57

Decision Point	Contributing Factor Description	Yes Votes	
		#	%
<i>Family Relationships & Parental Supervision (14 factors)</i>			
Petition	118. Families lack the means to hire private attorneys. Many of the referrals come from zip codes with high concentrations of youth-of-color in families with lower socioeconomic levels and are predominately youth-of-color.	8/8	100
Referral	119. The isolation of families where guardians (such as grandparents) are raising kids because parents are not in the home. Barriers include the: <ul style="list-style-type: none"> ▪ generational gap between guardian(s) and youth ▪ cultural/value disconnect between guardian and youth ▪ lack of cultural knowledge of system ▪ linguistic ability ▪ family dysfunction ▪ guardian unwillingness to allow services into home ▪ needs of older guardians not recognized 	7/7	100
Petition	120. The less likely parents are able to access resources and independently hold their children accountable prior to the initial probation interview, the higher the likelihood of a petition. <i>E.g., families of lower economic status may find it harder to pay restitution.</i>	7/7	100
Adjudication	121. Family support and level of supervision for youth-of-color.	7/7	100
Disposition	122. Family economic needs; extraordinary economic or other family hardship.	7/7	100
Disposition	123. Substance abuse by parents and/or other significant adults.	7/7	100
Disposition	124. Family support, including whether the home is appropriate for youth's recovery, and the level of supervision for youth.	7/7	100
Probation	125. There is a lack of knowledge about parenting skills (e.g. keeping youth involved in school, allowing marijuana use in the home), which may lead to poorer probation outcomes for their children.	10/11	91
Probation	126. If the fathers are absent, some male boys are given authority by the mothers to be the "man of the house." Youth can become a resource for parents for income, translation, child care, etc., which may lead the parents to be less cooperative with probation.	10/11	91
Disposition	127. Other court cases involving family (i.e. CPS; DV; family law; adult criminal).	6/7	86

Decision Point	Contributing Factor Description	Yes Votes	
		#	%
Disposition	128. DV between parents, among parents and sibling, and among siblings.	6/7	86
Probation	129. Some parents, especially within single-caregiver households, do not impose consequences for youths' misbehaviors, which may lead to poorer probation outcomes for these youth. Note: this may be more pronounced in the African American community.	8/10	80
Disposition	130. Risks to youth safety (self-harm, risky behaviors).	5/7	71
Disposition	131. CPS involvement with the family.	5/7	71
Referral	132. Hispanic youth may be truant due to providing childcare and translation for their families.	5/8	63
<i>Behavioral Health & Other Needs (9 factors)</i>			
Referral	133. Delinquent and truant youth are often not involved in spiritual/religious activities, after schools activities, summer activities, or sports.	8/8	100
Disposition	134. Youth education/employment/pro-social activities.	7/7	100
Disposition	135. Youth substance abuse and/or mental health issues (including trauma).	7/7	100
Disposition	136. Prior services/treatment completed by youth.	7/7	100
Disposition	137. Youth amenability to services or other rehabilitative options.	7/7	100
Probation	138. The primary reasons for VOPs are positive drug tests, truancy, curfew violations, and missed treatment sessions. According to Arizona R/N data, youth-of-color have more issues with substance abuse, particularly Native American youth, truancy and school enrollment, which may lead to poorer probation outcomes for these youth.	11/11	100
Detention	139. Risk of self-harm among Native American youth who have higher chronic substance abuse rates.	5/8	62
Adjudication	140. Treatment needs among petitioned youth.	6/7	86
Disposition	141. History of trauma and/or other explanations for why youth act out (e.g., grief).	6/7	86
<i>Immigration & Cultural Differences (7 factors)</i>			
Referral	142. Unaddressed abuses in immigrant families due to families' views and or cultural values on domestic violence. Examples include machismo and commitment to the family unit.	8/8	100
Disposition	143. Youth and parent cultural background and immigration status.	5/7	71
Probation	144. Cultural differences, particularly among parents (e.g., non-English speakers, customs, issues kept within family/culture), that may lead to poorer outcomes for youth-of-color on probation.	11/11	100

Decision Point	Contributing Factor Description	Yes Votes	
		#	%
Probation	145. There is a stigma attached to mental/behavioral disorders within African American, Hispanic and Native American cultures, which may prevent them from engaging in treatment.	11/11	100
Probation	146. Parents who may be concerned about the immigration status of self or family fear engagement with any government system, community agency and/or service provider.	10/11	91
Probation	147. Some youth of parents with illegal immigration status threaten to call ICE to pressure parents into not reporting delinquent or non-compliant behaviors, which may lead to poorer probation outcomes for these youth.	7/10	70

Appendix IV: DMC Impact and Implementation Scales

Expected impact on DMC score

- Two scores calculated: Moderate & High votes as percentages of total votes, organized into categories

Moderate Impact Votes	Score
1-50%	1
51-70%	2
71-89%	3
90-100%	4

High Impact Votes	Score
1-25%	1
26-50%	2
51-70%	3
71-85%	4
86-100%	5

Recommendations Yes votes score

- Percent of Yes votes organized into categories

Percent Range	Score
20-30%	1
31-50%	2
51-75%	3
76-99%	4
100%	5

Volume score

- Calculated using the number of events (rather than youth) in 2010 at each decision point
- Based on scale of number of events; higher number of events equals higher score
 - 1-999 = 1
 - 1000-1499 = 2
 - 1500-1999 = 3
 - 2000-3999 = 4
 - 4000-5999 = 5
 - 6000-9999 = 6
 - 10,000 or more = 7

Event	Event Volume (2010 numbe)	Event Score
Referral	11,430	7
Detention	1,535	3
Petition	3,734	4
Petition: Diversion	2,528	4
Adjudication	1,887	3
Disposition: STDP, JIPS, ADJC	991	1
Probation: VOP referrals, unsuccessful terminations	1,889	3

Agencies impacted score

- Calculated by counting number of agencies that would be impacted by recommendation; individual division/ departments within agencies not counted separately
- Agencies included:
 - Juvenile court
 - County attorney
 - Public defender
 - Contract attorneys
 - CPSA
 - CPS
 - Law enforcement (TPD)
 - School districts (TUSD, SUSD, Flowing Wells, Chicanos Por La Causa)
 - Community service providers (multiple counted as 1)

Implementation Requirement Score

- Resources required
- Level of development
- Agencies involved in development and/or implementation

Resources required score

- Calculated using estimated low, moderate, or high levels of funds and/or personnel for ongoing implementation

Resources Required	Score
Very low	1
Low	2
Moderate	3
High	4
Very High	5

Level of development required score

- Calculated using estimated low, moderate, or high levels of planning

Resources Required	Score
Very low	1
Low	2
Moderate	3
High	4
Very High	5

Agencies involved score

- Number of agencies required for development and implementation

Appendix V: Recommendation Rankings Matrices

Theme 1: Improve Youth & Parent Engagement with the Juvenile Justice System																
Recommendation	Scores Diff.	Implementation Scores				DMC Impact Scores										
		<i>Score</i>	<i>Resource Level</i>	<i>Develop Level</i>	<i># of Agencies Involved</i>	<i>Score</i>	<i>Decision Points Impacted</i>	<i>DMC Rank</i>	<i>CFs Addressed</i>		<i>Expected Impact on DMC</i>		<i>Yes votes (1-5)</i>	<i>Volume</i>	<i># of Agencies Impacted</i>	
									#	# Unanimous	Moderate (0-5)	High (0-6)				
Connections/Culture (7 recommendations)																
1	29	12	3	4	5	41	6	4	6	4	1	4	4	7	5	
2	34	8	2	4	2	42	6	4	8	4	1	3	5	7	4	
3	21	9	3	4	2	30	2	4	6	3	3	1	4	4	3	
4	14	9	3	5	1	23	1	6	6	3	1	1	2	2	1	
5	21	8	3	3	2	29	1	6	3	3	1	2	4	5	4	

Theme 1: Improve Youth & Parent Engagement with the Juvenile Justice System

Recommendation	Scores Diff.	Implementation Scores				DMC Impact Scores										
		Score	Resource Level	Develop Level	# of Agencies Involved	Score	Decision Points Impacted	DMC Rank	CFs Addressed		Expected Impact on DMC		Yes votes (1-5)	Volume	# of Agencies Impacted	
									#	# Unanimous	Moderate (0-5)	High (0-6)				
6	Match African American, Hispanic and Native American youth with probation officers of the same race/ethnicity to help circumvent the cultural stigma that probation officers are harder on youth-of-color.	16	6	3	2	1	22	1	6	4	3	2	1	2	2	1
7	Establish methods for increasing parental involvement once a petition has been filed.	13	9	2	4	3	22	4	2	2	2	1	2	2	4	3
<i>Averages for Connections/Culture:</i>		21	9	3	4	2	30	3	5	5	3	1	2	3	4	3
Educating Youth & Parents (7 recommendations)																
8	Expand Legal Clinic to inform youth/parents of the diversion process to help them understand the system prior to their initial interview with probation. Allow diversion eligible youth to use Legal Clinic to help them understand the system. Expand or better utilize the time legal clinic lawyers are available, such as expanding time slots before the initial interview with probation and expanding the role of probation referring youth post interview.	28	6	3	1	2	34	1	7	9	2	1	2	5	5	2
9	Use two probation letters for the initial interview with youth and parents. Letter 1: Add paragraph to current that offers Legal Clinic to obtain information prior to the initial probation interview. Send to youth who may be eligible for diversion. Also add 1-2 paragraphs explaining the purpose of the interview and what the family should expect to occur at the interview. Letter 2: Add 1-2 paragraphs to current letter explaining the purpose of the interview and what the family should expect to occur at the interview. Send to youth who are not eligible for diversion. Create Spanish versions of the letters.	30	3	1	1	1	33	1	7	6	3	1	2	5	7	1

Theme 1: Improve Youth & Parent Engagement with the Juvenile Justice System

Recommendation	Scores Diff.	Implementation Scores				DMC Impact Scores										
		Score	Resource Level	Develop Level	# of Agencies Involved	Score	Decision Points Impacted	DMC Rank	CFs Addressed		Expected Impact on DMC		Yes votes (1-5)	Volume	# of Agencies Impacted	
									#	# Unanimous	Moderate (0-5)	High (0-6)				
10	25	3	1	1	1	28	1	6	6	3	3	1	5	2	1	
11	28	5	1	2	2	33	1	7	5	3	2	1	5	7	2	
12	23	4	2	1	1	27	1	7	5	3	1	1	2	6	1	
13	22	3	1	1	1	25	1	7	2	0	1	1	4	7	2	
14	20	9	3	3	3	29	2	4	1	1	1	1	5	9	5	
Averages for Educating Youth & Parents:		25	5	2	1	2	30	1	6	5	2	1	1	4	6	2
Accessibility (14 recommendations)																
15	19	3	1	1	1	22	3	2	1	0	3	1	5	6	1	

Theme 1: Improve Youth & Parent Engagement with the Juvenile Justice System

Recommendation		Scores Diff.	Implementation Scores				DMC Impact Scores									
			Score	Resource Level	Develop Level	# of Agencies Involved	Score	Decision Points Impacted	DMC Rank	CFs Addressed		Expected Impact on DMC		Yes votes (1-5)	Volume	# of Agencies Impacted
										#	# Unanimous	Moderate (0-5)	High (0-6)			
16	Explore viability of offering evening court hours to reduce the number of warrants.	14	8	1	2	5	22	3	2	1	0	1	1	4	6	4
17	Create afternoon/early evening walk-in warrant court to accommodate parents with scheduling conflicts with court hearings conducted during standard business hours.	16	8	1	2	5	24	3	2	1	0	1	4	3	6	4
18	Establish evening on-call schedule for judges and attorneys to conduct telephonic hearings for youth who score as low risk on the RAI at Intake and who have outstanding warrants.	10	8	1	2	5	18	3	2	1	0	1	3	3	1	4
19	Ask parents to identify barriers they face in responding to warrants and to bringing youth to court. Inquire specifically about transportation. If transportation is an issue, develop a unit to transport parents who have a well-documented reason of hardship.	12	5	2	2	1	17	3	2	1	0	2	1	3	3	2
20	Investigate a system that allows for the trial reviews to be scheduled to accommodate youth and families' schedules, e.g., setting trial reviews in front of assigned judge and/or establish two trial review blocks between 8:30 to 10:30 and 3:00 to 5:00.	17	8	1	2	5	25	3	2	2	1	1	2	4	6	4
21	Review and execute the principle of "one family, one judge" in the Model Delinquency Court Principles.	22	5	1	3	1	27	5	4	1	1	1	2	4	8	1
22	Investigate a system that would allow for larger blocks of times for adjudication hearings when necessary.	11	8	1	2	5	19	1	1	2	1	1	2	1	6	4
23	Expand telephonic technology used in court hearings to include video, such as Skype, for participants at remote locations or in placements that make it impracticable to appear personally.	9	4	1	2	1	13	3	2	1	1	1	2	1	1	1

Theme 1: Improve Youth & Parent Engagement with the Juvenile Justice System

Recommendation	Scores Diff.	Implementation Scores				DMC Impact Scores										
		Score	Resource Level	Develop Level	# of Agencies Involved	Score	Decision Points Impacted	DMC Rank	CFs Addressed		Expected Impact on DMC		Yes votes (1-5)	Volume	# of Agencies Impacted	
									#	# Unanimous	Moderate (0-5)	High (0-6)				
24	Judges provide youth/parents information about scheduled hearings by issuing a brightly colored form with information about upcoming hearings and the youth's lawyer contact information and instruct the youth and parents to contact the lawyer if they have questions about the hearing(s).	14	3	1	1	1	17	3	2	1	0	1	1	2	6	1
25	PCJCC provide interpreters appropriate to the needs of the minor and the minor's family for one hour prior to weekend and weekday detention hearings.	7	5	3	1	1	12	1	4	1	0	1	1	2	1	1
26	Public defenders or court should pay for translators for detention hearings if they cannot be requested using the established procedure.	5	7	3	3	1	12	1	4	1	0	1	0	3	1	1
27	Establish a warrant notification process to include written, face to face, and telephonic notification.	12	5	2	2	1	17	2	5	1	0	1	2	4	1	1
28	Explore potential alternatives, with judicial input, to issuing warrants for missed hearings.	11	5	2	2	1	16	2	5	1	0	1	1	4	1	1
Averages for Accessibility:		13	6	2	2	2	19	3	3	1	0	1	2	3	4	2
Averages for Theme 1:		20	6				26									

Theme 2: Increase Use of Standardized, Evidence-based Practices and Monitoring

Recommendation	Scores Diff.	Implementation Scores				DMC Impact Scores										
		Score	Resource Level	Develop Level	# of Agencies Involved	Score	Decision Points Impacted	DMC Rank	CFs Addressed		Expected Impact on DMC		Yes votes (1-5)	Volume	# of Agencies Impacted	
									#	# unani-mous	Moderate (0-5)	High (0-6)				
Protocols/Guidelines (10 recommendations)																
1	Establish better collaboration and develop protocols to address cross- systems issues through the PCJCC/ CPSA collaboration meetings: conduct disorder vs. mental health diagnosis; substance abuse assessment, ongoing assessment/treatment; PCJCC participate in CPSA care reviews; and youth/parent amenability to treatment.	34	9	3	4	2	43	1	6	10	8	1	3	5	7	2
2	Create school district/charter school protocols for standardized responses to youth misconduct and referral processes with options for interventions and consequences. Protocol should include whether a youth is a ward of CPS.	30	7	2	3	2	37	1	5	9	3	0	6	5	7	1
3	Create a training program for school personnel to implement the standardized guidelines for student misconduct created from above recommendation.	29	8	2	2	4	37	1	5	9	3	1	5	5	7	1
4	Create risk/needs assessment tools for schools and law enforcement to use with youth who commit low-level offenses.	20	10	3	4	3	30	1	5	5	1	1	3	5	7	2
5	Develop protocol for POs assigning diversion consequences, (e.g., for a misdemeanor diversion case, X amount of community service hours is appropriate). Key partners such as the County Attorney should provide input.	15	8	2	2	4	23	1	7	2	0	1	2	4	4	2

Theme 2: Increase Use of Standardized, Evidence-based Practices and Monitoring

Recommendation	Scores Diff.	Implementation Scores				DMC Impact Scores										
		Score	Resource Level	Develop Level	# of Agencies Involved	Score	Decision Points Impacted	DMC Rank	CFs Addressed		Expected Impact on DMC		Yes votes (1-5)	Volume	# of Agencies Impacted	
									#	# unani-mous	Moderate (0-5)	High (0-6)				
6	Behavioral health services adapt appropriately defined standards for trauma, a validated trauma assessment instrument for youth, and standardized trauma training for certified therapists. Provide training on “trauma informed care” for all community systems and staff in community-based services.	12	9	4	3	2	21	1	5	1	1	2	1	5	4	1
7	The County Attorney and Public Defender offices and the Judiciary should consider increased internal statistical review.	21	5	1	1	3	26	3	3	3	0	1	2	5	6	3
8	Do a study of GREAT VOP process to determine: <ul style="list-style-type: none"> • if the risk assessment instrument is accurately predicting risk to re-offend • if the type and frequency of consequences used for related levels of risk and severity represent graduated responses • the extent to which objective criteria are used to assign consequences, particularly detention) • the impact of the assigned consequences on youth behavior, recidivism, and completion of probation Upon completion of the study, draft a report and use the findings to develop monitoring report.	15	6	2	3	1	21	2	4	1	0	1	4	5	3	1

Theme 2: Increase Use of Standardized, Evidence-based Practices and Monitoring

Recommendation	Scores Diff.	Implementation Scores				DMC Impact Scores										
		Score	Resource Level	Develop Level	# of Agencies Involved	Score	Decision Points Impacted	DMC Rank	CFs Addressed		Expected Impact on DMC		Yes votes (1-5)	Volume	# of Agencies Impacted	
									#	# unani-mous	Moderate (0-5)	High (0-6)				
9	Establish written, evidence-based criteria and a protocol based on factors that accurately predict short-term recidivism (30-45 days) to guide the RAI override process. The criteria should consider risk factors identified in evidence-based practices and review reasons commonly used in the override process.	13	6	2	3	1	19	1	4	1	1	1	4	3	3	1
10	The County Attorney should consider geographic rotation of assignments.	14	3	1	1	1	17	3	3	2	0	1	1	2	4	1
<i>Averages for Protocols/Guidelines:</i>		20	7	2	2	2	26	2	5	4	1	1	3	4	5	1
Standardize Definitions of Terms (4 recommendations)																
11	Define following terms used to justify overriding the RAI according to professional standards used by agencies who serve youth: <ul style="list-style-type: none"> ▪ Gangs/negative peers ▪ Substance abuse ▪ Parental support issues ▪ Not appropriate for shelter ▪ History of warrants/runaway ▪ Many referrals in a short time ▪ Escalation in delinquent activity (frequency, offense severity) ▪ Minor out of control ▪ Severity of offense 	15	6	2	3	1	21	1	4	1	1	1	4	5	3	1
12	Establish and define common factors considered at the adjudication and disposition decision points for probation officers, judges, and the County Attorney, Public Defender and contract attorneys to reference. Train staff on definitions.	15	8	2	3	3	23	2	3	1	0	1	4	5	4	3

Theme 2: Increase Use of Standardized, Evidence-based Practices and Monitoring

Recommendation		Scores Diff.	Implementation Scores				DMC Impact Scores									
			Score	Resource Level	Develop Level	# of Agencies Involved	Score	Decision Points Impacted	DMC Rank	CFs Addressed		Expected Impact on DMC		Yes votes (1-5)	Volume	# of Agencies Impacted
										#	# unani-mous	Moderate (0-5)	High (0-6)			
13	Train juvenile justice partners on the newly defined common factors considered at the adjudication and disposition decision points created in above recommendation.	15	7	2	2	3	22	2	3	1	0	1	4	4	4	3
14	Create common definitions for factors taken into consideration by probation, the judiciary, and the county attorney and public defender in making referrals for VOPs and in making recommendations for or ordering unsuccessful probation terminations (e.g., incorrigibility, chronic substance use, etc.). Provide training on the new definitions to probation, judiciary, county attorney, and public defender staff.	13	8	2	3	3	21	1	6	3	0	1	2	2	3	3
Averages for Definitions:		15	7	2	3	3	22	2	4	2	0	1	4	4	4	3
Oversight & Monitoring (5 recommendations)																
15	Add a level of oversight and/or training for supervisors to ensure/increase consistency among the eight probation teams that may interpret the reasons used for making those decisions differently from team to team. <i>Training format recommended:</i> Train probation officers in modules [on VOP decision making] that is accessible on computer terminals [in order for them to follow up dated procedures and practices.] Refresher modules can be designed and reinforced by supervision at the team level.	15	5	2	2	1	20	1	4	1	0	1	4	5	3	1

Theme 2: Increase Use of Standardized, Evidence-based Practices and Monitoring

Recommendation		Scores Diff.	Implementation Scores				DMC Impact Scores									
			Score	Resource Level	Develop Level	# of Agencies Involved	Score	Decision Points Impacted	DMC Rank	CFs Addressed		Expected Impact on DMC		Yes votes (1-5)	Volume	# of Agencies Impacted
										#	# unani-mous	Moderate (0-5)	High (0-6)			
16	Create a system to monitor the number of and the reasons for referrals for probation violations by probation team and by the youths' race/ethnicity, taking into account the racial/ethnic make-up of the neighborhoods the probation teams serve.	14	5	2	2	1	19	1	6	2	0	1	2	3	3	1
17	Determine if reasons used to issue VOPs are reducing recidivism and/or disparity. If documented reasons indicate association with recidivism and/or disparity, implement a system to measure and monitor discretion used by probation officers in deciding VOPs.	15	6	2	3	1	21	1	4	1	1	1	4	5	3	1
18	Establish a review process that includes probation and administration to determine if due consideration was given override criteria and protocol in decisions to override.	10	5	2	2	1	15	1	4	1	1	1	2	1	3	1
19	Develop a taskforce within CPSA to develop a monitoring system for the <i>distribution</i> funds available for non-eligible youth for services.	18	7	3	3	1	25	4	6	1	1	1	2	3	5	2
<i>Averages for Oversight:</i>		14	6	2	2	1	20	2	4	1	0	1	3	4	4	2
<i>Averages for Theme 2:</i>		16	7				22									

Theme 3: Improve/Expand Services for Youth & Parents

Recommendation	Score Diff.	Implementation Scores				DMC Impact Scores										
		Score	Resource Level	Develop Level	# of Agencies Involved	Score	Decision Points Impacted	DMC Rank	CFs Addressed		Expected Impact on DMC		Yes votes (1-5)	Volume	# of Agencies Impacted	
									#	# unani-mous	Moderate (0-5)	High (0-6)				
<i>Prevention Programs (8 recommendations)</i>																
1	29	9	3	4	2	38	2	3	13	5	2	2	4	4	3	
2	19	10	3	4	3	29	2	5	2	1	1	3	5	7	3	
3	18	9	3	4	2	27	1	5	1	1	2	2	5	7	3	
4	18	9	3	4	2	27	1	5	1	1	1	3	5	7	3	
5	24	9	3	4	2	33	6	5	1	1	0	5	5	7	3	

Theme 3: Improve/Expand Services for Youth & Parents

Recommendation	Score Diff.	Implementation Scores				DMC Impact Scores										
		Score	Resource Level	Develop Level	# of Agencies Involved	Score	Decision Points Impacted	DMC Rank	CFs Addressed		Expected Impact on DMC		Yes votes (1-5)	Volume	# of Agencies Impacted	
									#	# unanimous	Moderate (0-5)	High (0-6)				
6	20	6	2	3	1	26	1	5	1	0	1	5	5	7	1	
7	9	9	3	4	2	18	1	4	1	1	1	3	5	1	1	
8	15	12	3	4	5	27	1	5	1	1	1	3	5	6	4	
Averages for Prevention Programs:		19	9	3	4	2	28	2	5	3	1	1	3	5	6	3
Alternatives to Detention (6 recommendations)																
9	11	9	3	3	3	20	1	4	1	1	3	0	4	3	3	

Theme 3: Improve/Expand Services for Youth & Parents

Recommendation	Score Diff.	Implementation Scores				DMC Impact Scores									
		Score	Resource Level	Develop Level	# of Agencies Involved	Score	Decision Points Impacted	DMC Rank	CFs Addressed		Expected Impact on DMC		Yes votes (1-5)	Volume	# of Agencies Impacted
									#	# unanimous	Moderate (0-5)	High (0-6)			
10 Develop an ATD (using DVAC as a model) for youth who exhibit behavior that may indicate underlying mental health issues including low-level mental health cases. Send youth to a diversion program that follows up on the youth receiving treatment.	11	9	3	3	3	20	1	4	1	1	1	3	4	3	2
11 Establish a program at high schools during after-school hours for youth whose parents are unavailable (unavailability of parents needs substantiation): <ul style="list-style-type: none"> ▪ Off-duty law enforcement officers could use gymnasiums ▪ Officers prepare and file referrals on laptops ▪ Target high schools with higher referral rates for Hispanic, African American, & Native American youth 	6	11	3	4	4	17	1	4	1	1	1	2	2	3	2
12 Establish satellite offices by PCJCC partnering with TPD and PCSD at current sub-stations; TPD operates 5 substations; PCSP has 3 sub-stations for youth whose parents are unavailable (parents "unavailability" needs substantiation) <ul style="list-style-type: none"> ▪ Program addresses unavailability of parents until the parent is contacted ▪ Entry through front door (e.g. as practiced at Park and Fair sub-station for curfew violators) ▪ Use holding area ▪ Open 24/7 staffed with officers 	6	10	3	4	3	16	1	4	1	1	1	2	1	3	2

Theme 3: Improve/Expand Services for Youth & Parents

Recommendation		Score Diff.	Implementation Scores				DMC Impact Scores									
			Score	Resource Level	Develop Level	# of Agencies Involved	Score	Decision Points Impacted	DMC Rank	CFs Addressed		Expected Impact on DMC		Yes votes (1-5)	Volume	# of Agencies Impacted
										#	# unanimous	Moderate (0-5)	High (0-6)			
13	Develop day support/street programs that provide structured activity for youth on standard probation and JIPS during daytime working hours that feature: <ul style="list-style-type: none"> GED and counseling components Direct involvement of surveillance officers and/or field probation officers Consider educational alternatives for high-risk youth that are run by probation 	6	9	3	4	2	15	1	4	1	1	1	2	1	3	1
14	Establish crisis respite interventions with protocols and guidelines for these conditions: <ul style="list-style-type: none"> CPS youth when placement is an issue and who have high needs Families where parents do not want youth at home, or can't supervise "out of control youth" Unsafe home environment with domestic violence or tension 	5	10	3	4	3	15	1	4	1	1	1	2	1	3	1
<i>Averages for ATDs:</i>		8	10	3	4	3	17	1	4	1	1	1	2	2	3	2
<i>Treatment & Assessment (4 recommendations)</i>																
15	Develop behavioral health services based on criminogenic criteria and evidence-based best practices.	17	10	4	4	2	27	1	6	5	5	1	2	4	3	1
16	Offer every detained youth a voluntary substance abuse assessment by a licensed clinician from detention mental health detention provider.	13	8	3	3	2	21	1	4	1	0	5	0	5	3	3

Theme 3: Improve/Expand Services for Youth & Parents

Recommendation	Score Diff.	Implementation Scores				DMC Impact Scores										
		Score	Resource Level	Develop Level	# of Agencies Involved	Score	Decision Points Impacted	DMC Rank	CFs Addressed		Expected Impact on DMC		Yes votes (1-5)	Volume	# of Agencies Impacted	
									#	# unanimous	Moderate (0-5)	High (0-6)				
17	10	8	3	3	2	18	1	4	1	0	1	3	5	1	3	
18	9	6	2	3	1	15	1	3	0	0	1	2	4	3	1	
<i>Averages for ATDs:</i>		12	8	3	3	2	20	1	4	2	1	2	2	5	3	2
<i>Averages for Theme 3:</i>		13	9			22										

Theme 4: Provide Staff Training

Recommendation	Scores Diff.	Implementation Scores				DMC Impact Scores										
		Score	Resource Level	Develop Level	# of Agencies Involved	DMC Score	Decision Points Impacted	DMC Rank	CFs Addressed		Expected Impact on DMC		Yes Votes (1-5)	Volume	# of Agencies Impacted	
									#	# unani-mous	Moderate (0-5)	High (0-6)				
DMC/Cultural Competency (6 recommendations)																
1	35	10	3	3	4	45	5	6	9	6	3	1	4	7	4	
2	28	8	2	2	4	36	4	4	5	2	1	4	5	7	4	
3	26	10	3	3	4	36	6	6	5	3	2	1	2	7	4	
4	25	11	3	3	5	36	6	5	3	3	1	2	5	7	4	

Theme 4: Provide Staff Training

Recommendation	Implementation Scores					DMC Impact Scores										
	Scores Diff.	Score	Resource Level	Develop Level	# of Agencies Involved	DMC Score	Decision Points Impacted	DMC Rank	CFs Addressed		Expected Impact on DMC		Yes Votes (1-5)	Volume	# of Agencies Impacted	
									#	# unani-mous	Moderate (0-5)	High (0-6)				
5	Provide educational training for county attorneys, public defender attorneys and contract attorneys on DMC at each key decision point in the juvenile justice system. Allow training hours to count towards Continuing Legal Education and COJET requirements.	20	9	3	2	4	29	4	4	2	0	3	1	5	7	3
6	Expand DMC training to judges, county attorneys, public defenders, and law enforcement officers for them to consider the processes they engage in as part of the juvenile justice system and their possible impact on DMC.	23	10	3	2	5	33	5	6	2	1	2	1	5	7	4
Averages for DMC/Cultural Comp:		26	10	3	3	4	36	5	5	4	3	2	2	4	7	4
Purpose of Juvenile Justice System and Child Development (5 recommendations)																
7	Create juvenile justice system-wide training for juvenile justice system and stakeholder personnel on the purpose of the juvenile justice system, behavioral health networks, cultural competency, and CPS role.	23	12	3	4	5	35	6	5	3	1	2	2	5	7	4
8	PCJCC and TPD develop joint training program on child development and the purpose of juvenile justice system for law enforcement & PCJCC probation officers on: <ul style="list-style-type: none"> ▪ Statutory requirements as related to juveniles ▪ Available alternatives to detention for paper and physical arrests ▪ Purpose of detention 	13	8	3	3	2	21	2	4	1	1	1	2	5	3	2
9	Require mandatory training on child development and purpose of juvenile justice system for law enforcement and probation officers.	13	8	3	3	2	21	2	4	1	1	1	3	4	3	2

Theme 4: Provide Staff Training

Recommendation	Scores Diff.	Implementation Scores				DMC Impact Scores										
		Score	Resource Level	Develop Level	# of Agencies Involved	DMC Score	Decision Points Impacted	DMC Rank	CFs Addressed		Expected Impact on DMC		Yes Votes (1-5)	Volume	# of Agencies Impacted	
									#	# unanimous	Moderate (0-5)	High (0-6)				
10	Request the Arizona Office of the Governor mandate the child development and purpose of juvenile justice system as basic training for new law enforcement officers and advanced officers as part of their training requirements for Arizona Police Officer Standards and Training Board.	11	8	3	4	1	19	2	4	1	1	1	1	4	3	2
11	Train law enforcement on detention RAI to determine whether youth should be transported to detention intake. Officers call intake to score juveniles in the field. When juveniles score as high risk, detention is automatic. When juveniles score as low risk, officers choose an ATD or alternative program and/or paper referral.	11	7	3	2	2	18	1	4	1	1	1	3	2	3	2
<i>Averages for JJ system:</i>		14	9	3	3	2	23	3	4	1	1	1	2	4	4	2
<i>Averages for Theme 4:</i>		20	9				29									

Theme 5: Research & Data Collection

Recommendation	Scores Diff.	Implementation Scores				DMC Impact Scores										
		Score	Resource Level	Develop Level	# of Agencies Involved	DMC Score	Decision Points Impacted	DMC Rank	CFs Addressed		Expected Impact on DMC		Yes votes (1-5)	Volume	# of Agencies Impacted	
									#	# unani-mous	Moderate (0-5)	High (0-6)				
1	Establish methods for collecting data related to youth needs, attitudes, and family issues.	30	7	3	3	1	37	2	3	16	8	2	1	4		1
2	Collect data on referrals from school districts and TPD with racial/ethnic break-down. Establish collaboration with PCJCC, TPD, and schools on needed data elements.	16	9	3	3	3	25	1	5	0	0	1	3	5	7	3
3	Share data collected on a quarterly basis by PCJCC, TPD, and school districts to review status of referrals from a DMC perspective.	17	7	2	3	2	24	1	5	0	0	1	3	5	7	2
4	Conduct study to determine why youth/parents do not show for probation interviews and Legal Clinic appointments; develop recommendations to address issues.	18	7	3	3	1	25	1	6	2	2	1	2	5	4	2
5	Conduct a study to determine why African American, Native American, and Hispanic youth are less likely to complete diversion and develop recommendations to address issues.	12	7	3	3	1	19	1	6	1	1	1	2	5	1	1
6	Conduct a study to determine why African American, Native American, and Hispanic youth are more likely to be physically referred than Anglo youth and develop recommendations to address issues.	13	7	3	3	1	20	1	6	1	1	1	2	5	1	2
7	Research barriers on why Native American youth have longer elapsed time from adjudication to disposition. Research where the majority of PCJCC's Native American youth live	10	7	3	3	1	17	2	3	1	1	1	2	5	1	1
<i>Averages for Data:</i>		17	7	3	3	1	24	1	5	3	2	1	2	5	4	2