

2015 DMC Strategic Compliance Plan Update

The Utah 2015 DMC Strategic Compliance Plan follows OJJDP's Enhanced DMC Reduction Model. The model consists five phases: identification, assessment/diagnoses, intervention, evaluation, and monitoring. The plan will first discuss FY13 data trends, the most recent data available, and DMC focus areas. Second, the plan will discuss intervention strategies following the 2012 arrest and referral assessment recommendations. The update will discuss steps taken to implement the assessment results and progress made on the intervention plan development, which includes the 2013 Community and Strategic Planning Grant. Finally, the work to evaluate and monitor those efforts will be discussed.

Phase I: Identification Process

A. Updated DMC Identification Spreadsheets

- 1) Attachment #2:
 - a) Appendix A – FY13 RRI Analysis Tracking Sheets,
 - b) Appendix B – FY13 RRI Data spreadsheets,
 - c) Appendix C – Adjusted Asian and Pacific Islander Arrest RRI
 - d) Appendix D – Adjusted Referral RRI
 - e) Appendix E – FY13 RRI Data Definitions
 - f) FY14 Data spreadsheets and Appendices (without analysis)

B. Data Discussion

- 1) Background of Data Collection Process and Timeline

Utah's DMC Subcommittee of the Utah Board of Juvenile Justice (UBJJ), Utah's SAG, has been actively identifying and addressing DMC issues. Various working groups have been formed and assigned specific tasks. The Data Working Group meets about quarterly to analyze and interpret RRI data and advise the DMC Subcommittee on data/research issues. The Data Working Group consists of DMC subcommittee members, University of Utah Criminal Justice Centers (UCJC) staff members, Utah State Office of Education Statistic Department, Utah Division of Juvenile Justice Services Research Office, Law Enforcement Agency, Utah Commission on Criminal and Juvenile Justice (CCJJ) research staff, as well as representatives from the Administrative Office of the Court (AOC), who provide the raw data.

The most current data for RRI analysis is available roughly six months after the end of State fiscal year (June 30). The UCJC requests the data from the AOC at the beginning of the calendar year. Data are then validated and tabulated for the RRI. This process takes approximately 3 months to complete. By the time the RRI is ready, it is also the due date for the Title II application. Thus, the most current data are being submitted with the Title II application to OJJDP without analysis or interpretation. The plan, however, is based on careful analysis and interpretation of the previous year's data.

The 2015 DMC Strategic Compliance Plan Update is based on the FY13 data analysis, which was submitted to OJJDP in the 2014 DMC Compliance Update. FY13 data was studied by the Data Working Group over the summer. FY13 RRI data were collected from the CARE database (Court & Agencies' Record Exchange) for the period of July 1, 2012 through June 30, 2013. The CARE database collects data for eight points of contact in the juvenile justice system, from Referral to Juvenile Court to Transferred to Adult Court. Arrest data is collected from the Utah Bureau of Criminal Identification (BCI) using the Uniform Crime Report (UCR). This system combines Pacific Islanders and Asians in the arrest category. As a result, Native Hawaiian or Pacific Islander (NH/PI) does not have an arrest RRI or referral RRI due to the formulated spreadsheet. Both arrest and CARE data are duplicate counts. Incidents are aggregated to episode on the date of occurrence. The volume of activity presented in the RRI is episode based.

Current FY14 data will be submitted with this update; however, it is not discussed, analyzed or interpreted until later in the year. It will be carefully studied, verified, and used as a baseline for the DMC Annual Meeting, which is scheduled for November 2015. The results of the DMC Annual Meeting, as well as the trends will be reported in 2015 DMC Compliance Plan Update.

2) RRI at Points of Contact

a) Population at Risk

The Utah Population Estimate Committee, which is a function of the Utah Governor's Office of Management and Budget, issues an annual estimate of state population. The latest available data are as of July 1, 2014, the state population was estimated at 2,942,902, an increase of 4.4% in total population from the 2013 estimate. The trends show that Utah's population has increased from 1.4% to 6.9% since 2010. The 2013 estimate showed one of the highest percentage changes in that time period. However, these estimates failed to yield data for the 10-17 year old population.

The 2014 Census data estimated Utah's population at 2,942,902. In 2000, it estimated the Utah population at 2,246,553. In 14 years, the state population increased 23.7%. This data has the same barrier as the Utah Population Estimate Committee data; it yields no data for youth ages 10-17. During 2014, Utah's population of 10 to 17 year old youths numbered 382,831, a 2.0% increase over 2013 (375,358). Continuing a trend that began in 2003, the group is expected to grow substantially over the next several years and exceed 433,000 by 2020.

It was realized early on that using the Census data for the population at risk was outdated. Using the Utah Population Estimate Committee was not suitable as well because it did not provide the necessary data. The Subcommittee looked at the various sources for updated information and has used data from the Utah State Office of Education (USOE), School Enrollment since FY07. USOE data accounts for an estimated 96% of the total population at risk. The remaining 4% attend private school (3%) or home school (1%) and are not included in the count. It is also important to note that undocumented youth who do not attend school are not accounted for in this total. However, they are counted in the CARE database if they have an encounter with the juvenile justice system. The data sources for the population at risk mentioned above have different estimates. Thus, each data source has its benefits and limitations. The DMC Subcommittee uses the best data available for DMC purposes.

A comparison of the 2012 USOE and 2013 USOE School Enrollment (population at risk) shows an increase in the minority population. At a statewide level, minorities increased 3.75%, from 75,776 in 2012 to 78,732 in 2013. The data shows an increase for all minorities except Asians, American Indian or Alaska Native. The increases include 5.05% for Hispanic or Latino, 1.00% for Native Hawaiian or Pacific Islander, 1.73% for African American. There is a decrease of 3.04% or 133 youth for American Indian or Alaska Native and a 0.56 increase or 36 for Asians. Total numbers have increased by 2,915 for Hispanic, 55 for Native Hawaiian or Pacific Islander, and 83 for Black or African American. White youth have experienced an increase of 1.63% or 4,553 youth in this comparison, from 274,143 in FY12 to 278,696 in FY13. White youth make up a dominant 76.5% of the total population at risk. Hispanic or Latino youth remains the largest minority youth population in the state at 15.84% of the total population. Changes described in this paragraph do not include the total of "other/mixed" category.

Since the change of data source to USOE in 2007, there has been significant change in the "Other/Mixed" category. There has been a constant increase between 2007 to the latest data, from 1,078 in 2007 to 6,977 in 2013. As such, for the first time this category will be included in the FY14 data analysis portion of the 2016 DMC plan. This represents a magnificent increase of 547%. This is being closely monitored and is now included in the RRI analysis. Figure 1 below shows the population at risk as well as the breakdown of minority youth using 2013 USOE data.

Figure 3 shows the statewide minority make-up, which includes four counties along the Wasatch-Front. It is estimated that 75% of the total population at risk and 82% of all minority youth live along the

Wasatch Front (Salt Lake, Weber, Utah, and Davis Counties). The remaining 25% of youth live outside the Wasatch Front and are distributed between 25 other counties throughout the State. These percentages have not changed much in the last three years.

Since changing the data sources to USOE School Enrollment, the number of minority youth has consistently increased. Since 2007, Hispanic or Latino youth has increased to 33.4%, followed by Native Hawaiian or Pacific Islander at 19.2%, Asian at 18.2%, and Black or African American to 17.9%. The overall increase for minority youth statewide is 33.7%, from 59,369 in 2007 to 89,561 in 2014. White youth has increased 12.9%, from 246,427 in 2007 to 282,763 in 2014 enrolment. The only decrease is seen with American Indian or Alaska Native at 8.8%, a decrease from 4,790 in 2007 to 4,369 in 2012. Figure 1 shows these changes. The Subcommittee is confident in their decision to change the data source as the data has showed consistency in the population at risk.

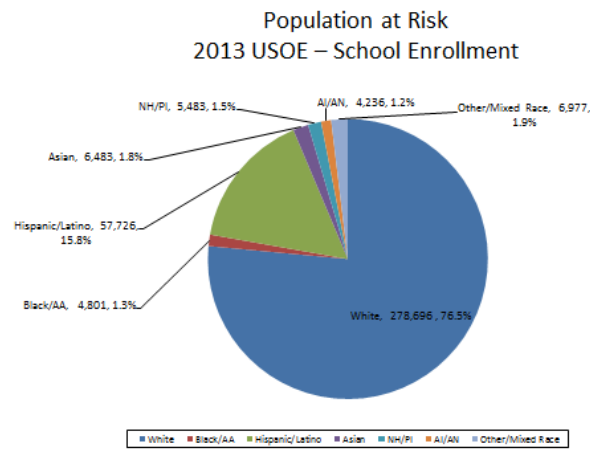


Figure 1: FY13 USOE Statewide Population at Risk Trends

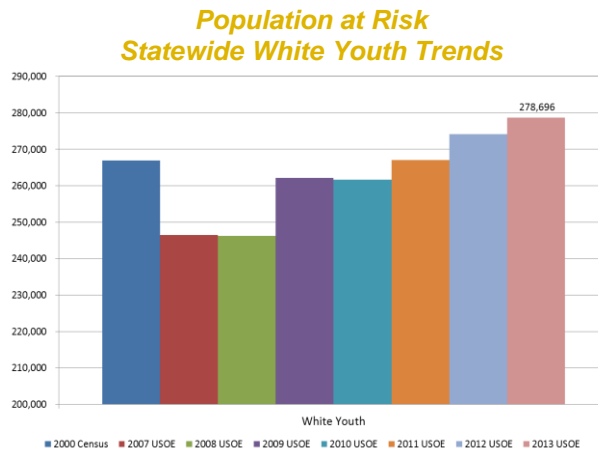


Figure 2: FY13 Statewide White Youth Population at Risk Trends

**Population at Risk
Statewide Minority Trends**

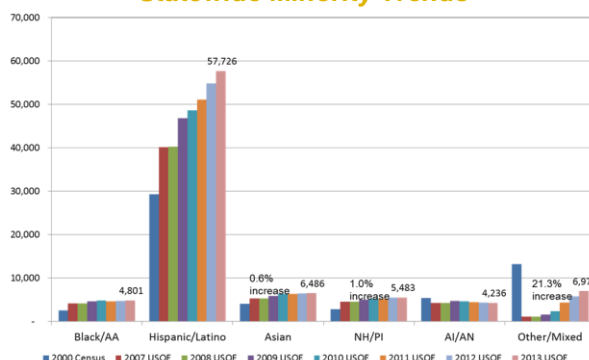


Figure 3: FY13 Statewide Minority Youth Population at Risk Trends

b) Arrest data

Arrest data is collected from the Utah Bureau of Criminal Identification (BCI). The Bureau functions under the Utah Department of Public Safety. The Bureau collects data from state and local law enforcement agencies. These agencies use the Uniform Crime Reports (UCR) program. Reporting to the Bureau is voluntary; a few small agencies choose not to submit data. The FY13 data for juvenile arrest rates is based on the 2013 calendar year. Asian and Pacific Islander rates are combined in this dataset. Hispanic rates are subtracted from the White racial category. This assumes all those of Hispanic origin noted their race as White. Eight law enforcement agencies out of 144 totals did not submit data to UCR. The total population of these seventeen agencies is 15,355 or 0.53% of the state’s total population. All law enforcement agencies in jurisdictions where the minority population is highest submitted arrest data. Arrest data included youth ages 0-9 year olds, which accounted for 2.39% or 435 of the total arrests.

The FY13 arrest RRI is the highest in statistically significant and magnitude, for Black or African American youth Statewide and in Davis and Weber Counties. The highest RRI is in Weber County at 4.71 and lowest is 3.03 in Salt Lake County. However, the volume of activity is relatively small. The Hispanic/Latino arrest RRI is statistically significant and high in magnitude but varied by jurisdiction. The highest RRI is in Weber County at 2.24 and lowest in Salt Lake County at 1.14 with a statewide average of 1.41. The Asian/Pacific Islander arrest RRI is not statistically significant at 0.94 statewide. As noted above, Asian and Pacific Islander arrest data are combined, therefore Pacific Islanders do not have an arrest RRI. (See Appendix C titled FY13 Adjusted Asian Arrest RRI for calculation method.) The American Indian or Alaska Native arrest RRI is statistically significant in both Salt Lake and Non-Wasatch Front Counties at 1.62 and 1.48 respectively. Asian/Pacific Islander and Hispanic/Latino are the two minority groups that have RRI in all jurisdictions being analyzed.

Figure 4 below shows Statewide FY13 RRI

FY13 Statewide RRI

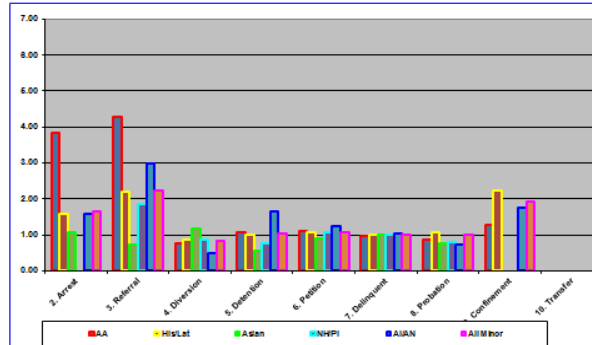


Figure 4: FY13 Statewide RRI Trends

Figures 5 a-c show statewide RRI trends for FY07 – FY13. Here Black or African American shows a concerning trend as RRI has been on the increase for the last seven years. Similar trend are shown for American Indian or Alaska Native. Hispanic or Latino, however, shows an encouraging trend in that it has been on the decrease since FY09. As they are the largest minority youth and greatest volume of activities, trends for Hispanic or Latino is also the trend for all minorities in all jurisdictions. Similar graphs with local information have been used in presentations to local leaders.

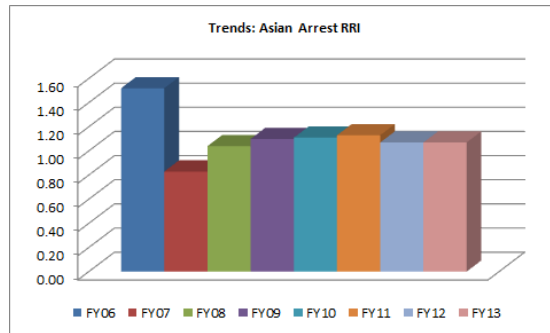


Figure 5: Asian RRI Trends

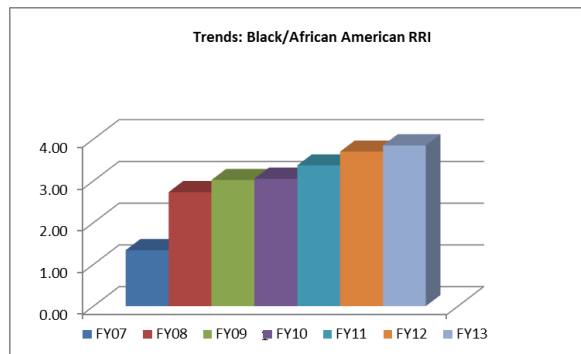


Figure 5(a): FY13 Statewide Arrest RRI Trends: Black/African American

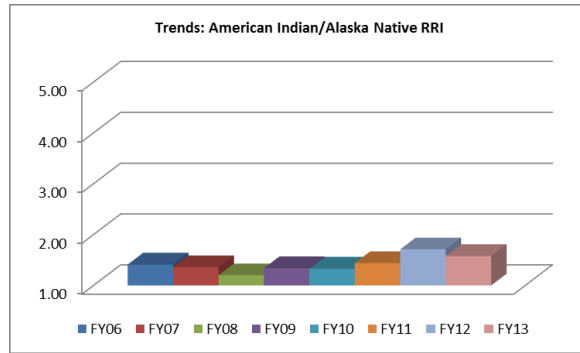


Figure 5(b): FY13 Statewide Arrest RRI Trends: American Indian/Alaska Native

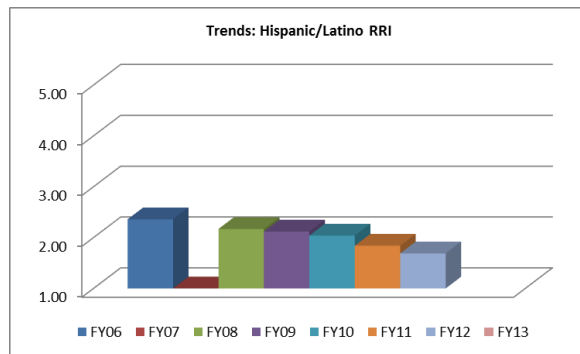


Figure 5(c): FY13 Statewide Arrest RRI Trends: Hispanic/Latino

Since FY07, the Subcommittee revised the OJJDP definition of referral to juvenile court to accurately describe the Utah Juvenile Justice System. The revised definition reads, *“Referral is when a potentially delinquent youth is sent forward for legal processing and received by a juvenile court either as a result of law enforcement action or upon a complaint by a citizen, school, or government entity.”*

The Courts & Agencies' Record Exchange (CARE) information system is Utah's juvenile justice database. Referral data is collected from the CARE database. Referral data is collected from a different source than arrest data and there is no way to identify how many arrests are being referred to the juvenile court. This is troublesome when calculating the referral RRI because the DMC Reduction model assumes that the volume of referrals is a subset of arrest. The volume of referrals to juvenile court for minorities has consistently been considerably higher than that of arrest, except for White and Asian youth. For example, Salt Lake County shows 3,818 White youth were arrested in FY13 with 4,761 being referred to court. In the same period, 2,170 Hispanic or Latino youth were arrested with 3,538 referred to juvenile court. Dr. William Feyerherm, OJJDP Trainer, and the Data Working Group recommended using a different method to calculate the RRI at referral. The RRI for referrals is now based on the population at risk instead of the volume of arrests. As a result, the RRI showed a significant increase at the point of referral.

Based on the statistical significance, magnitude, and volume of activity analysis, the DMC Subcommittee has determined that an assessment is warranted at the arrest and referral points of contact. Furthermore, consistent trends shown in Figures 5 (a-c) above for arrest and Figures 6 (a-e) below for referral are evidence that DMC Reduction activities should focus on these two areas. Details of the assessment and timeline will be discussed in the Assessment Section. Plan to implement recommendations from the assessment report will come at the intervention section of the report.

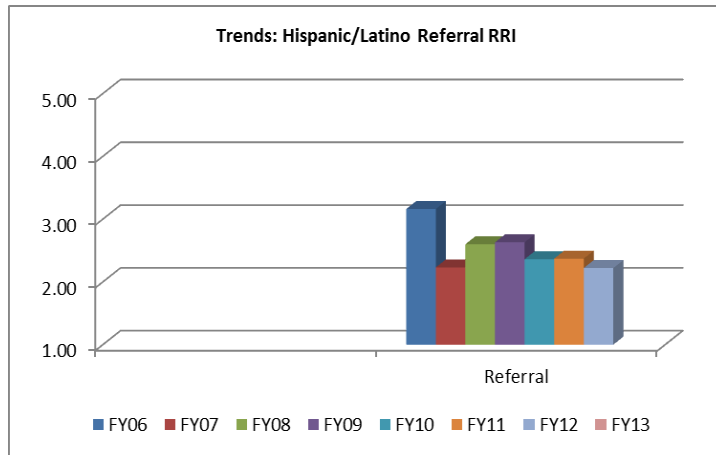


Figure 6 (a) FY13 Statewide RRI Trends: Hispanic/Latino decrease in RRI at Referral Point of Contact

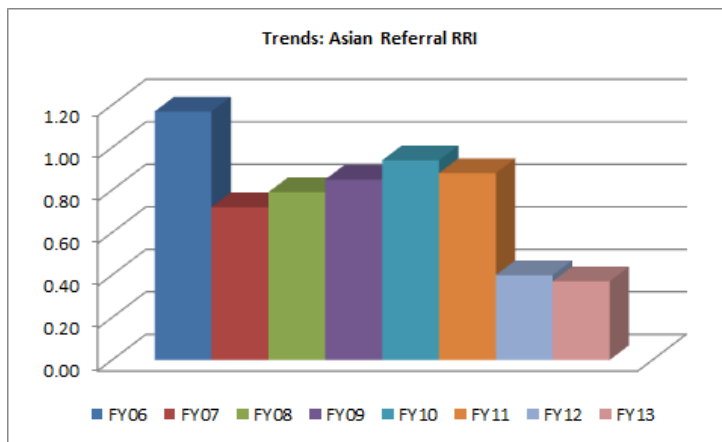


Figure 6 (b) FY13 Statewide RRI Trends: Asian decrease in RRI at Referral Point of Contact

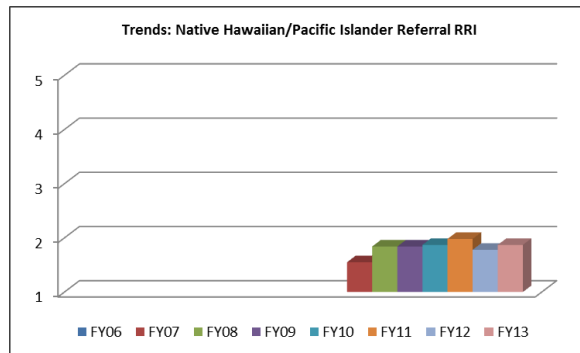


Figure 6 (c) FY13 Statewide RRI Trends: Native Hawaiian/Pacific Islander slight increase in RRI at Referral Point of Contact

Statewide referral RRI trends show a decrease in the RRI for Hispanic/Latino, Asian, and Native Hawaiian or Pacific Islander youth. Hispanic/Latino shows a consistent decrease from 3.16 in FY06 to 2.22 in FY13. Asian has dropped from the highest RRI of 1.17 in FY06 to 0.37 in FY13. African and American Indian or Alaska Native, on the other hand, has shown consistent increase, except for a slight decrease for American Indian in FY13. African American increased from 2.91 in FY06 to 4.28 in FY13 while AI/AN

showed a decrease from 2.45 to 1.88 in the same period. As noted earlier, volumes of activity for all minorities except Hispanic or Latino are significantly smaller.

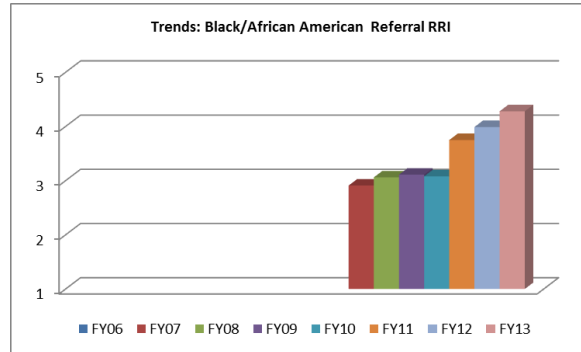


Figure 6 (d) FY13 Statewide RRI Trends: Black/African American show increase in RRI at Referral Point of Contact

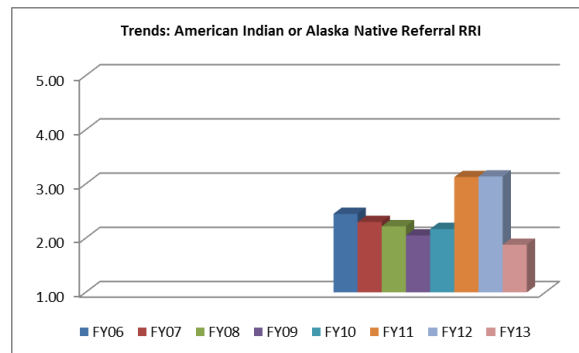


Figure 6 (e) FY13 Statewide RRI Trends: American Indian shows decrease in RRI at Referral Point of Contact

c) Diversion

Diversion programs serve youths who have been adjudicated for a delinquent offense and ordered to participate in the program for up to 30 days as an alternative to serving an equivalent amount of time in locked detention. Diversion programs have the general objective of holding youths accountable for their delinquent behavior in a way that avoids the negative consequences of removing them from home, schools, and other community supports. They have proved to be cost effective and safe alternatives to locked detention.

The volume of diversion has significantly increased since discussions began seven years ago. The most significant changes of RRI are in Utah County. The change is from an RRI of 0.53 in FY08 and peak at 0.87 in FY11. In Weber County, Hispanic/Latino reached statistical parity in FY11 at 0.98, and continues to maintain parity at 0.96 in FY13. Statewide, Hispanic/Latino has shown movement; from 0.82 in FY08 to 0.86 in FY13.

In terms of volume of activity, FY08 data shows volume at 11,364 from 5,802 in FY06. However, since then the volume has started decrease steadily, but is still significantly higher than FY06. FY13 Statewide data shows 7,800 diversions. Table 1 below shows the volume of diversion trends. Figure 7 shows trends and changes in diversion RRI over the years for Hispanic/Latino. Figure 7 (a) shows FY13 diversion for Asian.

Table 1: Diversion Trends

Diversion Trends FY06-FY2013										
Reporting Area	Year	Volume of Activity							RRI	
		Total	White	Black	Hisp	Asian	PI	AI/AN	Hisp	All Minority
Statewide	FY06	5,802	4,025	165	1,264	96	136	116	0.92	0.92
	FY07	8,268	5,734	199	1,908	111	185	131	0.88	0.86
	FY08	11,364	7,694	319	2,766	198	235	152	0.82	0.82
	FY09	10,934	7,359	305	2,676	194	252	148	0.84	0.84
	FY10	11,074	7,351	313	2,754	201	282	173	0.85	0.85
	FY11	9,649	6,373	306	2,420	145	240	165	0.84	0.82
	FY12	9,165	6,126	320	2,268	123	179	149	0.83	0.80
Salt Lake County	FY06	2,764	1,721	117	708	69	111	38	0.90	0.89
	FY07	3,880	2,434	137	1,051	75	137	46	0.84	0.81
	FY08	4,790	2,869	175	1,395	117	184	50	0.80	0.78
	FY09	4,655	2,701	187	1,420	116	190	41	0.82	0.81
	FY10	4,366	2,398	177	1,411	121	214	45	0.86	0.86
	FY11	3,697	1,995	189	1,212	87	172	42	0.82	0.82
	FY12	3,664	2,017	190	1,203	66	139	49	0.81	0.80
Utah County	FY06	1,072	852	11	186	7	12	4	0.85	0.84
	FY07	1,448	1,135	20	253	11	20	9	0.71	0.71
	FY08	1,468	1,183	9	243	15	11	7	0.53	0.53
	FY09	1,233	976	19	206	17	11	4	0.63	0.65
	FY10	1,436	1,113	11	263	14	22	13	0.79	0.78
	FY11	1,483	1,111	19	293	20	27	13	0.87	0.88
	FY12	1,150	916	22	187	12	3	10	0.65	0.67
Weber County	FY06	358	198	14	138	4	3	1	0.98	0.95
	FY07	623	399	14	202	2	3	3	0.85	0.79
	FY08	1,532	909	59	535	7	8	14	0.85	0.84
	FY09	1,367	844	32	460	15	7	9	0.85	0.81
	FY10	1,137	698	31	391	10	3	4	0.87	0.83
	FY11	972	561	30	365	3	4	9	0.98	0.92
	FY12	910	540	29	324	3	3	11	0.89	0.86
FY13	828	454	30	326	7	3	8	0.96	0.93	

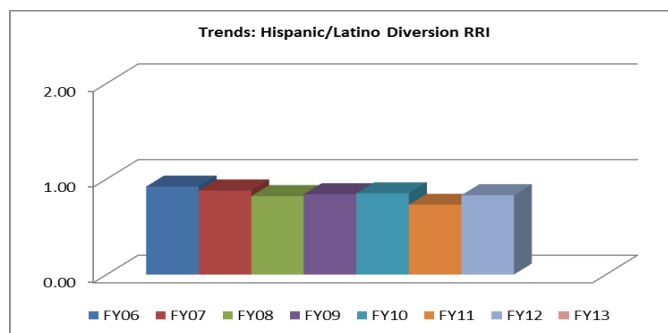


Figure 7: FY13 Statewide Diversion RRI Trends: Hispanic/Latino

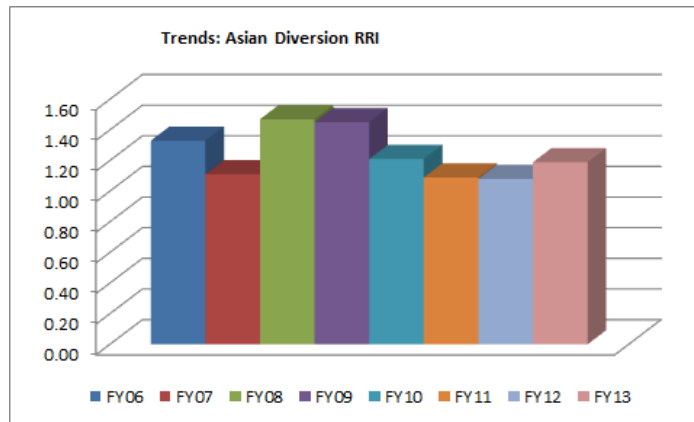


Figure 7(a): FY13 Statewide Diversion RRI Trends: Asian

d) Detention to Transfer to Adult Court points of contact

The FY13 RRI for Detention, Petition, Delinquent Findings, and Probation Placement are close to proportionate. The RRI for all minorities at these four points of contact are at or very close to 1.00. However, disproportionality begins again at the Confinement in Secure Facilities for all minorities, especially Hispanic/Latino, which shows a 2.23 RRI at the Detention level and American Indian or Alaska Native shows 1.76 RRI at the Confinement level. Transfer to adult court, however, does not have sufficient numbers for analysis. The Subcommittee came to a consensus agreement that addressing arrest, referral, and diversion will have a direct impact on those subsequent RRI. Thus, it seems reasonable to focus on the first three points of contact not only to pilot the strategy, but to also build political capital for future and ongoing DMC efforts. In addition, since the focus is on the School to Prison Pipeline, the data captures these three points of contact primarily at the school level. Figure 8 shows FY13 statewide data including RRI for minorities.

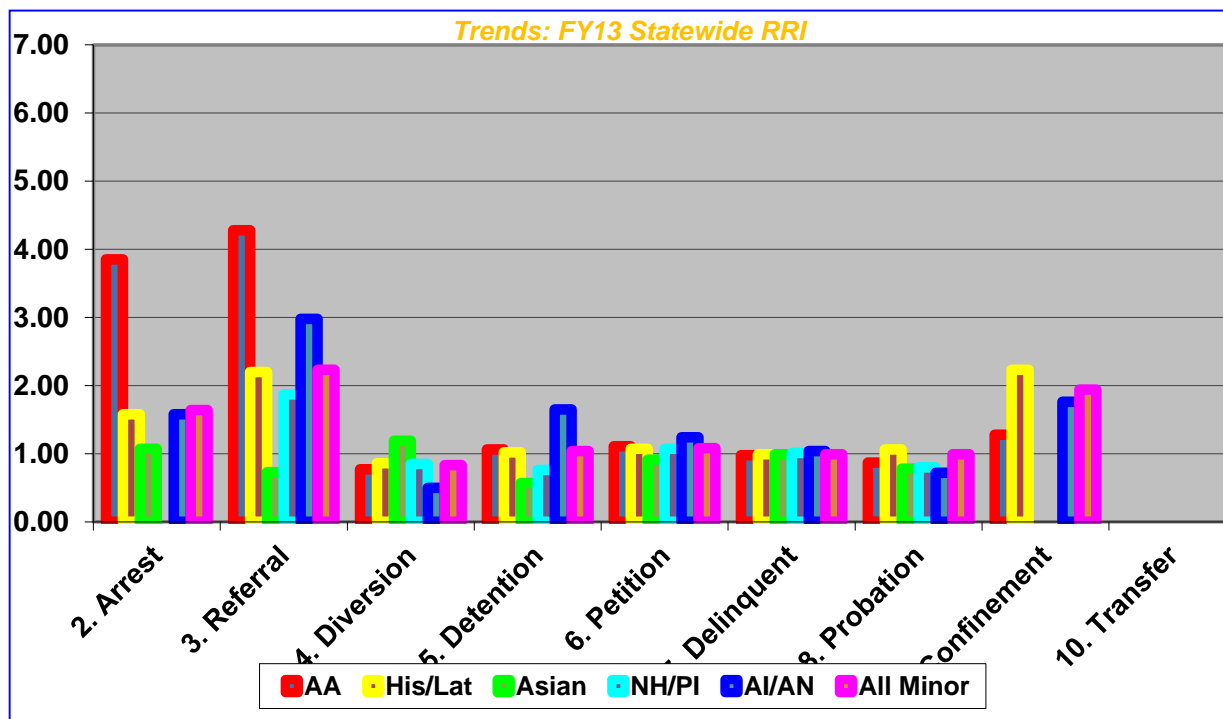


Figure 8: FY13 Statewide Data including Minorities RRI

f) Data Trends

Trends have been discussed in various contexts as described in the section above. Below are statewide trends from FY08-FY13 for each minority group as an example of how the RRI is used to present and start a conversation with local stakeholders. This data speaks to the concerns of disproportionality without pointing fingers at any one person or group. Depending on jurisdictions and audiences, the local RRI is presented in bar graph format in order to make the data more comprehensive to all audiences. The idea is not to cast blame or point fingers as mentioned above as to who is responsible for the DMC phenomena, but rather focus on how we can collaborate and work closely together in order to address DMC. Trends clearly demonstrate that attention is warranted at arrest, referral, and diversion points of contact as its RRI magnitude and volume of activity are considerably higher or lower (in the case of diversion). There is always a concern is there RRI is either above or below parity (1.00). Disproportionality is mirrored in both extreme cases.

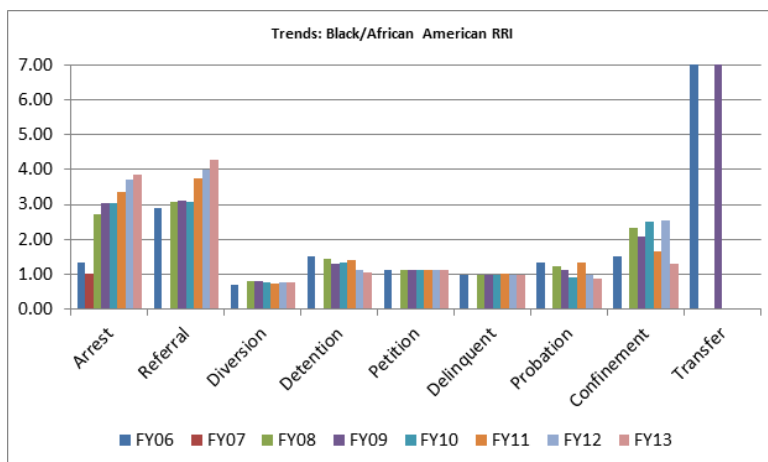


Figure 9: FY13 Statewide RRI Trends for Black or African American

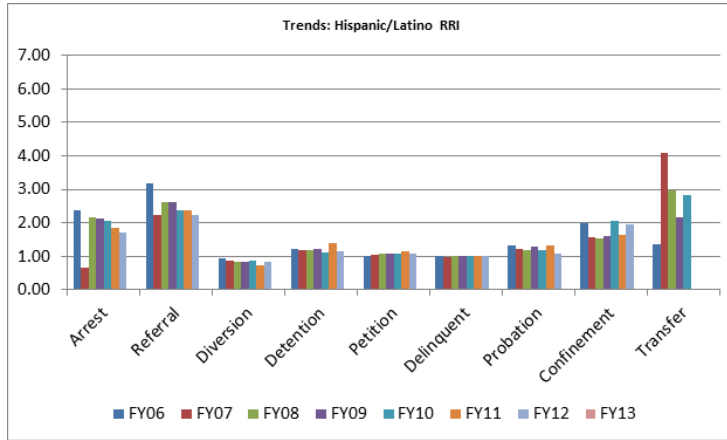


Figure 10: FY13 Statewide RRI Trends for Hispanic/Latino

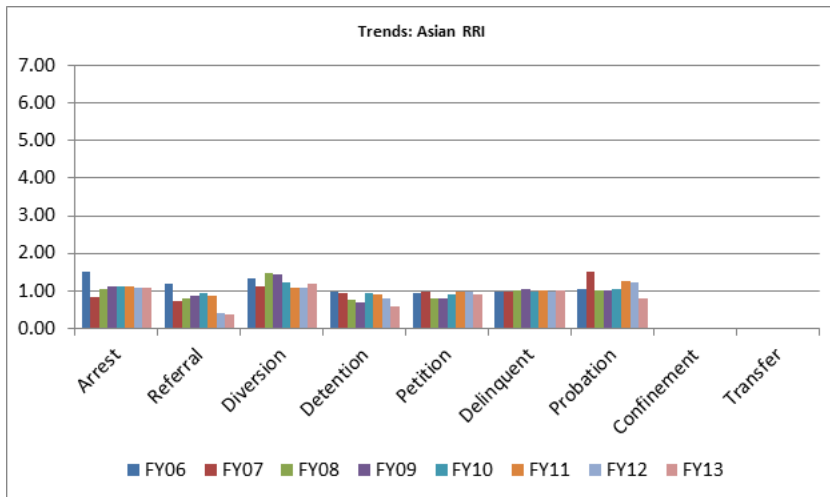


Figure 11: FY13 Statewide RRI Trends for Asian

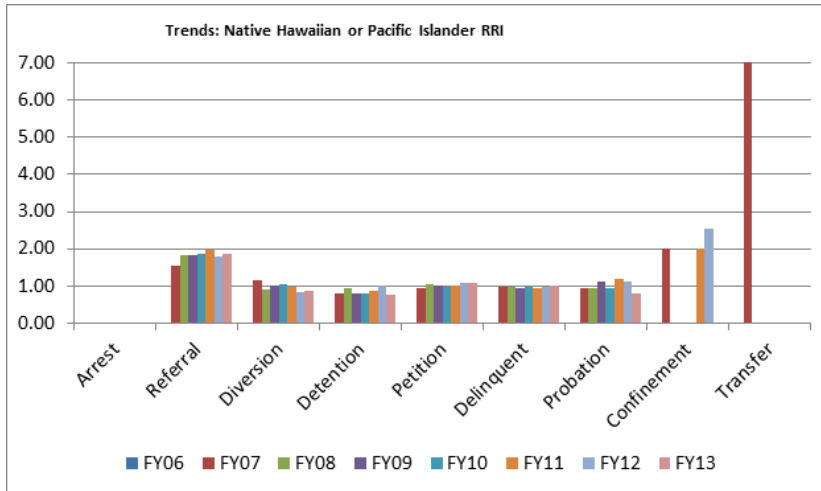


Figure 12: Statewide RRI for Native Hawaiian/Pacific Islander

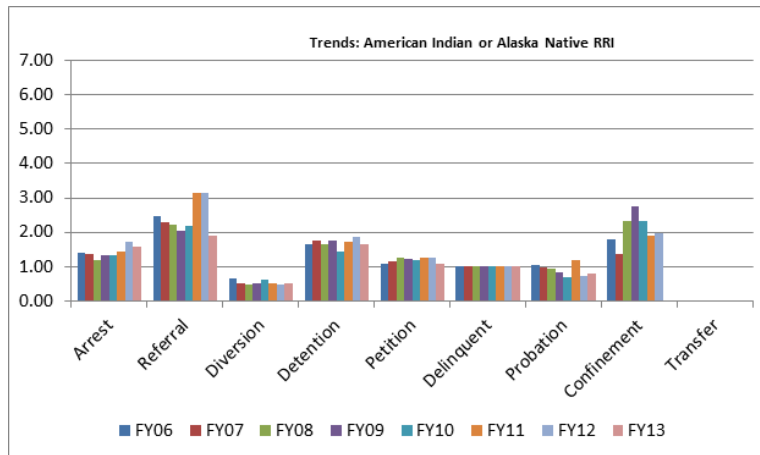


Figure 13: FY13 Statewide RRI for American Indian/Alaska Native

3) RRI Tracking Sheet

Attached to this report are five tracking sheets (Appendix A) that follow the steps described in the DMC Manual to analyze and interpret data at each contact point. The five tracking sheets cover Statewide, Salt Lake, Utah, Weber County and non-Wasatch Front Counties analysis. The tracking sheets include each of the following steps and ground rules to identify:

- a) S = Statistically Significant; identified by **red bold font** in the RRI Summary Sheet
- b) M = Magnitude; defined by 1.5 RRI or higher for all points of contact except diversion (4) or probation placement (8) where M is given when RRI is at or below 0.85.
- c) V = Volume of Activity; use discretionary measure of population at risk as well as total volume of activity in each point of contact.
- d) C = Comparing RRI to national data.

Comparing Utah's RRI to national data is not applicable. The Data Working Group suggests that making comparisons between Utah's current data (FY13) and national data that is four years older (2009) creates confusion and misdirection. In addition, there are concerns regarding alignment of the data definition for Utah and the national definitions.

- e) RRI in the local context: as suggested earlier, data drives decision-making regarding which jurisdiction the Subcommittee should invest efforts. Population at risk is the first determiner. During FY 2013, the majority of these youths (74.8%) lived in four urban counties along the Wasatch Front (Weber, Davis, Salt Lake, and Utah). Another 10.6% lived in three of the state's fastest growing counties (Cache, Washington, and Iron). During 2014, the majority of Utah's youths were Caucasian (75.9%). Hispanics represented about 16.3% of the group; Blacks 1.3%; Native Americans 1.1%; Pacific Islanders 1.5%; and Asian Americans 1.7% (source: Utah State Office of Education, fall enrollment for the 2013 - 2014 school year). Collaboration thus far has made many of the local DMC reduction activities possible because the DMC Subcommittee comes to the local stakeholders' jurisdiction to discuss DMC. They are also receptive because they see the data, which prove that their jurisdiction has more minorities.

Phase II: Assessment/Diagnosis

A. Statewide DMC Assessment from 2005 – 2013

Utah provided a detail report and findings of the 2011 Diversion Assessment in the 2011-2012 Three Year Plan. The was a comprehensive Arrest and Referral Assessment conducted by the University of Utah Criminal Justice Center completed in September 2012. The majority of the Assessment Report was paid for with the 2011 Community and Strategic Planning Grant. Structure of the Assessment Plan was reported in the 2012 Update.

Following the 2012 Arrest and Referral Assessment report and recommendation, below is a summary of the key findings, which occurred in 2014 and continues in 2015. There was a creation of the Salt Lake County Working Group focuses on implementing the *DMC Best Practices Intervention Initiative* Project. The objective of this project was to lower disproportionate minority contact through a curriculum that addressed the standardization and training of school resource officers (SRO) and public school administrators. Conduct literature review of evidence-based, best practices and promising program(s) that will be used as alternative options to juvenile court. A researcher was hired to identify resources available to School Officials ad SROs, determine their effectiveness and make recommendations for improvement. This person would also identify gaps and recommend evidence based best practices, and promising practices that create resources that help keep youth in school. In addition, this researcher would also provide a written report of specific findings, recommendations, and guidelines to achieve the stated goal. Also recommend evaluation tool and method to measure the programs/trainings/resources that are implemented as a result of the above mentioned objectives.

- Purpose

The purpose of the assessment is to provide evidence-based, best practices to school resource officers and school officials of program/training that will lead to reduction of the over-representation of minority youth at the arrest and referral points of contact in the juvenile justice system.

- Method

The methodology of this assessment followed four stages recommended in the DMC Technical Assistance Manual (OJJDP, 2009):

Stage 1: Generate possible explanations for the inconsistency in how SROs and School Administrators handle youth issues at the school level.

Stage 2: Identify the current training opportunities, MOU for guidance as to best practices for both SROs and School administrators in dealing with these issues.

Stage 3: Obtain the data from focus groups (both quantitative and qualitative)

Stage 4: Analyze the data; find the gaps in working relationship between SROs and School Administrators create a MOU that will be part of the curriculum.

Stage 5: Create a curriculum based on data that will guide evidence based practices to address inconsistencies and standardize best practices for both SROs and School Administrators

- Summary of Key Findings

Findings from the Focus Groups:

This topic was met with much enthusiasm, where both SROs and school administrators wanted more guidance on the SRO roles and expectations and SRO-specific training for BOTH School administrators and SROs. "Both participants agreed that their relationship is vital in creating a safe and learning environment in school. The obstacle in maintaining this relationship was the inconsistency of the working relationship between those two positions. These group participants reported that SROs should not be involved in daily administrative duties (e.g., enforce dress code) but rather focus on relationship building with youth for prevention and on legal interventions for criminal activity. Another primary concern was not knowing expectations for SROs, such as time in schools, when SROs should be involved, tasks that are appropriate to assigned to SROs, etc."

Findings from the Assessment

In general, both SROs and school administrators reported on the surveys that the most important role of the SRO is enforcing the law. However, the focus groups revealed that overwhelmingly both SROs and school administrators believed the most important skill was relationship building with the students in order to prevent problematic behavior. It was mentioned that the SRO's presence throughout the school was also seen as a preventative practice. Even though the surveys reported some explanation of SRO roles and duties, the discussion with the focus groups revealed that neither the police department nor the school districts formally informed either SROs or school administrators of the expectations for SROs." Generally, SROs or administrators did not know if there was a written agreement but believed there was document in place. None of the SROs or school administrators had seen a written agreement. In the survey SROs reported that approximately half of them attended SRO-specific training but in the focus group, the percentage was lower. This was attributed to the lack of definition of an "SRO-specific training." School administrators generally reported in focus groups that they did not know if SROs attended any SRO-specific training. From the assessment it was noted that school districts do NOT provide SROs formal training on school discipline policies. Training" occurred in non-formal settings through conversations between school administrators and SROs. There are exceptions when a school may invite SROs to faculty development training. Most school administrators and SROs believed that law enforcement has the primary role of SROs. The exception was CSD administrators where nearly 70% of the administrators believed that the roles of SROs include law enforcement, informal counselor and educator. "

B. Current Statewide DMC Assessment Activity

As part of the continued efforts to reduce the disproportionality of minority youth and keep all kids in school. There was an assessment conducted in Salt Lake County of the relationship between SROs and School Administrators. Arrest and Referral data suggest that it is at the school level that most referrals occur and then subsequent arrest. So the assessment was done to create data driven best practices that can be the standard for address issues involving youth at the school level. The assessment is broken up into phases. Phase I included participating organizations (5 Police Departments & 4 School Districts). This included participants from Unified Police Department (UPD), West Jordan Police Department (WJPD), West Valley City Police Department (WVCPD), Salt Lake City Police Department (SLCPD), Granite School District (GPD), Granite School District (GSD), Canyons School District (CSD), and Jordan School District (JSD) and Salt Lake City School District (SLCSD). Initially all policy documentation was identified and reviewed regarding each organization's guiding practices for professionals when interacting

with youth, their job descriptions, selection criteria and training opportunities for School Resource Officers (SRO)". The logistics of the assessment included:

- Focus groups were conducted with each participating organization (lasted 1.5 - 2 hours)
- Surveys (quantitative data) and focus group (qualitative data)
- Discussion focused on the experiences of both SROs & school administrators
Examination of the roles and responsibilities of SROs
- Determination of the source of learning about the role of SRO (whether it was through individual police agency, school district, both organizations or neither of the two)
- Review of written agreements, such as Memorandum of Understanding (MOU)(if present)
- Discussion about SRO-specific training

During the initial review and assessment it was noted that the general practice is to NOT have written agreements (MOUs) between law enforcement agencies and school districts. The first exception is SLCPD (Salt Lake Police Department) and SLCSO (Salt Lake School District). The MOU that was in place at the beginning of the assessment was basically a financial contract that provides information on the agreement of school district funding for police department SROs. It was not a guide for SROs and school administrators as to their roles, training, and expectations. The second exception is the Inter-Local Agreement (ILA) between CSD (Canyons School District) and Draper Police. This ILA does provide guiding practices for SROs and school administrators as to the roles and expectations of SROs and administrators. However, this ILA is in the process of negotiation and still has not been officially accepted by either organization. All school districts have policies guiding professionals on interactions with youth and discipline, generally based on Positive Behavior Intervention System (PBIS). No guiding policies were found in any of the police departments. None of the police departments and school districts had SRO job descriptions. UPD has recently created a job description for SROs based on feedback from SROs and school administrators and will be using it for SRO selection and performance review. The anticipated start date is on July 1, 2014, with an estimated cost of up to \$20,000 for three local law enforcement agencies: Ogden Police Department in Weber County (2nd assessment), Orem Department of Public Safety in Utah County (2nd assessment), and Provo Police Department in Utah County (1st assessment). Similar to the first assessment, a considerable amount of time will be spent to secure "buy-in" from these law enforcement agencies. Timeline, objectives, and benchmarks are details in the DMC Reduction Plan for 2015 section.

Recommendations from the Assessment:

Out of this assessment some recommendations were suggested, which ultimately would lead to the development of a curriculum to aid both SROs and School administrators in their respective roles:

- Written Agreement between Police Departments & School Districts
- Create SRO Job Descriptions
- Include school administrators in SRO selection process
- Require SRO Training for SROs and school administrators
- Seek Alternatives to Juvenile Justice System
- Target Three Sites:

Site 1: West High School & feeder middle schools (Salt Lake City)"

Rationale: High level of student offenses. West High School Principal offered his school to be a test site .

Site 2: Cyprus High School & feeder middle schools (Magna Township)"

Rationale: High level of student offenses. Magna/Kearns Chief of Police offered his precinct to be a test site.

Site 3: Copper Hills High School & feeder middle schools (West Jordan City)

Rationale: High level of student offenses. Jordan School District & West Jordan Police Department both offered to be a test site"

- Create “Policy-Making” Workgroup
- Create “SRO Curriculum” Workgroup

From this initial assessment and review, then recommendations for best policies and practices for SROs and school administrators were created the recommendations were solely based on the

- Analysis of organizational documentation and individual data"
- Comparison with “best policies and practices” recommended by Department of Education (DOE) and (DOJ).

Report after Assessment

Moises Prospero (Researcher) and Steve Anjewierden (Chief of Unified Police Department) both gave a presentation on the Salt Lake County Arrest & Referral Implementation (*DMC Best Practices Intervention Initiative*) Project at the Annual DMC Retreat on December 4, 2014. They discussed the intent to lower disproportionate minority contact through this curriculum that will address the standardization and training of school resource officers (SRO) and public school administrators. Moises, as the consultant to the project, described his review of the literature and local practices among project participants as mentioned above. The logistics of the project/curriculum above were also summarized such as the design and development of joint trainings for SROs and administrators. This project was readily supported at the Retreat and the importance of measuring its outcomes as well as its potential expansion to other locales in Utah. This project is a model process for the use of DMC data to inform a DMC-sponsored activity that has been successful and measurable. Moises participated in the remainder of the meeting’s activities.

Currently this curriculum has been developed and finalized. Consequently, Phase II will focus on conducting Pilot trainings in both Utah and Weber Counties. Currently, there has been meetings in Utah County (May, 2015) and this jurisdiction is abreast with the developments since Phase I pilot training and is excited to start implementing the curriculum. The pilot in Utah County will focus on Provo School District and Provo PD. Even though both entities are involved, there will be a formal presentation of the findings from the assessment, data and curriculum outline presented to both the Chief of Police and Superintendent of schools in this jurisdiction. In the meantime, similar efforts have been invested in Weber County. That jurisdiction had a lot of changes with personnel and so the focus will be to reintroduce DMC and then introduce(in June 2015) the curriculum to Superintendent and Chief of Police. There is also focus on improving the curriculum, one notable mention was the need to have the scenarios used as activities in video format. A plan has been created to pay \$4,500 to a non-profit called SpyHop in order to bring life to the scenarios shared in the original pilot trainings, but now in a visual format. Feedback from LE proves that videos are often more compelling than just reading and role-playing the scenarios. So the participants in this video will assume the roles of SROs and School Administrators. The intention is to have the finished product included in the curriculum by June 2015.

Since the development of the curriculum, there has been a lot of discussion on the need to find alternative options to the juvenile court. After much discussion with the DMC Best Practice Committee, a RFP was drafted to hire a researcher (between June 2015-September 2015) in order to identify and evaluate evidence-based, best practices and promising program(s) for school resource officers and school officials that will serve as alternatives to juvenile court. The total proposal budget for the researcher should not exceed \$10,000, and the Best Practice Committee unanimously agreed to this amount.

There has been implementation of the Peer Court in some jurisdictions. This is viewed as an effective alternative to juvenile court. The primary role of this researcher would be to identify gaps in resources at the school-level in order to recommend new alternatives. Once this assessment is completed, then there will be follow-up meetings to discuss research findings, which should include evidence-based, best practices and promising program(s) for school resource officers and school officials that will serve as alternatives to juvenile court.

Phase III: Intervention

A) Report on 2014 DMC-Reduction Plan and Progress:

2014 DMC Activity	Progress
<p>1. Collect RRI Data and convert RRI data into narrative form</p>	<p>FY13 data was collected, analyzed, and converted to narrative form. The data was used for the 2014 DMC Annual meeting. FY13 data and trends since FY06 helped guide and develop Utah’s DMC Compliance Plan. This effort will continue annually as the new RRI become available. FY14 data is typically made available in time for submission of the Title II application with this report. However, the data has not yet been analyzed and converted to narrative form. This will occur later in the summer of 2015. It will be used for the 2015 DMC Annual Retreat and will guide 2016 DMC Reduction plan. The RRI is also used as a tool to monitor DMC reduction activities.</p> <p>Continued to identify trends and areas of disparity at nine contact points in Utah’s juvenile justice system. This data was presented to law enforcement, local governments, prosecutors, defense attorneys, juvenile court judges and staff members across 11 professions and community organizations.</p>
<p>2. Conduct further research to identify causes of disproportionate minority representation in Utah’s juvenile justice system.</p>	<p>In addition to the continued assessment at the Arrest/Referral points of contact, there will be more focus on understanding disproportionality. Since the FY13 data suggest an increasingly high RRI at both the Detention and Confinement levels, then the Data Analysis Working Group suggested that this area should be another focus of the DMC Subcommittee.</p> <p>In 2014, the Working Group explored other data sources to analyze the RRI at the local level. Specifically, the Working Group is looking for cities’ population at risk. This presents a challenge as some cities used school enrollment data, other used census data to provide estimates. The Working Groups continue to explore what other state agencies are using and possible collaborations to share those data sources. In addition, there has been great concern that the data provided by the Utah State Office of Education (USOE) for Native American youth on Population at Risk is not fully reflective of these youth’s experiences. This is because the information for youths on the reservation is not shared with the State. The data for Native Youth currently is only for those in urban areas. The approach has been to make connection with local leaders in order to address these reporting concerns, explain to them the importance of data, and what needs to be done in order to enhance partnership between DMC Subcommittee and their respective communities.</p>
<p>3. Monitor the entry of racial data in the CARE (Court Agencies’ Records Exchange) system. The goal is to reach 90% reporting of racial data in the CARE system, reducing the number of “Cannot Determine” entries to less than 10%.</p>	<p>For CARE data there is a final episode count of 26,126 (25,630 of which had race and ethnicity available for DMC analyses). This 25,630 accounts for 89.1% of data collected. Only 496 counts were missing from the overall number, which accounts for 1.9% of the overall population. In sum, the goal has been met and the Subcommittee will continue to monitor to ensure continued high standard.</p>

	In addition, there has been a reduction in the number of agencies who do not report data. Initially since FY07 there were about 17 agencies and in FY13, there have been 8 agencies. Even though it is still difficult for LE to collect data on ethnicity, there has been an increase in information. This is proven by the fact that currently those 8 agencies only represent 0.53% of the population that do not report, in comparison to 1.47% in FY07.
4. Gather data to determine the number of minority youth participating in Formula Grant projects.	Two programs were funded in West Valley City and Salt Lake City. The West Valley City program is an afterschool program that serves elementary-age youth while the other program serves middle school-age refugee youth in Salt Lake City. Combined, the two projects served 65 youth in 2014.
5. Continue to sponsor projects designed to reduce Utah's disproportionate representation of minority youth in the juvenile justice system.	There were two projects that were sponsored in Salt Lake County in an effort to address DMC. These two projects in combination cost \$71,250. An amount of \$37,500 was allocated for the Project StepUP Community Education Partnership of West Valley City Salt Lake Co. In addition, \$33,750 was allocated for the Refugee Family & Academic Support Refugee & Immigrant Center, Asian Association of Utah.
6. Identify key players to address the low diversion rate for minority youth.	Continue annual updates to Juvenile Court Administrators, Trial Court Executives, Juvenile Probation Chiefs, and Board of Juvenile Judges. These are key stakeholders who have the greatest influence on policy, regulations, and procedures. The goal for diversion is to maintain areas that reached parity (2 nd District), continue the improvement trends (4 th District), and work to toward parity (3 rd District).
7. Raise awareness of DMC issues among "professional communities"	Established DMC Message Working Group to identify groups, organizations, and stakeholders who are decision makers impacting DMC. The Working Group created a handout and updated data in PowerPoint format. The handout included JJDP Act, Organizational Chart, FY13 Data, Four Year Trends, Arrest Trends, as well as the Subcommittee's strategy to address DMC in identified counties. The PowerPoint presentation complements the handout. In 2014, 11 organizations were presented with DMC information, reaching over 85 community members and professionals.
8. Create Community Relations Training Curriculum for Utah's Peace Officers and Standards Training (POST)	The Community Relations Curriculum for the Peace Officers Standards and Training (POST) was created to raise awareness of cultural diversity and teach cadets to work effectively with diverse communities. In addition, Utah secured Training and Technical Assistance from Connecticut's Juvenile Justice Advisory Committee with funding from the Federal Office of Juvenile Justice Delinquency Prevention. The "Effective Police Interaction with Youth" course provided one day training to 22 individuals and a two-day certification process to 14 sworn officers from seven law enforcement agencies. After completing the course, officers are certified to train members in their own departments.

<p>9. Addressing DMC issues in Juvenile Justice Services(JJS)</p>	<p>At the Annual DMC Retreat on December 4, 2014, Director of JJS, Susan provided four main recommendations for addressing DMC issues in JJS:</p> <ol style="list-style-type: none"> 1. Require legal representation for all youths, 2. Promote the recruitment and retention of minority mentors and volunteers, 3. invest in educational support services for minority youths, and 4. Require programs working with youths to be culturally-relevant and youth/family driven. <p>The DMC Subcommittee plans to review and incorporate these recommendations where it deems appropriate including the SAG’s Three Year plan.</p>
<p>10. Ensure that cultural competency training continues to be offered throughout the state.</p>	<p>Efforts to develop new cultural competency training for employees at Utah Division of Juvenile Justice Services and Juvenile Court have failed. Although there was an unprecedented amount of work and collaboration with respective agencies, the product did not meet the agencies’ needs. As a result the plan has been aborted. This objective is a priority for the DMC Subcommittee and will be part of a continuous strategic initiative.</p>
<p>11. Encourage all agencies providing services within the juvenile justice system provide services in a culturally competent manner.</p>	<p>All employees of Juvenile Justice Services, Juvenile Court, and their service providers include cultural competency training as part of their contracts.</p>
<p>12. Encourage efforts to further diversify the juvenile justice workforce.</p>	<p>The Subcommittee has collaborated with the Salt Lake County Council on Diversity Affair (CODA) – an advisory board to the Salt Lake County Mayor on diversity and service delivery issues to the diverse community. The DMC Coordinator participates as a member to CODA, Law-Enforcement Subcommittee. The Law-Enforcement Subcommittee set three goals. One is to diversify the workforce in the Salt Lake County Sheriff’s Office to reflect the population served. Since the inception of this goal, the work has expanded to other LEAs in the County as they expressed interest to be involved. Activities include orientation on requirements and process, workshops to help potential candidates pass the NPOST examination, and train candidates on job interview skills. Two recruitment events were held in 2014 reaching over 70 individuals showed up at the forum most were members of this minority community. Presentations were made by Mark Olsen, and Dennis McGowan, from SLCPD. Another strategy is to develop a community forum discussing law enforcement topics with the diverse community (Somali Bantu). The objective is for diverse community members to better understand such topics as:</p> <ul style="list-style-type: none"> • Family violence • What to do when police stop you for a traffic violation • How to report a crime

	<ul style="list-style-type: none"> • Drugs and DUI • Disciplining children in the home • What to do when Police are at the door • Learn the difference between: City Police, Sheriff, Unified Police Department, Utah Highway Patrol, etc. • Utah Criminal and Juvenile Justice System – How do they work? • What to do when a family member is in jail? <p>Another area of focus is to reduce the disproportionate minority youth representation in the juvenile justice system in Salt Lake County.</p>
<p>13. The DMC Subcommittee will meet on a regular basis throughout the year.</p>	<p>The Subcommittee has been meeting on a monthly basis with the exception to July and December, and has scheduled meetings for the remainder of the year. The Working Groups meet as needed to work on the subcommittee’s objectives and goals. In addition, the DMC Coordinator has made efforts to meet individually with DMC members to discuss their concerns, vision and objectives for DMC.</p> <p>During 2014, there were 10 DMC Subcommittee meetings, 1 CASP Implementation meeting, 2 DMC Data meetings and 4 DMC Best Practice meetings in Salt Lake County.</p>
<p>14. Update Utah’s DMC Strategic Compliance Plan.</p>	<p>The Subcommittee and Coordinator have completed Utah’s 2014 DMC Strategic Plan Update. The plan was completed and submitted to OJJDP May 31, 2014. The Plan was revised based on new data and trends. Working with the Subcommittee Chair, the Coordinator will monitor, evaluate, and revise the plan in an on-going basis.</p>
<p>15. Participate in the 2014 Legislative Review meetings</p>	<p>The Subcommittee participated in the 2014 Legislative Review. The mission was to analyze and provide input on legislation that may impact minority youth. Two DMC members alternated to attend meetings every Monday during the annual 45-day legislative session. They reviewed juvenile legislation with SAG members and provided feedback on the potential impacts. The Subcommittee plans to participate annually and will continue to focus on issues impacting minority youth.</p>
<p>16. Implement the 2013 Community and Strategic Plan (CASP) Curriculum</p>	<p>Utah received 2013 Community and Strategic Plan grant starting Oct. 1, 2013 – Sept. 30, 2014. Due to a late start for administrative reasons at the federal level, the grant deadline has been extended to September 30, 2015. The grant proposal is to initiate a DMC Best Practices Initiative focused on providing alternative practices to reduce referrals and arrests at the school level.</p> <p>Details of the proposal are included in the 2014 DMC Strategic Plan Update. The initial \$32, 025 of the CASP grant was awarded to the Institute for Innovative Justice to conduct the research. The final report was issued in August 2014, which was submitted to OJJDP’s DMC Coordinator as part of the grant report. Since then, there has been continued focus on implementing the recommendations from the report, which includes developing a training curriculum for the School</p>

	<p>Resource Officer (SRO) and School Administrator. The training curriculum will create protocols, and standardize practices to handle delinquent youth; as well as determine whether to resolve the case at the school level or refer it to the juvenile court. In addition, the training will discuss standardization along with best practices, while developing alternative options for juvenile courts and school districts across jurisdictions. It is anticipated that the development of the curriculum would cost an additional \$12,050 and GAN has been initiated. It is anticipated that OJJDP will approve this GAN request.</p> <p>The purpose of the GAN is to develop the Curriculum as mentioned, conduct pilot training, and provide training of a trainer for districtwide implementation in selected jurisdictions. Please see below for the timeline and outline of the proposal</p> <ul style="list-style-type: none"> • Curriculum due date: December 2014 (completed) • Pilot Training: January-March 2015. Pilot training in selected High School and Middle School feeders include three school jurisdictions in Salt Lake County (Salt Lake City School District, Salt Lake City Police Department, Granite School District and various law enforcement agencies that work within the school boundaries, and Jordan School District as well as law enforcement agencies within the school boundaries. • Training of Trainer: June 2015 • Districtwide implementation: August 2015 in anticipation of full application for 2015-2-16 school year.
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B) DMC Reduction Plan for 2015

The following goals and objectives are the result of the 2014 DMC Annual meeting which was held December, 2014. The list was discussed and approved by the Subcommittee with “buy-in” from the SAG. The State SAG has an annual meeting in October and has been accustomed to defer the DMC priorities to the DMC Subcommittee. The followings are results of the process.

<p>Mission: Reduce the disproportionate representation of minority youth at decision points within the juvenile justice system, from arrest through transfer & waiver to the adult system in all counties</p>
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<p>Goal: Implement phase III (Intervention) of OJJDP’s DMC Reduction Plan (unchanged)</p>
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<p>Objective 1: Continue to obtain and evaluate data on disproportionate minority contact in the juvenile justice system</p>

Steps:

1. Obtain FY13 data at nine points of contact in the juvenile justice system by March 2014
2. Complete Relative Rate Index (RRI) analysis by June, 2014; determine trends and where disproportionate contact occurred in FY13

3. Prepare report on RRI analysis for the November 2014 annual meeting

Measures/Benchmarks:

1. Obtain RRI Data by March 2014.
2. Complete RRI Analysis in written form by June 2014
3. RRI analysis report prepared by October 2014.

Responsible Member: Disproportionate Minority Contact Coordinator & DMC Data Analysis Working Group

Objective 2:	Evaluate the Diversion Assessment Report and develop an intervention plan based on recommendations. Maintain diversion RRI in jurisdiction(s) where it reaches parity.
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Steps:

1. Present annual diversion RRI update to Juvenile Court Administrators, Trial Court Executives, Juvenile Probation Chiefs, and Board of Juvenile Judges
2. Seek “buy-in” from stakeholders
3. Work with juvenile court, monitor, and evaluate progress made on the intervention plan
4. Continue to pursue additional stakeholders to utilize the report and develop intervention plans

Measures/Benchmarks:

1. Complete presentations to stakeholders by Fall 2013
2. Develop a diversion intervention plan by June 30, 2014 with 3rd District Juvenile Court

Responsible member: Disproportionate Minority Contact Coordinator and Respective DMC Diversion Working Group

Objective 3:	Evaluate 2013 DMC Arrest and Referral Assessment Report and provide technical assistance to develop intervention plans at local jurisdictions based on recommendations.
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Steps:

1. Present to stakeholders include school districts, law enforcement agencies, school resources officers, community organizations, and juvenile court to seek “buy-in”
2. Work with local working group to discuss, develop, revise, and implement DMC intervention plans

Measures/Benchmarks:

1. Number of individuals joining local working groups
2. Develop a DMC Strategic Plan for Salt Lake Best Practice Working by May 2015
3. Develop a DMC Strategic Plan for Utah Working Group by June 2015
4. Develop a DMC Strategic Plan for Weber Working Group by July 2015

Responsible member: Disproportionate Minority Contact Coordinator, Local DMC Chairs, and members of DMC Subcommittee in respective working group

Objective 4:	Market Community Relations to law enforcement training agency leaders and expand its use to current, veteran, and field training officers
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Steps:

1. Continue to identify groups, organizations, and stakeholders who would benefit from the Community Relations training
2. Make presentations to identified audiences and promote the Community Relations curriculum.
3. Collect and analyze evaluation forms after the training
4. Develop and complete long-term evaluation tool to measure the effectiveness of the Curriculum.

Measures/Benchmarks:

1. Identify groups, organizations, and stakeholders - ongoing
2. Number of presentations made quarterly
3. Number of evaluations collected and analyzed on a bi-annual basis.
4. Long-term evaluation tool - ongoing

Responsible member: Disproportionate Minority Contact Coordinator and Data Working Group

Objective 5: Encourage juvenile justice organizations to use the Community Relations Curriculum offered by POST

Steps:

1. Seek “buy-in” from Juvenile Court
2. Seek “buy-in” from Juvenile Justice Services
3. Identify needs and develop “scope” of for the training from each of the two stakeholders
4. Develop and implement the curriculum

Measures/Benchmarks:

1. Set up meeting with two stakeholders for collaboration by February 2014
2. Set up Steering Committee and develop “scope” of the training by June 2014
3. Develop curriculum by August 2014
4. Seek approval and implementation of the curriculum by October 2014

Responsible member: Disproportionate Minority Contact Coordinator

Objective 6: Increase awareness of DMC issues among professional communities and provide update to stakeholders

Steps:

1. Continue to identify groups, organizations, and stakeholders who have an stake in reducing DMC numbers
2. Update DMC information for handout by June 2014
3. Make presentations to targeted audiences throughout the year

Measures/Benchmarks:

1. Update document for presentation by June 2014
2. Number of presentation presented quarterly
3. Update documents for presentation by June 2015
4. Number of presentation presented quarterly
5. Engage more stakeholders especially on the county level to get ‘buy in’ from local elected officials.

Responsible member: Disproportionate Minority Contact Coordinator & DMC Message Working Group

Objective 7: Work with local DMC Working Groups to develop and implement intervention plans

Steps:

- Salt Lake County DMC Working Group
 - Complete DMC Alternatives to the Juvenile Court research by September 2015
 - Implement DMC Best Practice Curriculum by Fall of 2015
- Utah County Working Group
 - Re-energize the DMC focus in this county by March 2015
 - Introduce SRO Curriculum and identify key School Districts and PD to participate by May 2015
 - Get “buy in” from local LEA, Community members and School Districts June 2015
 - Meet to develop a strategic plan to roll out SRO/School Administrator training June 2015
 - Present data and information on DMC to both School Superintendents and Police Chiefs in the county August 2015
- Weber County Working Group
 - Conduct a DMC 101 presentation July 2015
 - Meet new members to this local working group
 - Introduce SRO Curriculum and identify key School Districts and PD to participate by September 2015
 - Get “buy in” from local LEA, Community members and School Districts
 - Meet to develop a strategic plan to roll out SRO/School Administrator training June October 2015
 - Present data and information on DMC to both School Superintendents and Police Chiefs in the county October 2015

Measures/Benchmarks:

1. Complete research in Salt Lake County on Alternatives to Juvenile Court by September 2015
2. Implement SRO/Administrator Curriculum to Stakeholders in Utah County by Fall 2015
3. Conduct DMC 101 presentation in Weber County July 2015

Objective 8: Participate in the 2015 Legislative Review meetings
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Steps:

1. Identify two DMC members to attend Utah’s SAG legislative review meetings
2. Review criminal and juvenile justice legislation with State SAG
3. Provide feedback on behalf of DMC Subcommittee

Measures/Benchmarks:

1. Identify two individuals by December 2014
2. Attend weekly meetings starting January 2015
3. Number of bills reviewed with feedback

Responsible member: Disproportionate Minority Contact Coordinator and DMC Members

Phase IV: Evaluation

UBJJ has set aside funding for an on-going effort with UCJC to perform Outcome Evaluations of funded projects. The UCJC conducts evaluations on all programs providing direct services that receive Title II and Title V grant money, including DMC supported programs. UCJC staff members participate in all levels of UBJJ and DMC meetings. They also collect and calculate the RRI. They provide assurance for quality of data as discussed in the identification phase. They provide advice on grant applications. The DMC Coordinator will work closely with UCJC staff, as well as maintain constant contact with OJJDP State Representatives to ensure Utah maintains compliance with the DMC Core Requirement.

Performance Measures: the following are mandatory performance measures for DMC at State level

- Output Performance Measures
 1. Number and percent of program staff trained (#3)
 2. Number of hours of program staff training provided (4)
 3. Number of program youth served (#8)
 4. Number of planning activities conducted (#11)
 5. Number of assessment studies conducted (#12)
 6. Number of data improvement projects implemented (#13)
 7. Number of objective decision-making tools developed (#14)
 8. Number and percent of program youth who offend during the reporting period (short term, #16)
 9. Number and percent of program youth who offend during the reporting period (long term, #17)
 10. Number and percent of program youth who re-offend (short term, #18)
 11. Number and percent of program youth who re-offend (long term, #19)

- Outcome Performance Measures
 1. Substance use (short term, #25A)
 2. Substance use (long term, #25B)
 3. School attendance (long term, #25B)
 4. Family relationships (short term, #25C)
 5. Family relationships (long term, #25C)
 6. Antisocial behavior (short term, #25D)
 7. Antisocial behavior (long term, #25D)

Phase V: Monitoring

Utah has a statewide data collection system and tabulates the RRI on an annual basis. Any changes will be closely monitored in the targeted jurisdictions. In addition, the Subcommittee will work with UCJC staff to monitor progress, via RRI changes, as well as site visits to sub-grantees. Additional evaluations are in place to measure effectiveness of specific programs. This will be an on-going effort to study trends and effectiveness of the activities that sub-grantees have outlined and performed. The SAG committed to funding a full-time DMC Coordinator to carry out the DMC Strategic Compliance Plan.

