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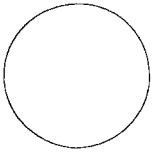
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9. NAME AND TITLE OF PROJECT DIRECTOR Joe Jerome, Program Manager Family Based Alternatives Unit	10. SIGNATURE OF PROJECT DIRECTOR	11. DATE OF REPORT 2/14/97	

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SEE ATTACHED REPORT

13. CERTIFICATION BY GRANTEE (Official signature)

14. DATE



***U.S. DEPARTMENT OF JUSTICE
OFFICE OF JUSTICE PROGRAMS***

***JUVENILE BOOT CAMP PLANNING GRANT
AWARD # 95-SC-LX-0021***

FINAL REPORT

Prepared By:

***Joseph A. Jerome
Office of Delinquency Services***

JANUARY 31, 1997

***Juvenile Boot Camp Planning Committee
Final Report***

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MICHIGAN JUVENILE BOOT CAMP PROGRAM

EXECUTIVE SUMMARY

INTRODUCTION

Today, there are approximately 70 boot camps in operation in 33 states. While the first boot camps were established in the late 1980's, the goals, philosophies and program elements have changed over the past 10 years as a result of the lessons learned from national research and practice.

A correctional boot camp is defined as a program consisting of a 180 day residential program phase and an intensive reintegration phase of 180 days that is highly-structured and emphasizes work, community service work, educational classes, vocational education, substance abuse treatment, skills development, values/moral reasoning, problem-solving and post-release support services.

This brief introduction highlights tentative goals, basic philosophies and program elements developed by the Boot Camp Advisory Committee consisting of a cross section of local and state officials in Michigan and is consistent with national research results, nationally accepted best practices.

TARGET POPULATION

- Male delinquent offenders between the ages of 15-17 years old (female offenders were initially considered and researched but were later omitted due to lack of volume).
- Juveniles adjudicated for a selected Class II and Class III felony offense.
- Juvenile offenders bound for a self-contained out of home placement as evidenced by Risk Assessment and court ordered to a medium security facility.
- Juvenile offenders who are under the temporary custody of the court, supervised by the court or by the State of Michigan.
- Delinquent offenders adjudicated for Class IV and Class V will be excluded since these offenders usually are placed on probation or in low-security and community-based residential programs.
- Delinquent offenders adjudicated for selected Class I offenses will be excluded because requirements from the Violent Crime Control Act, the Office of Justice Programs and because of public safety considerations.

SIZE

The needs assessment has determined that there are sufficient youth in the target group to support a 60 bed male boot camp and a 13 bed female boot camp.

LOCATION

Due to population concentrations, it is recommended that the boot camp be located in southeast Michigan.

OVERALL GOALS

- Provide an additional sentencing option for eligible youth that is greater than 90 days confinement but less than long-term confinement in a traditional training school.
- Redirect youth from further involvement in the juvenile justice system.
- Protect public safety through a highly-structured, safe and secure out-of-home placement.
- Repair the harm done to victims and communities.
- Demonstrate measured improvement in academic, social and emotional competencies of youth and their families.

BASIC PROGRAM PHILOSOPHY

- Youths entering the boot camp have competencies that can be developed and strengths that can be marshalled.
- Every youth has the capacity to learn prosocial values, thinking and behavior patterns and problem solving skills and to choose an acceptable life style.
- Families are an integral component in the child's treatment plan.
- Youths can replace impulsiveness with self-discipline, rage with self-control, egocentricity with increased sensitivity for others, short-sightedness with a positive sense of direction.
- Youths have a responsibility to themselves, their victim and their community.

RESIDENTIAL PROGRAM ELEMENTS

- Daily program of academic education on-site.
- Daily program of physical fitness.
- Daily program of group meetings.
- Daily program of work on-site.

- Daily program of community service work off-site.
- Employment preparation program.
- Weekly cognitive-behavioral program including competency skills development.
- Weekly psychoeducational focus groups.
- Substance abuse assessment, education and treatment.
- Weekly treatment groups.
- Victim awareness training.
- Leadership training.
- System of behavior management.
- Highly-structured, regimented discipline.

COMMUNITY REINTEGRATION PROGRAM ELEMENTS

- Continuation of program elements initiated in residential phase-- Academic, employment preparation, cognitive behavioral, substance abuse treatment, leadership, emotional well-being, health, work and community service work.
- Offender monitoring.

NATIONAL RESULTS

- Juvenile offenders increase their reading and math levels 1-2 grades.
- Juvenile offenders demonstrate measured improvement in cognitive and competency skills of problem-solving, aggression-replacement, prosocial values and morals, social, emotional and communication skills.
- Juvenile offenders reduce their use of drugs and alcohol.
- Significant number of juvenile offenders in aftercare phase find jobs.
- Military-style, confrontational, punitive boot camp programs are ineffective in creating positive behavioral change.
- Boot camp programs that "widen the net" have no effect on reducing crowding in juvenile facilities.
- Aftercare failures due to new arrests range from 25%-33%.
- Middle range offenders appear to be the best target populations for boot camps. Youths who are minor offenders or who have a long history of prior confinements are not the best candidates for the boot camp program.
- Intensive, home-based family interventions lasting an average of 5 hours per week demonstrate reductions in recidivism.
- Victim restitution and community service work has increased considerably in boot camp programs.

JUVENILE BOOT CAMP
STATEMENT OF PRINCIPLES AND PROGRAM GOALS
STATE OF MICHIGAN

STATEMENT OF PRINCIPLES

Principles are basic truths stated in the form of core values and philosophies and guide our decisions. The Statement of Principles will serve as the core values/philosophies that will drive the operation of the Juvenile Boot Camp program.

We believe in an innovative, non-traditional boot camp program that is based on the following overall principles:

- ▶ The public has a right to be protected.
- ▶ Victim and community's needs are given equal attention to the offender's needs.
- ▶ Each youth entering a boot camp has competencies that can be developed and strengths that can be marshalled.
- ▶ Youth have errors in their thinking patterns that lead to their choice of a criminal life style.
- ▶ Every youth has the capacity to learn prosocial values, thinking and behavior patterns and problem solving skills and to choose an acceptable life style.
- ▶ Lasting behavioral change comes from the motivation to internalize society's values rather than from being imposed by external forces.
- ▶ Families who accept responsibility for the behavior of their child will enable the youth to grow and become a more responsible adult.
- ▶ Families are an integral component of the child's treatment.
- ▶ Youth who have a hopeful sense of direction will contribute to and reconnect with society.
- ▶ Youth can replace impulsiveness with self-discipline, rage with self-control, egocentricity with increased sensitivity for others, short-sightedness with a sense of direction.
- ▶ The boot camp program is different than other FIA programs.
- ▶ In empowering youth to accept responsibility for their actions.
- ▶ In work and in repairing the harm done to the victim and the community.
- ▶ In a safe and positive learning environment rather than a negative, demeaning environment.
- ▶ In the power of the group to support and nurture positive behavioral change in the individual.
- ▶ In high expectations of performance and in a challenging environment that provides opportunities for youth to excel .
- ▶ In being sensitive to one's cultural and racial differences.
- ▶ In a seamless, highly-integrated residential and community reintegration program phases with the residential portion serving as a "readiness phase" for successful community reintegration.

JUVENILE BOOT CAMP
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JUVENILE BOOT CAMP GOALS

STATE OF MICHIGAN

SYSTEM GOALS

- ▶ Provide additional bedspace for moderate risk offenders in a non-traditional training school setting.
- ▶ Reduce the length of stay in confinement for eligible moderate risk offenders.
- ▶ Provide an additional sentencing option for eligible youth that is greater than 90 days confinement but less than long-term confinement in a traditional training school.
- ▶ Increase the youth's chance for success for remaining in the community without violations after release from the residential phase of the boot camp.
- ▶ Demonstrate bedspace savings in traditional training schools for medium risk youth.
- ▶ Redirect youth from further involvement in the criminal justice system.
- ▶ Establish an integrated residential and community reintegration phase through public and private agency collaboration.

VICTIM AND COMMUNITY

- ▶ Protect public safety through a highly-structured, safe and secure out-of-home placement.
- ▶ Repair the harm done to the victim and to the community through increased restitution and community service work.
- ▶ Increase the understanding and accountability of the offender to the needs of crime victims and communities.
- ▶ Restore/rehabilitate the offender to reduce the likelihood that the offender will victimize again.
- ▶ Support and strengthen families and communities through increased involvement of community organizations and service agencies.
- ▶ Increase the level of acceptance of the offender in individual communities.
- ▶ Broaden public awareness and support for juvenile justice services.

OFFENDER AND FAMILY

- ▶ Improved academic performance.
- ▶ Achieve high school diploma or GED where appropriate.
- ▶ Demonstrated career readiness by selecting and learning a vocational trade.
- ▶ Job placement where appropriate.
- ▶ Increased ability for self-control.
- ▶ Increased affiliation with prosocial morals and values.
- ▶ Increased affiliation with a work ethic.
- ▶ Increased motivation to learn.
- ▶ Increased competency skills (conflict resolution, anger/stress management, problem-solving, social, interpersonal, parenting skills).

- ▶ Increased prosocial attitudes and thinking patterns.
- ▶ Reduced feelings of powerlessness over one's life.
- ▶ Demonstrated sensitivity to victim's needs.
- ▶ Increased sense of accomplishment on individual and group related tasks.
- ▶ Increased sense of personal responsibility to oneself, family, victim and community.
- ▶ Reduction of addiction-prone attitudes, thinking and behavior patterns.
- ▶ Establish relationship with positive role models (peers, mentors, staff).
- ▶ Increased teamwork/leadership skills.
- ▶ Increased involvement of the family in the youth's behavioral contract and treatment plan.
- ▶ Increased competencies of the family to deal with conflict within the family and with their child.

GOALS FOR BOOT CAMP

GOALS

- o Provide sentencing option to traditional incarceration
- o Reduce crowding in traditional facilities
- o Reduce costs
- o Instill moral values and work ethic
- o Protect public
- o Reduce recidivism
- o Reduce substance abuse
- o Increase work/vocational skills
- o Create a safe, positive, learning environment
- o Repair the harm done to victims and communities
- o Restore/repay victims and communities
- o Instill self control
- o Create positive attitudes
- o Balanced Approach: protect public safety, greater accountability, offender competencies
- o Redirect youth from hard core inmates and long-term incarceration
- o Redirect first commitments
- o Reduce recidivism
- o Increase academic achievement (higher grades)
- o Increase skill level(Increase problem solving skills, leadership/empowerment skills)
- o Increase accountability (empathy training, responsibility training, victim awareness)
- o Reduce admissions
- o Reduce crowding in traditional minimum/medium facilities (youth eligible for minimum/medium security not community custody in a group home)
- o Probation caseloads will be unaffected
- o Provide alternative to traditional incarceration
- o Reduce length of time in traditional facilities
- o Achieve community justice
 - formal apologies
 - victim participates in focus groups
 - victim awareness training
 - victim restitution (indirect)
- o Instill values and morals
- o Build teamwork skills
- o Increase problem solving skills
- o Attitude change
- o Replace activities with prosocial activities
- o Cognitive change
- o Released to the community in aftercare (create an opportunity for them to show their

- o leadership skills in aftercare)
- o Prepare for readiness (job readiness, service ready, motivated, self sufficient)

WE VALUE:

- o Integrity of the individual
- o Strengths of the youth
- o Respect for the individual
- o Highly structured, intensive
- o Challenging program
- o Repairing the harm done to victim
- o Belonging
- o Physical fitness leads to mental fitness
- o Discipline
- o Common courtesies
- o Respect for authority
- o Competencies of youth and family
- o A competency model not a medical model
- o No demeaning
- o Staff as positive role models and as mentors
- o Positive learning environment
- o High expectations of performance
- o Strength of the community built inside and outside
- o Attitude leads to a motivation for change
- o Employment readiness
- o Reduction in drug abuse
- o Redirection of the youth from a hardened environment

TREATMENT METHODOLOGIES

- o Moral reasoning therapy
- o Anger replacement therapy
- o Structured family therapy
- o Problem solving skill development
- o Leadership skill development
- o Support from groups (task orientation use the group to complete tasks)
- o Empowerment (how can we improve your strengths)

DOCUMENTATION OF NEED
JUVENILE BOOT CAMP
STATE OF MICHIGAN

HUSKEY & ASSOCIATES
January 31, 1997

Section D .

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EXECUTIVE SUMMARY

1.0 EXECUTIVE SUMMARY

In accordance with Task 2 of the Scope of Services, an analysis of the need for a juvenile boot camp in Michigan was conducted. This analysis was conducted to determine answers to the following policy questions:

- ◆ Is there sufficient volume of potentially eligible youths who would benefit from a juvenile boot camp program?
- ◆ What is the potential target population to be served in a juvenile boot camp by risk and needs?
- ◆ What is the projected number of youths in the future who would be eligible for the boot camp?
- ◆ How many boot camp beds should be planned?
- ◆ Which geographical areas of the State should be targeted for boot camps?
- ◆ If a juvenile boot camp program were implemented in Michigan how many potential youths could be diverted from traditional training schools?
- ◆ How many bed days could be potentially saved through diversion thus allowing the State to reserve current facilities for serious, violent youths?

After a meeting with the Bootcamp Advisory Committee, an analysis of data provided by the Family Independence Agency (FIA) and numerous discussions with the staff of the FIA, the Project Team conducted a needs assessment that addressed these policy questions.

Using criteria consistent with the guidelines of the U. S. Office of Justice Programs and with data provided by Wayne County and the FIA on PA 150 state wards, a trend analysis was conducted to determine the average number of state wards who would potentially have been eligible for a boot camp had this program been available. In the last five years, the average number of eligible boys per day statewide was estimated at 223 and the average number of eligible girls was 31. The growth trend in the last five years indicated that the average percentage change across these years was 1.05% for girls and a decrease of 83% for boys.. This suggests that the potentially eligible population will likely remain stable in the future and will increase slightly for girls.

The analysis indicated that there will be sufficient volume for one boot camp within Michigan initially. Population projections indicate that by the end of 1996, there is estimated to be 125 new male juvenile commitments and 19 new female juvenile commitments eligible for the boot camp. However, since it is assumed that referrals to the boot camp program will consist of new state and court ward commitments, the number of eligible youth are potentially greater. Projections indicate that by end of 1996, the State would need 62 boot camp beds for boys and 9 beds for girls considering peak months in population and a fifty percent acceptance rate of referrals to admissions. The number of boot camp beds needed will be 60 beds for boys and 13 beds for girls by the year 2000.

Based on these projections, the Project Team recommends one boot camp for boys initially. Because 69% of the juvenile offenders eligible for the boot camp come from Wayne County, the Bootcamp Advisory Committee should consider locating one boys boot camp in southeast Michigan.

By diverting eligible lower-risk youths from medium security training schools, the FIA will be able to reserve more of its training school beds for high-risk, violent juvenile offenders thus enhancing public safety..

2.0 Methodology

Using the screening criteria, the Project Team conducted a trend analysis to determine the number of juveniles who were potentially eligible across the state in the past 5-7 years. This trend analysis provided information to determine the change from year to year in the last 5-7 years in Wayne County, in all other counties and statewide.

With this trend information, total referrals to the boot camp were calculated for each year. Total referrals represent the total number of projected new commitments as well as diversions from current medium security training school.

Population projections and projected bed spaces were then calculated for the years 1996-2000. The projections were based on the growth method population methodology which is a nationally accepted methodology used by numerous agencies throughout the country. The growth method adds the average percentage change obtained from the actual historical trends to the final year to obtain the projections for future years. This method assumes that if current trends continue, the projections will fairly represent the actual historical trends.

The Project Team also compared the results using an OLS regression method to the growth method and found no substantial differences in the two methodologies. With both decreases and increases in the trend data, the Project Team concluded that the growth method more accurately reflected historical trends.

Our projections also factored in an acceptance rate of 50% of the total number of eligible youths referred and a peaking rate to account for monthly fluctuations. The peaking factor ensures that 99% of the time the FIA will have sufficient beds to accommodate boot camp referrals.

The number of bed days and beds saved were also projected to document that by implementing a boot camp for lower-risk juveniles, the State could be in a position to reserve some of its current training school beds for more serious, violent juveniles thus enhancing public safety.

Finally, the Project Team developed a profile of the risk and need characteristics of eligible youths who are more suitable for medium security facilities to serve as a guide for localities in determining potentially eligible youths.

PROPOSED TARGET POPULATION

3.0 Proposed Target Population for Boot Camp

To determine a potential target population for the boot camp, great care was taken to reduce the potential for including youths who were eligible for low-security and community-based programs. To be consistent with the U.S. Office of Justice Programs "Guidelines for Bootcamps" and to reduce the problem of "widening the net", youths were identified who would have otherwise been incarcerated in FIA medium security facilities for one year or more.

The project team was guided by the offense criteria found within the Violent Crime Control Act of 1994 and the U.S. Office of Justice Programs Boot Camp Guidelines (Appendix). Also, additional screening criteria were added to ensure that eligible youths had a high probability of being confined in a medium security facility in the State of Michigan. This initial screening criteria were then applied to the actual number of commitments to juvenile training schools over a 5-7 year time period.

It is important to note that the potential pool identified in this analysis does not determine final acceptance for the boot camp, but is instead a group of possible youth to consider for placement in the boot camp. This potential pool represents the number of youth who meet initial risk screening criteria.

3.1 Proposed Screening Criteria to Determine Eligible and Ineligible Youths

Youths were considered potentially eligible for a boot camp program if they met the following screening criteria:

1. Committed or overridden to a medium security facility.
2. Committed a selected Class II or III felony offense.
3. Committed an eligible Class II, III, IV, or V offense which had a sentence of at least one year, and
4. If the youths committed any one of the following Class 2 offenses:

- 201 Assault with intent great bodily harm, less than murder**
- 202 Assault with intent to Rob, Unarmed**
- 205 Assault with intent to Commit Sexual Conduct**
- 206 Robbery, Unarmed**
- 209 Other unlisted felony offense for which jurisdiction could be extended to age 21**

An analysis of these offenses generally indicated that they do not result in serious bodily harm to a victim and thus were determined to be potentially eligible.

The proposed screening criteria excluded youths who commit violent felonies; thus all Class I offenses were excluded. The excluded offense categories were:

- 200 Arson of a personal dwelling**

203	Kidnaping
204	Criminal Sexual Conduct II
207	Death Due to Explosives
208	Criminal Sexual Conduct III
301	Assault w/Dangerous Weapon (Felonious Assault)
311	Criminal Sexual Conduct IV
315	Manslaughter
316	Negligent Homicide
324	Felony Firearm
327	Felony Child Abuse
397	Mayhem
403	Aggravated Assault
409	False Bomb Threat or Report

In this report, references to "ineligible" youths refer to those who committed:

1. One of the above violent offenses.
2. An "eligible" offense but were placed in community-based or low-security facilities.

4.0 Process of Selecting the Target Population and Determining Eligibility for the Boot Camp

Based on federal guidelines, a planning meeting with the Bootcamp Advisory Committee and discussions with the staff at the FIA, the Project Team determined that juveniles who met the initial screening criteria would have a high probability of being confined in medium security training schools if a boot camp were not available. Based upon this finding, it was determined that these youths would be the proposed target population for the boot camp.

Data were obtained from Wayne/Metro Residential Services of all youths committed to juvenile training schools by Wayne County from January 1991 to December 1995 and six months in 1996, and from the FIA on PA 150 wards from all other counties from January 1989 to December 1995.

From Wayne County, there were a total of 3,832 youths committed to the FIA from 1991-1995. Of this 3,832, 75.4% (N = 2890) committed an offense that made them potentially eligible for the boot camp while 24.6 percent (N = 942) committed an offense that excluded them from being considered.

The Project Team determined the number of 2,890 potentially eligible youths who would be placed in medium security by reviewing offense class. The offense profile demonstrated that offense class substantially determined the likelihood of placement in a medium security training school.

Table 1 shows the percentage of youths by offense class from Wayne County who were actually placed in medium security training schools.

Table 1
Percentage Eligible Youths Placed In Medium Security By Offense Class
From Wayne County

OFFENSE CLASS	PERCENTAGE PLACED IN MEDIUM SECURITY
Class II	51.4%
Class III	22.8%
Class IV	23.2%
Class V	10.3%

The percentage of eligible offenders for the boot camp was calculated from the final security placement after overrides were made and these percentages were used to adjust the number of potentially eligible offenders for each of the years.

Additionally, data were obtained from the FIA on all PA 150 state wards of all youths placed by all counties in the State of Michigan into medium security facilities based on a snapshot population profile study of all youth in medium security training schools during one week in 1993.

This snapshot analysis data provided information about the average daily population in medium security facilities by specific committing offense and average length of stay. Offense was identified as one of seven types: (1) Serious felony against person; (2) Serious felony against property; (3) Felony against persons; (4) Felony against property; (5) Misdemeanor against persons; (6) Misdemeanor against property; and (7) Status offense.

Table 2 shows the offense profile for potentially eligible boys and girls by offense type who served their sentence in medium security facilities from all other counties.

Table 2
Potentially Eligible Youths In Public Medium Security Facilities
By Gender And By Type Of Offense
From All Other Counties

Gender	Type 1	Type 2	Type 3	Type 4	Type 5	Type 6	Type 7
Boys	37.0%	5.2%	15.2%	26.8%	32.7%	4.9%	6.3%
Girls	0	33.0%	0	26.6%	1.6%	9.9%	4.1%

These percentages was determined by dividing the number of eligible offenders in medium security by the total average daily population of offenders in 1993.

The PA 150 data was used to determine the average length of stay for youths in medium security facilities from Wayne County and all other counties. The average length of stay for Wayne County was 855 days and did not vary greatly by committing offense. However, the average length of stay for other counties varied substantially by type of offense. Table 3 illustrates the average length of stay for all other counties by type of offense.

Table 3
Average Length Of Stay In Public Medium Security Facilities
By Type Of Offense In All Other Counties

	Type 1	Type 2	Type 3	Type 4	Type 5	Type 6	Type 7
Days	764.4	655.2	637.5	631.5	599.4	617.4	598.5

4.1 Consideration of Placement in Private Medium Security Facilities

Neither the Wayne County or the PA 150 datasets contained information about the number of youths placed in private medium security facilities. Based on information obtained from the FIA, it was estimated that there were 300 beds for Wayne County youth and 100 beds for youths from other counties in private medium security facilities.

Based on Wayne County Metro Data, 65.5% of all youth in medium security public facilities were eligible for boot camps; thus, of the 300 youth in private medium security facilities, 196 ($300 \times .655$) were estimated to have committed an eligible offense. Of the 196 offenders potentially eligible on a daily basis, 17.4% (34) are girls and 82.6% (162) are boys.

A similar method was used to calculate the number of eligible youths in private facilities in all other counties. Based on the snapshot study, 59 percent of youths in medium security facilities committed an eligible offense. Of the 100 youth from other counties in private medium security facilities, 59 were estimated to be eligible for the boot camp (10 girls and 49 boys).

TREND ANALYSIS

5.0 Trend Analysis

After the target population was selected and estimated statistically, the Project Team conducted a trend analysis to determine the average number of juveniles who were potentially eligible for the boot camp on a daily basis for each year during the years 1989-1995. Three questions were considered before examination of the historical data: a. did the number of eligible youths relative to the number of ineligible youth increased or remained stable across the years documenting a sufficient volume of eligible youths?; b. were there any seasonal or monthly changes in the trend data that needed to be accounted for in initial planning?; c. is the number of at-risk statewide population expected to grow in the upcoming years?

The Project Team addressed the first question by comparing the trend for eligible youths across the years to the trend line for ineligible youth across the years using Wayne County Metro Data. The analysis indicated that there was an almost parallel line between eligible versus ineligible youths suggesting that the proportion of eligible youth for each year has and will likely remain fairly constant. The average annual percentage change for ineligible youth was very small: 2.55. The average annual percentage change for eligible youths for Wayne County was .92%.

The average annual percentage of eligible youths out of the total number of youths committed to juvenile training schools per year by Wayne County was 17.45 and ranged from a low of 17.12 to a high of 18.32, which suggests very little fluctuation.

The Project team tested whether there were seasonal trends in the monthly commitments for eligible youths across the years from 1991 to 1995 from Wayne County. The analysis revealed no significant seasonal changes in the number of commitments per month.

Information from the Kids Count Data Book was used to address whether the at-risk county population would grow in the upcoming years. The 1995 statewide population for 10-13 age cohort was 547,764 and for age 14-17 was 544,700. The at-risk population for 10-13 year olds is projected to increase to 578,266 by the year 2000. The projected population of 14-17 year old is expected to increase by 3.3% to 562,718 by the year 2000. These data suggests that the at-risk population will remain fairly stable in the upcoming years.

Tables 4 and 5 illustrate the estimated total number of male and female juveniles per day from Wayne County, from all other counties, and statewide who were potentially eligible from 1989-1995 based on the selection criteria.

Table 4
Estimated Total Number of Boys Eligible per Day for Boot Camp
1989-1995

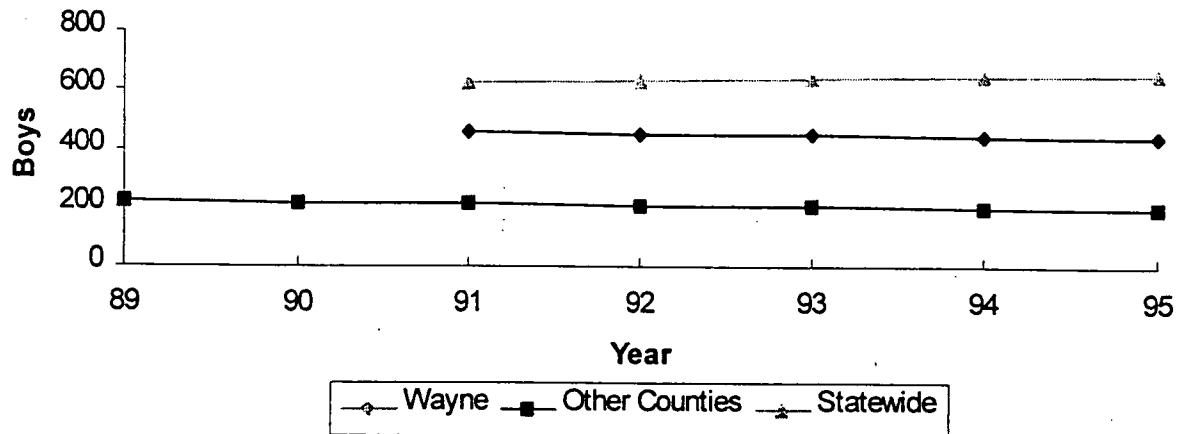


Table 5
Estimated Total Number of Girls Eligible per Day for Boot Camp
1989-1995

Boys	89	90	91	92	93	94	95
Wayne			77.2	78.8	80.4	82	83.6
Other Cou	20.39286	22.21429	24.03571	25.85714	27.67857	29.5	31.32143
Statewide			98.8	103.2	107.6	112	116.4
Wayne			78	76	91	66	91
Other Cou	23	22	23	24	26	28	35
Statewide			101	100	117	94	126

The average number of juvenile boys potentially eligible on a daily basis across the years was 446.4 for Wayne County, 207 for all other counties, and 634.4 statewide for 1989-1995. The average number of juvenile girls potentially eligible on a daily basis across the years was 80.4 for Wayne County, 25.9 for all other counties, and 108 statewide.

As shown in Table 4, the eligible population for all other counties for boys showed a substantial decrease from 1989-1990, leveled off during 1991-1993, showed a substantial increase of 14.81% from 1993 to 1994, and then remained stable from 1994-1995. The mean percent change for boys across the years from 1989-1995 was a decrease of 2.74%.

The juvenile male population for Wayne County showed a similar pattern with a substantial decrease from 1991-1992 (-20.96%) and a substantial increase from 1994-1995 (15.31%). The mean percent decrease across the years for eligible boys from Wayne County was -.32%.

Also, data were available from January-June 1996 for Wayne County. The Project Team made adjustments for placement in public and private medium security facilities using the same methodology described earlier. The average number of youths per day across these six months was 52. When the 1996 data are factored in with the data from 1991-1995, the average percent increase from 1991-1996 was 1.14, which does not represent a significant change from the 1991-1995 trend data.

When average number of youths eligible on a daily basis was examined for the entire state, the trend line becomes somewhat smoother. Statewide, the mean percent increase across the years was 1.02%, suggesting that the potentially eligible juvenile population will not increase or decrease dramatically in the following years if current trends continue.

Table 5 illustrates the trend line for eligible girls in Wayne County, all other counties, and the total across the state. The population of eligible girls for all other counties was quite stable from 1990-1994, increasing an average of 4.35%. However, from 1994-1995, there was a substantial increase of 25% (from 28 to 35 girls).

The population of eligible girls for Wayne County also showed a steady increase for most counties with only a substantial decrease from 1993-1994. For the entire state, the average percent increase across the years from 1991-1995 was 7.60%.

POPULATION PROJECTIONS

6.0 Refinements to the Bedspace Projections

The Project Team based its projections on the trend analysis, projected at-risk population and adjusted these historical trends using a nationally accepted population projection methodology.

The trend analysis was updated to reflect refinements in the eligibility criteria made by the Boot Camp Advisory Committee. The Committee decided to eliminate Class IV and V (misdemeanors and offenders who would otherwise been placed in community-based settings) to avoid widening the net, to target age range of 15-17 and to target new commitments rather than diversions from current state facilities. These additional eligibility criteria were factored into the projections with the assumed 50 percent acceptance rate.

The new population projections and bedspace requirements are less than the previous projections for four reasons. First, the removal of Class IV and V from the potential pool reduced the number of eligible offenders. In Wayne County, 49.1 percent of the offenders do not meet the offense criteria and were eliminated. Of these not eligible offenders, 23.6% committed a class 1 offense, 15.6% committed a class 2 offense, 8.1% committed a class 3 offense, 21.3% committed a class 4 offense, and 21.4% committed a class 5 offense. The original analysis eliminated the ineligible class 1, 2 & 3 offenders. The new criteria removed all class 4 and 5 offenders. The removal of all class 4 and 5 offenders in Wayne County reduced the eligible pool by 25.9%. For the other counties, 36.3% of the previously eligible juveniles were eliminated because they committed a Type 5 (11.1%), Type 6 (9.3%), or Type 7 (15.9%) offense.

Secondly, the age criteria was not used in the previous analysis and its inclusion made a significant percentage of juveniles ineligible for the boot camp. Of the juveniles who had an eligible offense based on the new offense criteria, 29.4% of the juveniles from other counties and 23.4% of the juveniles from Wayne County were ineligible because they did not meet the age criteria. Thus, over 50 percent of the previously eligible youths were not eligible due to the new offense and age criteria.

Thirdly, the committee decided that only new commitments who would otherwise be confined in a medium security facility would be eligible for the boot camp. The previous analysis factored in both new commitments and diversions from medium security. In the previous analysis, over half of the projected beds came from diversions. Thus, this new criteria also substantially reduced the eligible pool.

Finally, the new projections also assumed that the youths would cycle out of the facility in 180 days.

Table 6 documents the estimated total number of eligible new commitments for boys using the new criteria. The average number of new commitments for boys across the years was 147.2 for Wayne County, 74.6 for other counties, and 222.6 for statewide. The eligible population for all other counties for boys is rather stable, showing an average increase of 1.26 percent. The eligible population for Wayne County for boys also is rather stable, but shows an average decrease of 1.86

percent. The average percentage change statewide also shows that commits are stable, decreasing by .83 percent.

Table 6
Estimated Total Number of Eligible New Commitments For Boys
1989-1995

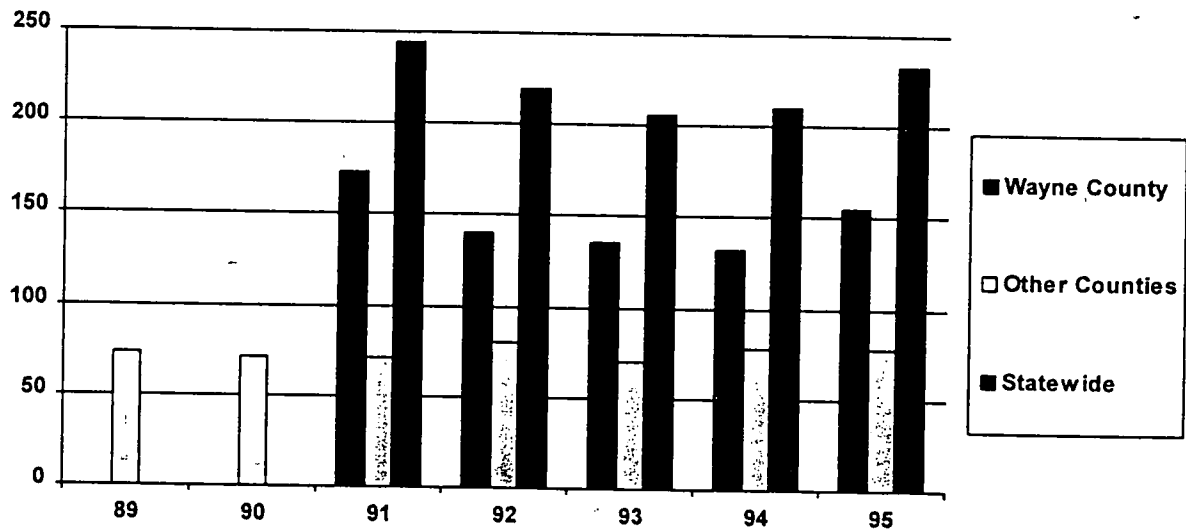
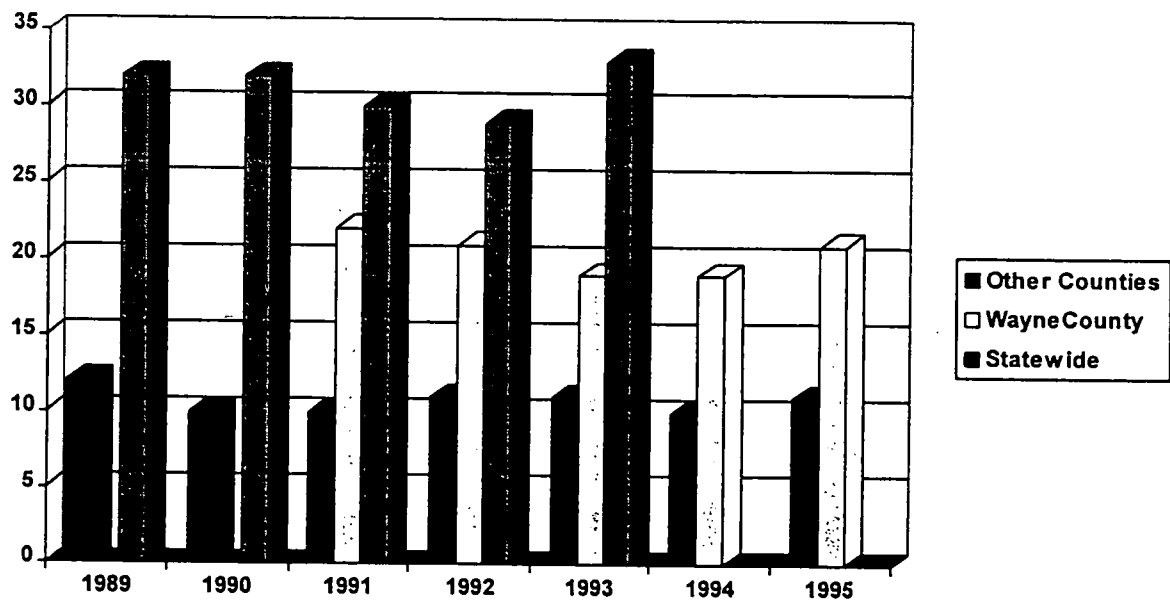


Table 7 presents the total number of new commitments for girls. The average number of new commitments for girls across the years was 20.4 for Wayne County, 10.7 for other counties, and 31.2 for statewide. The eligible population for all other counties for girls is rather stable, showing an average decrease of .96 percent. The eligible population for Wayne County for girls also is rather stable, but shows an average decrease of .89 percent. The average percentage change statewide also shows that commits are stable, increasing by 1.05 percent.

Table 7
Estimated Total Number of Eligible New Commitments For Girls
1989-1995



New Bedspace Projections

The average number of new commitments from 1991-1995 statewide for boys was 222.6 and for girls was 31.2. The trend analysis for boys indicates that commitments are rather stable, decreasing only .83 percent from year to year. The trend for girls indicate that new statewide commitments are rather stable, increasing only 1.05 percent from year to year.

Since commitments fluctuate, it was important to consider peak times in which the boot camp will have the highest number of youths confined in order to estimate future bedspace requirements. The Project Team accounted for peak periods in population by factoring in a confidence interval around the mean. The peak rate for boys was 7.59 percent, indicating that an additional 18 commitments per a year would be sufficient 99 percent of the time. The peak rate for girls was 5.74 percent, indicating that monthly commitments are rather stable with only an additional two commitments per year would be sufficient 99 percent of the time.

Factoring in peaking and a 50 percent acceptance rate, the number of new commitments of eligible

Michigan Boot Camp Project

boys in 1996 would be 125 and the number of new commitments for eligible girls would be 19 in 1996. In order to calculate bed space needs, the commitments must be transformed into required bed space needs for the boot camp. Bed space needs for the boot camp are determined by the estimated average daily population (ADP). ADP is determined by multiplying the number of commitments by 180 days (days in the boot camp) and dividing by 365. Using this formula, 62 boot camps beds would be needed in 1996 for boys and 9 boot camp beds would be needed for girls in 1996.

Using the growth population method, the trend analysis suggests that the 62 beds required in 1996 for boys will decrease to 60 beds by the year 2000. The trend analysis suggests that the 9 beds for girls will increase to 13 beds by the year 2000. Tables 3 and 4 illustrate the boot camp projections based on the new screening criteria.

Table 8
New Boot Camp Projections Based on New Screening
Criteria
State of Michigan
Commitments

With Adjustments for Acceptance Rate and Peaking

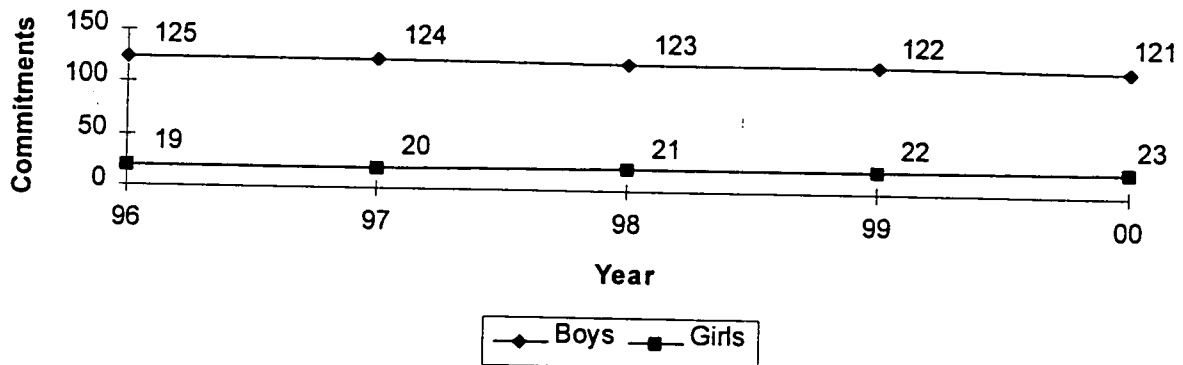
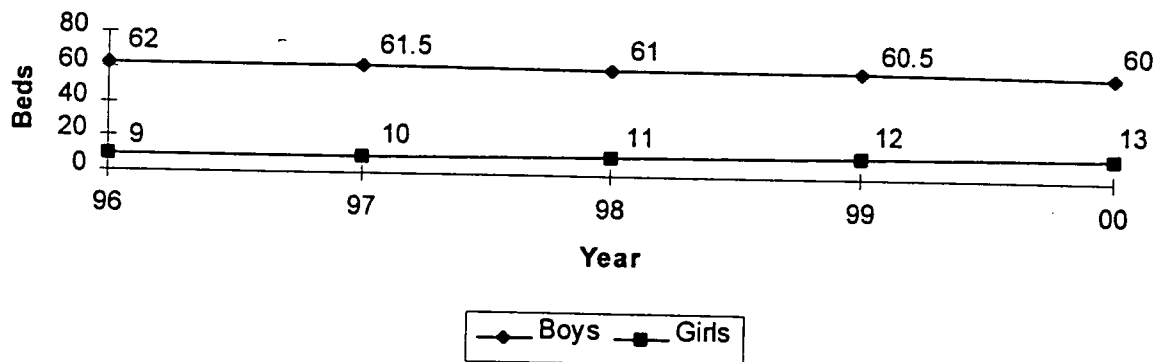


Table 9
New Boot Camp Projections Based on New Screening
Criteria
State of Michigan
Boot Camp Beds

With Adjustments for Acceptance Rate and Peaking



PROFILE ANALYSIS

7.0 Profile Analysis of Wayne County Youth

Since 69% of the youths committed to juvenile training schools are from Wayne County, the Project Team analyzed data from Wayne County to develop a population profile. Data on the risk and needs of youths committed from other counties were not available.

To determine a potential profile of youths who might be eligible for the boot camp from Wayne County, data were obtained from Wayne/Metro Residential Services. In 1995-1996, a total of 776 youths were evaluated using the Structured Risk Assessment.

The placement of youth in community-based, low, medium, or high security facilities is initially determined by their score on the risk assessment instrument and the most serious adjudicated offense on a youth's record at the time of commitment. The delinquency risk assessment tool contains eleven items which research has shown to be related to reoffending -- age at first adjudication; number or prior arrests; current school status; history of drug use; most serious current offense; youth was on probation at time of commitment to FIA; number of prior out-of-home placements; number of runaways -from prior out-of-home placements; last grade completed; level or parental/caretaker control; and peer relationships. The judge, however, can request an override of the original security placement; thus, youths initially placed in community based or low security facilities can be placed into medium security facilities.

7.1 Profile of Eligible Medium Security Youths

Of the 776 cases analyzed from Wayne County, 617 (80.4%) committed an offense that would permit them to be potentially eligible for the boot camp. However, since the boot camp is designed to target youth who would be confined in medium security facilities a further analysis indicated that 143 youths (13.4%) were originally assessed for medium security based on their risk score and their offense classification. Eight out of ten (86.6%) of the 143 youths received medium security classification through an override of their original security classification.

Of the eligible youths who received overrides to medium security, 68.3% of the overrides occurred through a judge's order to aggravate, 17.6% were mandatory overrides, and one offender committed a prior Class 1 or 2 offense. Of the ineligible youths in medium security facilities, 63.5% were initially placed in medium security, and 36.5% received overrides, which were primarily mandatory.

Table 10 illustrates a summary profile of eligible youths in medium security facilities as well as a summary profile of youths in community-based or low security facilities.

Table 10
**Profile of Eligible Medium Security Youths To Youths in Community-Based
or
Low Security Facilities**

Offense Status: Security Level:	Eligible <u>Medium</u> (N-143)	Community-Based <u>or Low Security</u> (N-493)
Age at First Adjudication		
16 and over	19.6%	12.8%
15	25.9%	28.8%
Under 14	54.5%	57.4%
Number of Prior Arrests*		
None	10.5%	17.7%
One or more	89.5%	82.3%
Current School Status		
Attending regularly	9.8%	15.5%
Expelled/suspended	81.8%	78.3%
Dropped out	8.4%	6.2%
Last Grade Completed		
10th or higher	4.9%	5.0%
9th	17.5%	15.1%
8th or lower	77.6%	79.9%
On Probation at Time of Offense	49.7%	53.8%
Two or More Prior* Out-of-Home Placements	43.0%	30.5%

Michigan Boot Camp Project

Most Companions Are* Delinquents	57.3%	49.0%
Regular Use of Drugs	37.8%	32.6%
Inconsistent Parental Supervision	22.4%	18.1%
Attempted Escape	12.6%	9.5%
Non-Violent Felony	76.1%	77.1%
Risk Category*		
Low	9.2%	9.9%
Moderate	23.9%	37.2%
High	66.9%	52.9%

* Three categories of youth do not differ significantly on this dimension.

A total of 143 juveniles were in medium security facilities and eligible for boot camp placement. Of these 143 juveniles, 13.3 percent had committed a Class 2 felony, 56.6 percent had committed a Class 3 felony, 25.2 percent had committed a misdemeanor offense, and 4.9 percent had committed a status offense. The Class 2 felonies were assault with intent great bodily harm (N = 9), assault with intent to commit sexual conduct (N = 1) and unarmed robbery (N = 9). The most frequent Class 3 felonies were break and enter of an occupied dwelling (N = 22), violating controlled substance act < 649 grams (N = 17), and receiving or concealing stolen property (N = 11).

The majority of eligible juveniles in medium security facilities have prior experience with the juvenile justice system. Most of the eligible youth (89.5%) had at least one prior arrest with 49 percent having one or two prior arrests and 40.5 percent having three or more prior arrests. About half of the youth were on probation at the time of the offense, and 43 percent had two or more prior placements.

In addition, youths were involved with the juvenile justice system at a young age. Over one-half were adjudicated of their first offense when they were 14 years of age or under. Their sophistication with the system also is reinforced by their peer relationships: over one-half of the juveniles (57.3%) had delinquent companions.

Most youths show poor school attendance and achievement. Eight out of ten (82%) were expelled or suspended from school and almost seventy-eight percent completed only 8th grade or lower.

The majority of youth do not admit regular use of drugs; however, experience shows that this may be under reported.

7.2 Profile of Youths in Community-Based/Low-Security Facilities

The Project Team compared the eligible youth in medium security facilities to youths in community-based or low-security facilities to serve as a guide to policy makers in determining eligibility for the boot camp and to reduce the problem of "widening of the net".

There were 493 youths who were placed in community-based or low security facilities.

When eligible youths in medium security are compared to youths in community-based or low security facilities, data showed that eligible medium security youths were older than youths in community-based, low security facilities.

More of the eligible medium security youths had fewer prior arrests than the community-based, low security youths which was not expected. A greater percentage of eligible medium youths (43%) had two or more prior out-of-home placements compared to community-based/low security ineligible youth (30.5%). Eligible medium security youths were more likely to have been assessed as high risk: 66.9% of eligible medium security youths were high risk compared to 52.9% of community-based/low security youths. Eligible medium security youths and community-based/low security youth, however, have similar problems with school attendance, drug use, and peer relationships.

Table 11 illustrates the differences in the offense profile of eligible medium security youths to community-based, low-security youths.

Table 11
Eligible Medium Security Youths Compared To Youths In
Community-Based And Low-Security Facilities
By Type Of Offense

	Class I	Class II	Class III	Class IV	Class V
Eligible Medium Security		13.3%	56.6%	25.2%	4.9%
CB/Low Security	1.6%	1.4%	60.2%	24.7%	12.0%

STATE OF MICHIGAN
JUVENILE BOOT CAMP SCREENING CRITERIA

Screening Criteria

- Male juvenile offenders between the ages of 15-17 years old.
- Juveniles adjudicated delinquent for a selected Class II and Class III felony offense.
- Juvenile offenders bound for a self-contained out of home placement as evidenced by Risk Assessment score of "medium security" if referred by the FIA or by a court order indicating the youth must be referred to a medium security facility if referred by the court.
- Juvenile offenders who are under the temporary custody of the court, supervised by the court or by the State of Michigan.
- Juvenile offenders with a history of offending.
- Juvenile offenders who have failed community-based programs.
- Juvenile offenders who receive a basic medical screening for strenuous activities.
- Youth must demonstrate motivation to participate in the boot camp program.

Exclusion Criteria

- Delinquents adjudicated for Class IV and Class V offenses.
- Delinquents adjudicated for any Class I offense and for any of the following offenses (current adjudications or prior offenses at any time in their offense history):
 - a. Arson of a personal dwelling
 - b. Kidnapping
 - c. Criminal Sexual Conduct II and III
 - d. Death due to explosives
 - e. Assault with dangerous weapon (felonious assault)
 - f. Manslaughter
 - g. Felony firearm
 - h. Felony child abuse
 - i. Mayhem
 - j. Negligent homicide
 - k. Aggravated assault
- Juvenile offenders who demonstrate a history of truancy and AWOL (resulting in legal action) from a public/private medium or high security facility.
- Juvenile offenders who are in need of hospital-based residential treatment for serious addiction or mental illness.
- Juvenile offenders who are serious developmentally disabled or physically disabled.

Approved by the Boot Camp Advisory Committee on October 15, 1996.

STATE OF MICHIGAN
JUVENILE BOOT CAMP PROPOSED REFERRAL PROCESS

Referral Agencies

- Court
- Family Independence Agency

Referral Process

- At dispositional hearing, conduct initial screening using the Screening Criteria.
- Youth who meet Screening Criteria will be referred to the Central Intake Committee who will serve as a conduit for information to the Boot Camp agency. The CIC will notify the agency who is operating the Boot Camp.
- Agency will conduct a face-to-face interview with the youth and the family.
- Probation Officer and FIA Worker will review the agency's recommendation for admission.
- Agency, Probation Officer and FIA worker will determine final suitability for the Boot Camp.

Pre-Transfer Status

- Youth will remain at the local level on tether, in placement or in detention until a group is complete. To account for dropouts, overbooking of eligible youth will occur.
- Youth will be admitted to the Boot Camp in small groups at one time to develop a cohesive group.

Approved by Boot Camp Advisory Committee on October 15, 1996.

MICHIGAN FAMILY INDEPENDENCE AGENCY
OFFICE OF DELINQUENCY SERVICES
 INFORMATION SYSTEM
 ODSIS

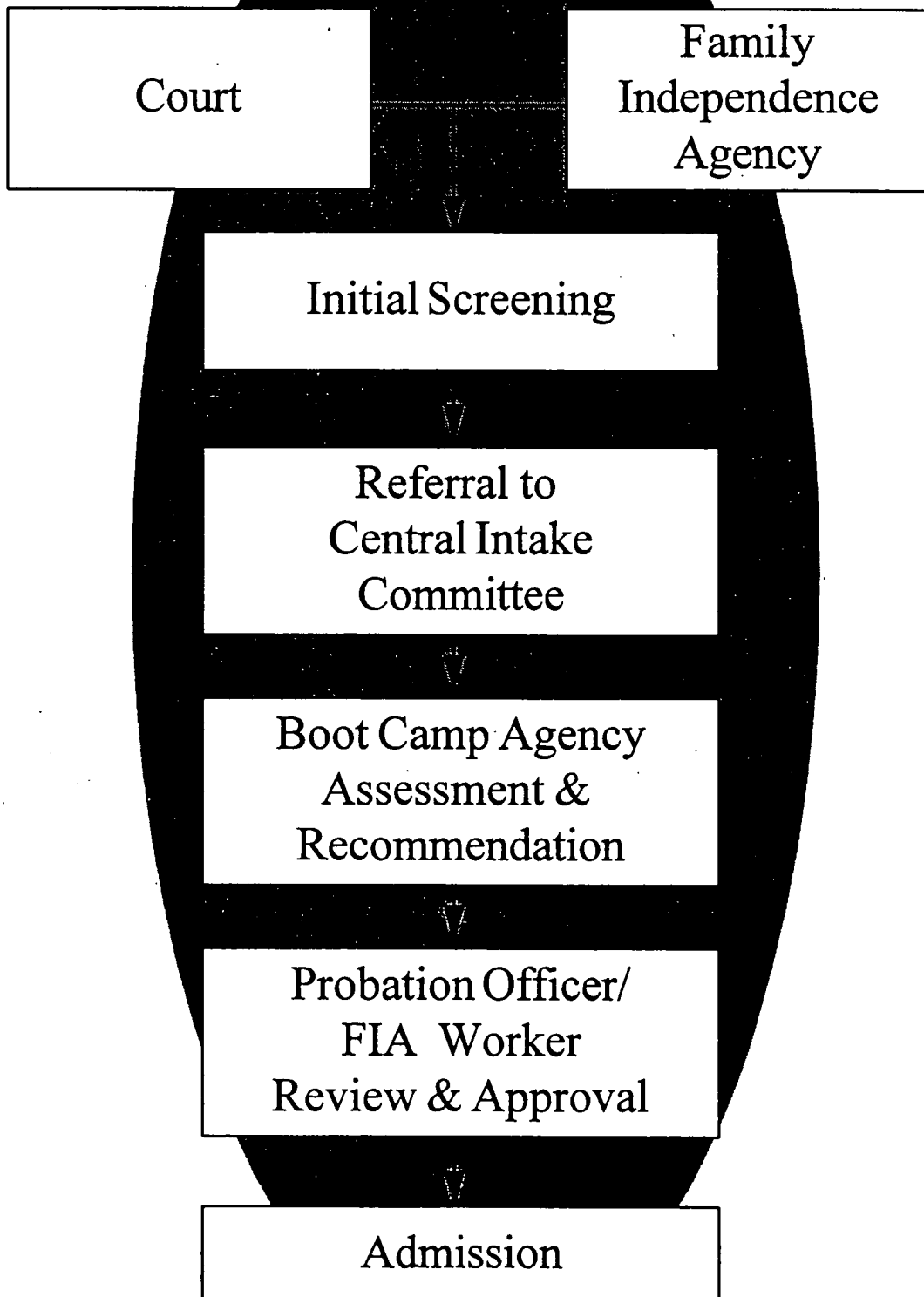
OFFENSE CODES, DESCRIPTIONS AND CORRESPONDING RISK VALUES
SORTED BY CLASS

OFFENSE CODE	ABBREVIATION	MCLA CODE	OFFENSE DESCRIPTION	OFFENSE VALUE
CLASS I OFFENSES ("LIFE" FELONIES)				
100	AMR	750.83	Assault with Intent to Murder	0
101	ARA	750.89	Assault with Intent to Rob	0
102	ARM	750.91	Attempted Murder	0
103	MUF	750.316	Murder I	0
104	MUS	750.317	Murder II	0
105	CSI	750.520	Criminal Sexual Conduct I	0
106	ROA	750.529	Robbery Armed	0
107	VCSA	333.7403	Manufacture, Possession, Intent to, or Delivery of >650 Grams, Controlled Substance	0
108	CJK	750.529	Car Jacking	0
109	OLO		Other Life Offenses (Not listed above)	0
CLASS II OFFENSES				
200	ARS	750.72	Arson of a Personal Dwelling	0
201	AGH	750.84	Assault with Intent to do Great Bodily Harm, Less than Murder	0
202	ANA	750.88	Assault with Intent to Rob, Unarmed	0
203	KID	750.349	Kidnapping	0
204	DSII	750.520	Criminal Sexual Conduct II	0
205	CSP	750.520	Assault with Intent to Commit Criminal Sexual Conduct	0
206	ROU	750.530	Robbery, Unarmed	
207	DXP	750.328	Death Due to Explosives	0
208	CSIII	750.520	Criminal Sexual Conduct III	0
209	OFO		Other Unlisted Felony Offenses for Which Jurisdiction Could be Extended to Age 21	0
CLASS III OFFENSES				
300	ARS	750.73, 74, 77	Arson Real or Personal Property Over \$50, or Preparing to Burn	2
301	FA	750.82	Assault with a Dangerous Weapon (Felonious Assault)	0
302	ACC	750.87, 750.397	Assault with Intent to Commit a Crime	0
303	BEK	750.110, 92	Breaking and Entering with Intent to Commit a Felony or Larceny	2
304	ATBE	750.110, 92, 356	Attempted Break and Entry with Intent to Commit a Felony or Larceny	2

OFFENSE CODE	ABBREVIATION	MCLA CODE	OFFENSE DESCRIPTION	OFFENSE VALUE
305	BEC	750.356, 811	Breaking and Entry of Coin Telephone or Coin-Operated Device	2
306	BED	750.110	Breaking and Entry of Occupied Dwelling (Home Invasion I and II Included)	2
307	BEA	750.111, 356	Breaking and Entry of a Vehicle to Steal Property/Commit Felony (Including Larceny From and With Damage)	2
308	NSF	750.131	Cashing a Check With No Account or Insufficient Funds, >\$50	2
309	VCSA	333.7403	Violation of the Controlled Substance Act < 649 Grams	2
310	SCC	750.150	Credit Card -- Illegal Possession, Use, Sale, Delivery or Circulation	2
311	CSIV	750.520	Criminal Sexual Conduct IV	0
312	FDR	752.191	Felonious Driving	2
313	EXT	750.213	Extortion	2
315	MAN	750.321	Manslaughter	0
316	HOM	750.324	Negligent Homicide	0
317	LOI	750.356, 362, 248, 249	Larceny > \$100 (Including by Conversion, Forgery and Uttering and Publishing)	2
318	LIB	750.360, 92, 359	Larceny in a Building (Including Vacant Building or Attempt)	2
319	LFP	750.357	Larceny from a Person	2
320	MDO	750.377, 380	Malicious Destruction of Property >\$100. (Including a Building, Fire or Police Property)	2
321	FLE	750.479	Resisting Arrest/Fleeing and Eluding (Including Obstructing)	2
322	RPO	750.535	Receiving and Concealing Stolen Property > \$100	2
323	CCW	750.227, 224, 21	Carrying a Concealed Weapon (Including Possession of Pistol in Motor Vehicle, Forbidden Weapon, Blackjack, Explosives, Incendiary Devices)	2
324	FLF	750.227	Felony Firearm	0
325	UDA	750.413	Unlawfully Driving Away an Automotive (UDAA)	2
326	OHM		Other High Misdemeanors and Offenses Designated as Felonies	2
327	FCA	750.136	Felony Child Abuse	0
328	RTL	750.356	Retail Fraud I	2
329	MHM	750.397	Mayhem	0
330	CUF	752.861	Careless, Reckless or Negligent Use of a Firearm	2
331	DVL	750.81.2	Domestic Violence (3rd Offense - 2 Yr. Misdemeanor)	0
332	ESC	750.197	Escapee (Must be Charged as Such, Not Truant or AWOL)	2
CLASS IV OFFENSES				
400	MPA	436.34, 33	Consumption/Possession of Alcohol in Public, in a Car, Fake ID, Furnishing Fake ID to Minor	2
401	ARS	750.74, 77	Arson of Personal Property \$50 and Less, and Preparation to Burn	2

OFFENSE CODE	ABBREVIATION	MCLA CODE	OFFENSE DESCRIPTION	OFFENSE VALUE
402	ASS	750.81	Simple Assault; Assault and Battery	0
403	AGR	750.81	Aggravated Assault	0
404	BEC	750.113	Breaking and Entry of a Coin Box	2
405	EWP	750.115	Illegal Entry (Entry w/o Owner's Permission)	2
406	VCSA	333.7404, 7212	Violation Controlled Substance Act, Misdemeanor	2
407	DTP	750.167, 170, 243	Disorderly Person, Disturbing the Peace (Including Possession of Fireworks)	2
408	RDR	257.626, 414, 625	Reckless Driving (Including DUIL, OUIL and DWT)	2
409	FFA	750.411, 240	False Bomb Threat, Fire or Alarm Report	2
410	IEX	750.335	Indecent Exposure	2
412	LUI	750.356	Larceny < \$100 (Including by Conversion or From a Vacant Building)	2
413	MDU	750.377, 380	Malicious Destruction of Property < \$100	2
414	TAM	750.416	Tampering with a Motor Vehicle	2
415	TUH	750.540	Malicious or Obscene Use of the Telephone	2
416	RPU	750.536	Receiving and Concealing Stolen Property < \$100	2
417	TPS	750.552	Trespassing	2
418	PMV	750.227, 226	Improper Possession of a Firearm in a Motor Vehicle (Including Possession of a Switchblade)	2
419	UPIS	Local Ord	Unlawful Person in a School	2
420	OLM	750.414	Other Low Misdemeanors or Other Offenses (Including Joyriding)	2
421	RTL2	750.356	Retail Fraud II	2
422	MPF	Local Ord	Minor in Possession of a Firearm	2
423	DVL	750.81	Domestic Violence (90 Day Misdemeanor)	0
424	DVL	750.81.2	Domestic Violence (2nd Offense, 1 Year Misdemeanor)	0
425	DGC	Local Ord	Discharge of a Gun in the City	2
CLASS V OFFENSES				
500	INC	712A.2	Incorrigible - Home, School, Placement	2
501	TFU	712A.2	Truancy - Home, School, Placement (TFS/TFP)	2
502	OSO		Other Status Offenses	2

Juvenile Boot Camp Proposed Referral Process



**MICHIGAN JUVENILE BOOT CAMP
PROGRAM DESCRIPTION**

OCTOBER 1996

MICHIGAN JUVENILE BOOT CAMP RESIDENTIAL PROGRAM DESIGN CORE COMPONENTS

I. ASSESSMENT PHASE

► Core areas of clinical assessment:

- Educational achievement and aptitude
- Vocational interest inventory (MOIS)
- Health screening
- Mental health evaluation (personality test as needed)
- Substance abuse assessment
- Pre-employment (degree of employability)
- Family history/family functioning/family strengths
- Cognitive reasoning ability

Note: Depending on up-to-date information on youth and their needs, some of these areas will be assessed more in-depth than others.

► Potential provider should agree to use nationally recognized instruments for assessment.

► Competency areas to demonstrate measured improvement through pre and post testing include:

- Increased basic literacy skills
- Increased critical thinking skills
- Increased problem-solving skills
- Increased moral reasoning skills/prosocial values
- Reduced criminal thinking skills
- Reduced aggression tendencies/increased impulse control
- Increased interpersonal/social skills

► Each youth should have a written Individual Service Plan (ISP) within 30 days outlining specific goals for youth and family to achieve while participating in the 6-months residential and 6-months aftercare program. An individualized Educational/Employment Development Plan (EEDP) will be developed during this first 30 days. To ensure a continuity of care, the FIA/court worker, Residential Program Case Manager, family and Aftercare worker will participate in development of ISP and EEDP.

► Each youth will participate in an organized physical challenge program to assess their ability and willingness to participate in the rigors of the program.

- ▶ Youth will enter in groups of 8-12.

II. EDUCATION, JOB TRAINING, JOB PLACEMENT

▶ Basic Educational Program

- ▶ Core educational program should increase youths' competencies to enable them to succeed in the workplace (e.g. consult SCANS Report for America 2000). The program has a three-part foundation that includes:
 - ▶ Basic skills: reading, math, listening and speaking.
 - ▶ Critical thinking skills: creative thinking, decision making, problem solving, perceptions, reasoning, goal setting.
 - ▶ Personal qualities: workplace interpersonal skills, sociability, integrity/honesty, self-management, responsibility.
- ▶ Youth will learn and develop the five workplace competencies, including: Identifying and organizing resources like time, money, materials, space; acquiring and using information; working as a member of a team; selecting technologies (computers); acquiring interpersonal skills for effective teamwork, acquiring leadership skills, appreciating cultural diversity and acquiring negotiating skills.
- ▶ Youth will identify the educational areas, including higher education, they will pursue after release.
- ▶ Youth who will not reenter school after release, and who can pass the practice GED test, will be given the opportunity to prepare for and take the GED so they can be prepared for employment.
- ▶ Integral to the basic educational program will be social and independent living skills. Social skills should focus on self-awareness, self-esteem, relationships, personal rights, feelings. Independent living skills should focus on transportation, financial management, shopping, cooking, driver's license, use of calculator, home maintenance.
- ▶ Educational program should demonstrate:
 - ▶ Average of 1 grade level increase in basic literacy skills (reading and math).
 - ▶ Measured improvement in critical thinking skills.
 - ▶ Measured improvement in personal qualities and social skills for the workplace.
 - ▶ Measured improvement in the five workplace competency skills.
- ▶ If the agency chooses to use the local or intermediate school district to provide basic and special education, evidence must be present that the school program will address the basic educational requirements outlined above.
- ▶ If the agency chooses to operate its own school using its own staff, all teachers must meet

the Department of Education Teacher Certification Requirements both basic and special education. The program shall initiate the process of achieving accreditation as a special school through the North Central Association.

- ▶ If certification as a Charter School is being pursued, the basic and special education requirements outlined above shall be included in the curriculum.

Employment Preparation

- ▶ Job training program should help youth assess their vocational interests, learn about skilled trades, learn how to become employable.
- ▶ The program should be guided by the MOIS assessment and support the Educational/Employment Development Plan.
- ▶ The job training program should focus on:
 - ▶ Instilling work ethics, workplace interpersonal skills.
 - ▶ Learning how to search for a job, how to develop a resume, components of a job portfolio, how to complete a job application, how to conduct a successful job interview, how to conduct successful salary negotiations, how to keep a job.
 - ▶ Enhancing the youth's degree of employability upon release.
 - ▶ Linking knowledge and skills to the workplace.
 - ▶ Learning about vocational careers, what knowledge and skills are required, what is involved in pre-apprenticeship training, what is involved in becoming an apprentice, terminology of the skilled trade, safety and procedures.
- ▶ Youth should be provided opportunities while in the residential and aftercare program to apply their knowledge in real-life situations or simulations (e.g. job shadowing, work on campus, work experience at release, apprenticeships upon release).
- ▶ Each youth will have an educational/employment plan developed with the Aftercare Worker before release from the residential program phase.
- ▶ A specially trained vocational education staff to implement the vocational/employment preparation program is encouraged.

III. COGNITIVE BEHAVIORAL PROGRAM

- ▶ A cognitive behavioral program model should instill in youth prosocial values that lead to positive behavioral change. The program should incorporate best practices and proven methods of positive behavioral change, including:
 - ▶ Thinking errors: Provider should instruct youth on errors in their thinking and be

- able to demonstrate measured reduction in thinking errors.
- ▶ Prosocial values/morals: Provider should instruct youth on prosocial values, prosocial morals and spiritual values and be able to demonstrate measured increase in moral reasoning abilities that leads to an increase in moral reasoning stage development.
- ▶ Aggression replacement: Provider should instruct youth on anger reduction, impulse control, conflict resolution and be able to demonstrate measured increase in impulse control, reduction in aggression, increase in conflict resolution and anger management skills.
- ▶ Empathy/Victim Awareness: Provider should instruct youth on caring for others, including victims of crime, and be able to demonstrate measured increase in empathy and victim awareness.
- ▶ Communication: Provider should instruct youth and their family on better communication skills and be able to demonstrate measured increase in their communication skills.
- ▶ Youth should learn skills and be able to apply knowledge experientially.
- ▶ Staff should emphasize and model appropriate cognitive reasoning, social skills, problem solving skills, prosocial values and morals.

Psycho educational Focus Groups

- ▶ A model of psycho educational focus groups should be provided addressing criminogenic needs, including:
 - ▶ Victim of abuse
 - ▶ Grief and loss
 - ▶ Sexual responsibility
 - ▶ Family violence
 - ▶ Relapse prevention
 - ▶ Responsible citizenship
 - ▶ Legal system
 - ▶ Parenting issues
 - ▶ Cultural/racial diversity and sensitivity
 - ▶ Spirituality
- ▶ A model of psycho educational focus groups for parents who visit youth at the boot camp, including:
 - ▶ Family functioning/strengths
 - ▶ Substance abuse issues
 - ▶ Parenting

IV. LEADERSHIP DEVELOPMENT

- ▶ Leadership program should help youth understand the concept of leadership, instill in them the motivation to become more responsible to oneself and to their communities and to be able provide opportunities for youth to demonstrate their leadership skills while in the program.
- ▶ Leadership activities should help marshal the strengths of youth.
- ▶ Youth will be given opportunities to apply their leadership skills by serving as group leaders, tutors, organizing and leading activities.
- ▶ Experiential program will also be used to teach youth leadership and teamwork.
- ▶ Provider should measure the increase in teamwork and leadership skills.

V. EMOTIONAL WELL-BEING

- ▶ A program focusing on improving the emotional well-being of the youth should be provided that enables youth to gain greater insight into psychosocial issues and to be able to apply that insight in three areas of functioning:
 - ▶ Individual maturity and stability.
 - ▶ Group.
 - ▶ Family.

Provider should be able to demonstrate measured improvement in these three areas of functioning.

- ▶ Family will be an integral component of treatment progress that begins with the development of the Individual Service Plan and be involved in reviewing progress on treatment goals on an on-going basis. While the youth is involved in treatment at the residential boot camp, the family should be involved in community support and treatment groups either on campus or in the community.

VI. SUBSTANCE ABUSE

- ▶ Substance abuse program should include all components of substance abuse assessment, education and treatment, where required by the treatment plan.
 - A. Assessment: Every youth will be assessed on their problem of substance use and abuse. Goals shall be included in the Individual Service Plan that addresses increasing the youth's knowledge of the effects of drugs and specific treatment

goals should be included for those who need specialized treatment.

B. Education: All youth should attain greater knowledge about the effects of drugs and alcohol and should reduce reliance on drugs. Topics should include the effects of drugs and alcohol in the work place, family, school and home. Youth should be tested to insure they understand the material being presented. Youth should be tested before and after the program to determine their knowledge and attitudes about drug use. A combination of educational groups and one-on-one instruction should be utilized.

C. Treatment: For those who require specialized treatment, both individual and group counseling should be provided.

- ▶ Provider should measure the reduction in addiction-prone attitudes and behavior.
- ▶ Provider should work closely with the Aftercare worker to ensure a continuity of substance abuse treatment in the community reintegration phase.
- ▶ A specially trained substance abuse staff to implement the substance abuse program is encouraged.

VII. HEALTH AND PHYSICAL FITNESS

- ▶ Health program should increase the overall health, strength and endurance of the youth.
- ▶ Health education should be a vital component of the school program (disease prevention, STD, nutrition, sex education, abstinence, smoking and other health related topics, personal hygiene).
- ▶ Daily physical training (circuit training, running).
- ▶ Organized recreational/leisure training (obstacle course, competitive sports, education about leisure activity).

VIII. WORK

- ▶ Work is an integral part of the program as it should provide opportunities to learn and demonstrate the work ethic, good work habits and increased the youth's level of workplace competency. Examples of work could include:
 - ▶ Housekeeping
 - ▶ Ground maintenance
 - ▶ Food preparation
 - ▶ Laundry

- ▶ Office work
- ▶ Job shadowing opportunities with skilled technicians on campus (e.g. electrician, plumber, landscaper)
- ▶ Daily chores of personal space.
- ▶ Staff should demonstrate the linkage between the work program and the education/vocational instruction.
- ▶ Work should be used as a tool to teach consistency, attitude, leadership skills, teamwork.
- ▶ Allowances/stipends to reward work performance will be considered.

IX. COMMUNITY RESTORATION

- ▶ Community restoration should be an integral part of the program to repair the harm done to the community and victim and increase the awareness of the youth of the victim and community's needs.
- ▶ Community service work (off-site) should provide youth opportunities to give back to members of the community who are in need (e.g. elderly, homeless, developmentally disabled) and to community agencies.
- ▶ Examples of community service work sites include:
 - ▶ Retirement homes
 - ▶ Homeless shelters
 - ▶ Sheltered workshops
 - ▶ Department of Natural Resources (repairing hiking trails)
 - ▶ Department of Transportation (highway cleanup)
 - ▶ Municipal agencies (graffiti cleanup)
- ▶ Upon release, youth should be required to pay victim restitution and community service. A Community Restoration Board consisting of local citizens is recommended to help develop and monitor restorative activities.

X. SYSTEM OF BEHAVIOR MANAGEMENT

- ▶ The provider should establish a positive system of behavioral management that has the following core components:
 - ▶ Set and communicate to the youth clear expectations and consequences of their behavior.
 - ▶ Regularly record behavioral observations.
 - ▶ Evaluate performance twice a day according these standards.
 - ▶ Operate using a level system that is based on attaining behaviors at certain stages

within the program. Level 1 should not exceed 30 days. The final level should focus on transition planning at least during the last 30 days and should involve formal promotion before release.

XI. REGIMENTED DISCIPLINE

- ▶ The residential boot camp should adhere to a highly-structured daily program.
- ▶ Youth should be expected to adhere to the schedule.
- ▶ Youth should demonstrate that they have internalized prosocial values.
- ▶ Youth should be expected to demonstrate respect for others (formal courtesies)
- ▶ Clothes should be used as a form of recognition for good behavior and for achieving behavioral expectations through each phase. Youth should wear the same clothes in each level. Youths should have opportunity to wear clothes in residential program that they will wear while at work.
- ▶ Youth will maintain a well-groomed haircut (not shaven).

XII. OTHER ISSUES

- ▶ Boot camp should meet Michigan Licensing Requirements for Institutions.
- ▶ Boot camp should meet or agree to operate in accordance with national Boot Camp Standards of the American Correctional Association.
- ▶ Boot camp teachers should meet the State Teacher Certification Requirements
- ▶ Provider should develop written process and outcome-based performance measures to demonstrate measured improvement on program objectives.
- ▶ Staffing issues include:
 - ▶ Staff shall be highly qualified (by degree or experience) to perform the functions necessary to implement the goals of the program.
 - ▶ Staff should be held to the same physical conditioning, grooming and emotional standards as the youth.
 - ▶ Staff should be trained in becoming positive role models and leaders.
 - ▶ All staff, including maintenance and cooks, should be trained in the program philosophy and receive both orientation and in-service training.
 - ▶ A staff rotation schedule should be developed to avoid burnout.
 - ▶ There should be one staff leader for every group of youth.

Approved by the Boot Camp Advisory Committee on October 15, 1996.

MICHIGAN JUVENILE BOOT CAMP PROGRAM
COMMUNITY REINTEGRATION DESIGN
CORE COMPONENTS

Overall Goals for Reintegration Program

- Principle: Michigan's Juvenile Boot Camp should implement a seamless, highly-integrated residential and community reintegration boot camp program.
- Demonstrate continued improvement on competency goals and treatment goals established in the residential phase, particularly increased self-discipline, reduced truancy, reduced drug use, increase in leadership skills.
- Measure the application of new competency skills developed in residential and community reintegration phase.
- Demonstrate reduction of criminal behavior.

Geographical Service Area

- Principle: Reintegration is equally as important as the residential phase and funds will be provided to counties to operate it successfully; purchase of services funding should follow the child to meet their specific needs.
- Voucher system to interested counties.
- Fund to be established in FIA to follow the child to purchase reintegration services with community agencies.
- Several providers statewide not single provider.

Transitional Planning

- Principle: Successful reintegration begins at commitment to the boot camp and specific transition planning must occur at midpoint of the youth's involvement in the residential phase.
- Community reintegration goals will be established during first 30 days of residential program phase.
- At mid point of the residential program phase the Transition Plan should be finalized.
- The FIA/court worker working with the family and reintegration provider will finalize Transition Plan.
- The core components of the Transition Plan will include goals addressing the following areas:
 - School [Public School/Alternative School/College]
 - Job placement or supported work experience and/or community service work
 - Suitable living arrangements
 - Treatment and supportive services

Core Components of Community Reintegration Program Design

- Principle: The reintegration program is seen as a continuation of the residential program.

The following components were integral to the residential phase and are considered integral to the community reintegration phase:

- Education
- Employment preparation
- Cognitive behavioral program, including psychoeducational focus groups
- Substance abuse treatment based on individual assessed need
- Leadership
- Emotional well being
- Health
- Work
- Community restoration
- Positive system of behavior management

Note: The only two components that are not considered integral for the community phase are physical fitness and regimented discipline.

Community Restoration

- Principle: Repairing the harm done to the victim and community is a valued goal for the youth.
- Each youth will be expected, if court ordered, to complete community service work and pay victim restitution while in the reintegration program.
- A Community Restoration Board will be established where feasible to help arrange for and monitor community service worksites in the local community.

Length of Reintegration Program

- Principle: Develop an incentive for the youth to earn their way back home and take responsibility for their behavior change.
- Minimum of 120 days
- Maximum of 180 days
- After the structured reintegration program, a recommendation will be made to the court for youth to be released or be placed on a regular supervision caseload.

Individualized Case Management Plan

- DSW/court worker will provide overall case management.
- Reintegration provider will implement the reintegration services on a daily basis.

Various Levels of Intervention

- Principle: To reduce reoffending, a multi-systemic approach will need to be applied with the youth that actively involves their family, school, peers, and all other systems that exert influence over the youth.
- At a maximum of 6 youth/families will be assigned to 1 social worker.
- During first phase of reintegration, up to 16 hours of intensive intervention per week may be required.
- At a minimum, an average of 5 hours of intervention each week will be provided.

Monitoring

- Principle: To reduce risk to the community, monitoring of the youth will be required:
 - Curfew
 - Drug Testing
- The following monitoring activities may be applied with a proper court order to enforce consequences:
 - In-home detention
 - Tether
 - Time out bed [up to 72 hours in the residential boot camp, detention home or group home]

Linkages

- Principle: Reintegration is successful when a continuity of care system is established with the collaboration of community service agencies.
- Residential assessment results should be provided to the reintegration program case manager and to the youth service agencies involved with the youth.
- Individualized case management must be provided by DSW/ court worker and provider and linked with youth service agencies.
- Each youth service agency partner should develop cooperative agreements that define roles and responsibilities. Continue community collaboratives.
- Joint training of staff of reintegration and residential providers.
- Reintegration provider should schedule meetings with residential provider and all collaborative agencies.

Optional Program Services

- Transitional living for those who need out of home placement may be required before the youth returns to their home. Options will include:
 - Foster care
 - Group home/time out bed (May be included in the bootcamp provider contract)
 - Supervised independent living apartments
- Day treatment for alternative school eligible youth
- Mentor assigned to those youth who require it [or be able to provide the support in a locally-specified approach]
- Job placement service
- Youth in Transition (YIT)
- Emergency stipends
- Community college

Other Issues

- Behavioral performance will be measured at entry to community reintegration, at end of reintegration period and 1 year later).
- The reintegration program shall establish and implement a positive system of behavior management similar to the residential phase.
- Incentives to reward performance could be considered.
- DSW/Court workers will file supplemental petitions with court when required:
 - Conditions that may lead to supplemental petition will include:
 - Continued violations of contract
 - Truancy
 - New offense violation

Provider must exhaust all options in predefined progressive discipline system.

Approved by Boot Camp Advisory Committee on October 31, 1996.

Proposed Program Evaluation Design Michigan Juvenile Boot Camp

I. Introduction

To demonstrate accountability for current funding and to position the Family Independence Agency for future funding, it will be essential that the proposed juvenile Boot Camp be able to document its effectiveness. As Osborne and Gaebler pointed out in Reinventing Government, "if one doesn't measure results, you can't tell success from failure."

In developing the proposed program evaluation design, we have drawn upon various sources including, the American Correctional Association, the Bureau of Justice Assistance and national literature describing best practices. We have defined performance measures for process, immediate and long-range outcomes for the proposed Boot Camp.

We have attempted to develop a variety of performance measures, including recidivism, that examine the immediate impact of the components offered within the Boot Camp. While most national organizations today still believe recidivism is a critical measure of program effectiveness, there is increasing emphasis placed on a variety of immediate performance measurements that measure the intermediate impact of a series of program interventions.

We have proposed a Program Evaluation Format for use by the FIA and its boot camp provider, an overall research design for data collection and we have developed a range of performance-based measurements for the Boot Camp program based on the Principles, Goals (System, Victim and Community, Offender and Family) and Program Components (Residential and Community Reintegration Components) as approved by the Boot Camp Advisory Committee.

The proposed Michigan Juvenile Boot Camp and its program evaluation format is anticipated to serve as a model for the nation.

II. Program Evaluation Format

Program Evaluation is "a systematic assessment of the results or outcomes of program efforts to measure actual outcomes against the intended outcomes of the program; to discover achievement and results; to judge the worth of the program; to recommend expansion, elimination or modification of the program." (Bureau of Justice Assistance, 1994)

It is recommended that the evaluation of the Boot Camp program should have three separate components: process evaluation, immediate impact evaluation, and long range impact evaluation. Process evaluation addresses how well the proposed operation of the boot camp was implemented;

for example, process evaluation includes timeliness of treatment activities, quality of services, participation by all key personnel and community groups, and adherence to pre-established procedures.

Impact evaluation addresses the degree to which the goals and activities of the boot camp produced the intended outcomes. Immediate impact evaluation examines whether program components offered by the boot camp during or immediately after produced the intended intermediate outcomes; for example, has the academic program increased the youth's grade level? Immediate impact evaluation focuses on improvements which should be seen immediately after completion of the residential program whereas long range impact evaluation focuses on improvements which should continue after completion of the residential and after care components. The long range outcomes depend on the success of the immediate results; for example, improved family functioning, attitudinal improvement and improved academics may be necessary for lowered recidivism and gainful employment of some youth.

The definitions of key terms used in our proposal are:

Goals are set by the FIA and describe the end toward which effort is directed or what the boot camp intends to accomplish.

Objectives are expected specific outcomes established by the boot camp provider to implement the goals.

Performance Outcomes have several characteristics:

- Measurements that document whether the program activities have been achieved
- Criteria that measures specific results or expected results
- Measurements that document the programmed, sequenced set of activities that are accomplished to carry out the objectives (process) and whether the program met the goal of producing specific changes in the juvenile's behavior (impact)
- Outcomes are generally stated in quantifiable terms such as number of juveniles participating or the average change from a pre-test/post-test measurement or the percentage increase/decrease over time.

III. Description of Research Design

Process evaluation will rely on archival data such as the number and characteristics of youth sentenced and accepted to the boot camp as well as measures of the amount of time spent in different components of the boot camp as reported by caseworkers and by juveniles.

The assessment of immediate and long range outcomes will be determined using a pretest post-test design. Performance measures will be collected upon admission to the boot camp, upon completion of the residential phase (at five months from admission (last 30 days will be spent in transition planning), and upon completion of the reintegration phase (at one year from admission). For long range outcomes, it is recommended that certain performance measures (e.g., rearrest rate) also be collected at six months and one year after completion of the reintegration phase and each year thereafter for five years.

To assess achievement of system goals, victim and community goals, and offender and family goals, systematic data should be collected using standardized forms where available. Multiple measures should be used to assess the effectiveness of the boot camp at achieving offender's goals. One measure will be from caseworker's records and observations. Caseworkers will be required to regularly record behavioral observation and evaluate performance twice a day (preferably using a standardized form). These evaluations should be used to assess the baseline and achievement of immediate outcomes; for example, caseworkers will complete assessments that can assess aggression reduction (e.g., whether youth engages in physical violence to resolve conflict or engages in yelling or name calling), and that can assess leadership skills (whether youth serves as a tutor).

To assess family involvement, the caseworkers should keep records of the frequency and length of phone calls and in-person meetings with family members, and the purpose of the meeting or contact. In addition to this observation data from caseworkers, evaluators should interview family members about their involvement in the program, their satisfaction with the treatment and information provided by boot camp personnel, and their participation in and evaluation of psycho-educational focus groups for the family. These data also can be used to assess immediate impact of programs.

For adequate assessment of the long term outcomes, it is recommended that the design include a comparable control group of juveniles who did not complete the boot camp program. This control group must be comparable to juveniles who were admitted and completed the program on all screening criteria measures and on similar profile characteristics. By comparing the control group to boot camp youth who successfully completed the program, evaluators can determine whether the program intervention improved the survival rate (i.e., those who are not rearrested during the reintegration phase or six months and one year after completion of the reintegration phase), and whether the program improved the graduation rate from high school, the employment rate, and the number who remained alcohol and drug free. Long term outcomes will be assessed using multiple data sources such as police records, caseworker's records of the juveniles' employment, and reports of juveniles on their attitudes and perceptions one year after completion of the boot camp.

For the first year, measured improvement should be evaluated using a statistical significance improvement as the standard. Assessments of significant improvements should be made from admission to first six months (end of residential treatment), end of residential treatment to next six months (completion of reintegration), and completion of reintegration to six months and one year after completion of reintegration. After the first year, specific quantitative benchmarks should be

required. For some specific performance measures, national literature is used to project a benchmark that the program should achieve (e.g., the percent that should graduate from the residential phase of the program).

IV. Performance Measures for Specific Goals of the Boot Camp

In this section, we describe performance measures that can be used to assess whether the program was successfully implemented, and whether the program achieved its specific goals. A series of performance measurements are proposed in addition to recidivism. We describe performance measures separately for the three components of the evaluation: process, immediate outcomes, and long term outcomes.

A. Process Evaluation

It is recommended that the evaluation team examine the adequacy of program implementation for each program component. This evaluation will provide information useful for three purposes. First, the information will help determine the relative level of services provided at various times. This information can be useful in determining whether implementation of the program contributed to any failures to meet specific standards or to achieve significant improvements. This will help administrators know if modifications in the boot camp design are needed. Second, this information will be useful in determining which program components need additional resources or expansion. Thirdly, the evaluation will scrutinize juvenile justice system and agency procedures surrounding/supporting the program. The purpose is to detect changes that may affect the delivery of services or otherwise influence the treatment environment. If, for example, juveniles who would otherwise be placed in the community were referred and accepted to the boot camp, net widening would occur and this information would be useful in interpreting survival rates and expulsion rates.

The following process performance measures can assess whether the proposed system goals are being met:

1. Whether 60 beds are available for the boot camp
2. Whether juveniles are admitted in small groups of 8 to 12
3. The extent to which referred and admitted juveniles meet the screening criteria
4. What percentage of juveniles have ISP completed in 30 days, and whether family FIA/court worker, case manager and aftercare worker are involved
5. The extent to which admitted "eligible" juveniles differ from juveniles who were sentenced, but not accepted on psycho-social, educational, prior offense history and other characteristics (as measured by statistical significance)
6. The acceptance rate for admission should be about 50 percent based on national data, and evaluators should measure the reasons why "eligible" juveniles were rejected (i.e., are these

- reasons consistent with the exclusion criteria)
7. Whether the residential treatment program is 120-180 days for most youth and the after-care program is 180 days
 8. Percentage of face-to-face interviews conducted with eligible youth and their families
 9. The extent to which personnel responsible for acceptance of youth "overbook" the number of youth who are admitted. Based upon the national expulsion rate of 10 percent, it is suggested that personnel should overbook by 10 percent.
 10. The amount of time in which the admitted youth waits in tether, placement, or detention before being transferred to the boot camp; this measure is important in determining cost savings as well as the number of bed days saved.
 11. Whether clear expectations and consequences of their behavior are communicated to the youth in writing and understood.
 12. Percentage of youth who achieve the expected behavior at the end of Level one in 30 days or less
 13. Percentage of youth who violate program rules for expulsion relative to the percentage of youth who are actually expelled
 14. Whether the boot camp has a daily schedule
 15. Whether Teachers are certified
 16. Whether there is one staff leader for every group of youth
 17. The number of hours in which staff receive training
 18. The extent to which staff agree with the program philosophy before and after training
 19. The turn-over rate for boot camp staff, and whether a rotation schedule for staff is established
 20. Percentage of youth for which community reintegration goals are established during first 30 days of residential program
 21. Degree of communication of reintegration provider with community service agencies, all collaborative agencies, and residential provider (as measured by number and length of meetings as well as purpose of meeting, rapport among personnel from different agencies) Interviews with all parties about quality of meetings and communication can assess the extent to which continuity of care is achieved
 22. The extent to which provider met all state rules and regulations and operate in accordance with ACA Standards for Juvenile Boot Camps

The following process performance measures relate to victim and community goals:

1. The percentage of juveniles admitted to boot camp who perform community service, the number of hours performed, and the type of work
2. The percentage of youth required to pay restitution in reintegration phase
3. During after care phase, the extent to which the average caseload for a social worker is six youth and their families
4. During after care phase, the extent to which average number of hours spent on family intervention is a minimum of 5 hours per week

5. The number of phone calls to check on curfew compliance and the number of drug tests given
6. Whether educational campaigns about the boot camp are publicized to the public

The following process performance measures relate to offenders' goals concerning educational achievement, employment readiness, cognitive skills, prosocial attitudes:

1. The percentage of eligible youth who participate in a GED program
2. Whether provider implemented transition planning during midpoint of residential program
3. The percentage of youth who identify the educational area they will pursue after release
4. Whether the school includes social and independent living skills, critical thinking skills, workplace competency skills.
5. Evaluations by youth of the extent to which the job training program assisted them in assessing their vocational interests, learn about skilled trades, and provide information about job searches, completing applications, interviewing, salary negotiations, and keeping a job.
6. The percentage of youth who have an educational/employment plan developed with the aftercare worker
7. The amount of time youth spend on improvement of cognitive behavioral skills, and the number of times youth are given opportunity to apply acquired knowledge through role playing, and simulations. Time should be measured separately for each component: critical thinking, problem solving, prosocial values/morals, aggression replacement, empathy/victim awareness, communication.
8. Whether focus groups addressing criminogenic needs are provided on a weekly basis as designed, the amount of time spent in such groups, and the discussion content of the groups
9. The percentage of youth who are asked to serve as tutors, group leaders, or organize/lead activities
10. Whether a specially trained substance abuse staff is hired, and whether provider communicates with aftercare worker about each youth's substance abuse problem and progress
11. Whether a specially trained vocational specialist is hired
12. The amount of time youth spend on each component: health and physical fitness, on education pursuits, on employment readiness training, emotional well being
13. The percentage of youth who work at the boot camp; the amount of time youth spend working at the boot camp and the type of work performed

The following process performance measures relate to the involvement of the family in the juvenile's progress at the boot camp:

1. Whether family members were interviewed before admission, and whether family members were consulted about the Individual Service Plan and Transition Plan
2. The number of phone calls and in-person meetings with family members, the purpose of the

- contact and the length of the contact
3. The percentage of youth who had at least one family member who were informed about the psycho educational focus groups, community organizations, and treatment groups

B. Evaluation of Immediate Outcomes

Each of the program components is expected to produce some immediate change in the youth being served. By conducting the process evaluation as described in the previous section, the adequacy of program functioning can be accounted for in the assessment of the immediate outcomes. If a particular program component is functioning adequately and the immediate results are not being achieved, then some other factor would have to account for the failure.

The following immediate outcome performance measures relate to system goals:

1. The cost savings of the program (Cost savings should take into account daily operational costs of the boot camp compared to medium security facilities)
2. The number of bed days saved by the boot camp program (Bed days saved must take into account the expulsion rate and survival rate as well as the length of time juveniles stay in detention awaiting transfer to the boot camp)
3. Percentage of offenders who are expelled and the reasons why they were expelled (it is important to distinguish between those who violated rules versus those who voluntarily left because of lack of motivation to continue in the program). National literature suggests that the expulsion rate during residential phase will be 10 percent or less, which indicates a graduation rate of 90 percent.
4. The survival rate (percentage who are not rearrested) during completion of the reintegration phase. National literature suggests that the survival rate should be between 66 and 75 percent.

The following immediate outcome performance measures relate to victim and community goals:

1. Percentage of youth who successfully complete community service and restitution; National literature suggests 75-85 percent.
2. Percentage of youth who have at least one family member involved in psycho educational focus groups, and treatment programs offered by boot camp provider.
3. Through pre-test (at six weeks before implementation of the boot camp) and post-test (one year after implementation of the boot camp) surveys of a random sample of community members, evaluators can measure public awareness and acceptance of the boot camp program

The following immediate outcome performance measures relate to the youth's acquisition of cognitive skills, values, prosocial attitudes, and academic attainment:

1. Percentage of offenders who average 2 grade level increases in basic literacy skills (reading and math) at completion of residential phase and additional 1 grade level increase at completion of reintegration phase
2. Whether there is an average statistically significant improvement from pretest to after completion of the residential phase on critical thinking skills, personal qualities and social skills for the workplace, and the five workplace competency skills at completion of residential phase and again at completion of reintegration phase. See description of boot camp program for specific aspects of these skills that should be measured.
3. Percentage of youth who can successfully develop a resume, complete a job application, describe how to search for a job, and have information about vocational careers (this can be assessed through tests given to the juvenile upon completion of the employment program and by evaluations from the teacher)
4. The percentage of youth who move from stage 1 or 2 moral reasoning to stage 3 moral reasoning
5. The percentage of youth who show a statistically significant improvement upon completion of residential phase and again upon completion of after care on aggression reduction, empathy for victims, communication skills, problem solving, emotional well-being, and critical thinking skills
6. Whether there is a statistically significant average improvement in self-esteem, and communication with family
7. The percentage of youth who successfully serve as tutors, group leaders, or organize/lead activities, and the number of successfully completed hours as a tutor, group leader, organizer/leader of activities in residential phase
8. The percentage of youth who test negative on drug tests during residential and after care phase
9. The percentage of youth who complete work assignments.
10. Statistical improvement in overall health.
11. Compliance with treatment conditions.

C. Evaluation of Long-term Outcomes

If immediate results do not show significant improvements, these components of the program will not likely produce desired long term outcomes.

The following performance measures of long-term outcomes relate to system and/or offenders' goals for the program:

1. The survival rate (the percentage of youth who are not rearrested) after six months and one year completion of the reintegration program. The anticipated survival rate will be 66 to 75 percent at six months and one year and each year thereafter for 5 years.
2. Bed savings and cost savings after second year of operation of the boot camp
3. Percentage of youth who find or maintain employment, continue their education after six

- months and after one year completion of the reintegration program
4. Whether there remains a statistically significant improvement in youth's prosocial attitudes, moral reasoning, problem solving skills, critical thinking and basic literacy skills after six months and after one year completion of the after care program
 5. Whether there remains a statistically significant improvement in youth's abstinence from drugs and a reduction in addiction prone attitudes after six months and after one year completion from release from reintegration
 6. Percentage of youth who are involved in community organizations after one year completion of the after care program.
 7. Significant improvement in school attendance for youth who continue in school.

Boot Camp Survey Findings State of Michigan

Huskey & Associates

Section I

January 14, 1997

I. Overview

A statewide survey was distributed to a total of 249 county and state juvenile justice officials in Michigan consisting of 83 Judges, 83 FIA personnel, and 83 Court Administrators. The purpose of the questionnaire was to assess their interest in a proposed juvenile boot camp and to obtain input on issues pertinent to the development of the boot camp. The following summary describes the findings and highlights the potential implications for program development from this statewide survey.

A total of 119 survey responses were received from the 249 mailed, representing a 47.8% response rate. National experience shows that this rate of response is quite acceptable for these types of surveys. Responses from at least one respondent were received from 73 of 83 counties (88%). Response rates for each of the respective respondent groups were:

Respondent	Number Mailed	Number Received	Response Rate
Court Administrators/Designees	83	47	56.6
FIA Personnel	83	57	68.7
Judges	83	15	18.1
TOTAL	249	119	47.8

II. Survey Findings

Findings for each survey category are summarized below.

Question 1 - Support for Proposed Boot Camp

- Overall, 84% of all respondents supported the boot camp as proposed. Specifically, support was expressed by
 - 93.3% of Judges
 - 85.1% of Court Administrators/Designees
 - 80.7% of FIA personnel
- 10.9% indicated that they were undecided
- 5% (only 6 respondents) indicated no interest
- Of those indicating no interest, reasons given were either that their county operated or used a boot camp currently or that very few youths would be eligible.

Question 2 - Importance of Boot Camp Goals to Respondents

- Respondents were asked to rank seven goals in order of importance from (1) most important to (7) least important.
- The rank order was:
 - Redirect youth from further involvement in the juvenile justice system
 - Provide an additional sentencing option in lieu of a traditional training school

- Increase public safety through a highly-structured and secure out-of-home placement
- Provide new intensive reintegration services to youth returning from facilities
- Increase youth's academic and competency skills
- Strengthen and increase competency skills of the youth's family
- Repair harm done to victim and to the community through increased restitution and community service work
- There was a high level of agreement among Court Administrators, FIA personnel and Judges as to the most important goal being to redirect youth from further involvement in the juvenile justice system.
- There also was a high level of agreement for the goal ranked least important which was to repair harm done to victim and the community through increased restitution and community service work.
- Some respondents indicated that all of the proposed goals were important.

Question 3 - Proposed Selection Criteria

- A list of 13 proposed selection criteria consistent with the Violent Crime Control Act of 1994 and Office of Justice Programs was provided. Respondents were asked to indicate whether they agreed or disagreed with each stated criterion. Below is the percentage of those agreeing with each of the selection criterion:

Proposed Selection Criteria	Percent Agreeing with Criterion
No one who is seriously developmentally or physically disabled	99.2
Juvenile offenders who are under the temporary custody of the court, supervised by the court or by the State of Michigan	97.4
Juvenile offenders who receive a basic medical screening for strenuous activities	96.6
No one in need of hospital-based residential treatment for serious addiction or mental illness	94.9
Juvenile offenders with a history of offending	93.0
Juvenile offenders with a Risk Assessment score of medium security (if referred by the FIA or by a court order)	91.3
Juveniles adjudicated delinquent for a selected Class II and Class III felony offense	89.6
Male juvenile offenders ages 15-17 years	81.4
No one adjudicated for any Class I offense (current or past)	71.3
No one adjudicated for arson of a personal dwelling, kidnapping, criminal sexual conduct II and III, death due to explosives, assault with a dangerous weapon, manslaughter, felony firearm, felony child abuse, mayhem, negligent homicide, or aggravated assault (current or past)	65.8
No one adjudicated for Class IV and V offenses	53.8
Youths who demonstrate motivation to participate in the boot camp	53.6

No one demonstrating a history of truancy and AWOL (resulting in legal action) from a public/private medium or high security facility

50.9

- There was a high level of agreement among all respondents for most criteria. There was less agreement relative to the exclusion of some violent offenders and whether youths must demonstrate motivation to participate. Also, only half of the respondents (50.9%) agreed that those with a history of truancy/AWOL should be excluded.

Question 4 - Proposed Referral Process

- Eight out of ten respondents (85.1%) agreed with the referral process as developed by the Boot Camp Advisory Committee.
- Of those who offered comments, over half (56.5%) of respondents expressed that referrals should go directly to the boot camp (thus avoiding the Central Intake Committee) and that they were concerned about the length of time occurring between referral and placement.

Question 5 - Proposed Residential Program Elements

- Respondents were asked to rank the importance of a list of 15 program elements proposed for inclusion in the Residential Phase of the boot camp program from (1) not important to (4) very important.

Residential Program Element	Percentage who Ranked Criterion Important or Very Important
Aggression reduction/replacement (conflict resolution skills, anger management, impulse control)	95.8
Competency skills development (problem solving skills, new thinking patterns, communication skills, social skills, moral reasoning abilities, prosocial values)	93.2
Academic education/GED	92.4
Employment preparation	91.4
Victim awareness (empathy building)	90.7
Substance abuse (education, treatment, relapse prevention)	88.9
Regimented daily schedule	88.9
Positive behavior management (graduate through level system)	86.3
On-site work program (implementation of work skills learned)	84.7
Psychoeducational focus groups (grief and loss, family violence, responsible citizenship, parenting issues, cultural/racial diversity and sensitivity, spirituality)	81.5
Physical health promotion (nutrition, disease and STD prevention, personal hygiene, sexual responsibility)	79.6
Individual, group, family counseling	79.5
Physical fitness (daily physical training, circuit training)	72.9

Community restoration (community service work off-site)	65.3
Leadership skills development	55.1

- Nine out of ten respondents ranked anger reduction/replacement, competency skills development, academic education/GED, employment preparation, and victim awareness as either important or very important program elements in the Residential Phase of the boot camp.
- Only about half (55.1%) of survey respondents ranked leadership skills development as important or very important for inclusion in the Residential Phase.

Question 6 - Proposed Community Reintegration Phase Program Elements

- Respondents were asked to rank the importance of a list of 20 program elements for inclusion in the Community Reintegration Phase of the boot camp program from (1) not important to (4) very important.

Community Reintegration Phase Program Element	Percentage who Ranked Criterion Important or Very Important
Continued high school/GED	96.7
Offender monitoring (curfew, in-home detention, drug testing)	96.6
Job placement/supported work	95.7
Continued aggression reduction/replacement (conflict resolution skills, anger/stress management, impulse control)	94.9
Continued substance abuse (treatment and relapse prevention)	93.3
Intensive in-home family intervention (average of 5 hours per week)	91.5
Continued competency skills development and application (problem solving skills, new thinking patterns, communication skills, social skills, moral reasoning abilities, prosocial values)	90.5
Continued self-management (positive behavior management)	88.1
Victim restitution	86.3
Treatment and supportive services	85.3
Transitional living	78.7
Day reporting	78.6
Individual and group counseling	76.9
Mentor program	76.3
Continued victim awareness (empathy building)	76.3
Community restoration (community service work)	70.6
Health maintenance	62.8
Emergency stipends (bus tokens, food bank, clothing)	61.0
Continued leadership skills development	47.5
College	38.5

- Over 90% of respondents ranked continued high school/GED, offender monitoring, job placement/supported work, continued anger reduction/replacement, continued substance abuse, intensive in-home family intervention, and continued competency skills development and application as important or very important for inclusion in the Community Reintegration Phase of the boot camp.
- Less than half of respondents ranked continued leadership skills development and college as important or very important.

Question 7 - Community Resources Available

- Respondents were asked to indicate whether there were resources in their community to provide the services associated with the Community Reintegration Phase identified in the previous question.

Community Reintegration Phase Program Element	Percent Indicating Resources are Available
Continued high school/GED	93.3
Continued substance abuse (treatment and relapse prevention)	89.9
Individual and group counseling	89.9
Victim restitution	80.7
Offender monitoring	79.0
College	77.3
Treatment and supportive services	77.3
Community restoration (community service work)	69.7
Health maintenance	69.1
Job placement/supported work	54.6
Day reporting	53.8
Intensive in-home family intervention (average of 5 hours per week)	51.3
Continued aggression reduction/replacement (conflict resolution skills, anger/stress management, impulse control)	50.4
Emergency stipends (bus tokens, food bank, clothing)	42.9
Continued self-management (positive behavior management)	39.5
Continued competency skills development and application (problem solving skills, new thinking patterns, communication skills, social skills, moral reasoning abilities, prosocial values)	37.8
Continued victim awareness (empathy building)	31.9
Mentor program	31.9
Transitional living	26.9
Continued leadership skills development	18.5

- Nine out of 10 respondents (93.3%) indicated that continued high school/GED resources were available. Continued substance abuse and individual and group counseling also were reported to be available (89.9%).

- Less than half of respondents indicated that emergency stipends, continued self-management, continued competency skills development and application, continued victim awareness, mentor program, transitional living, and continued leadership skill development resources were available in their community.

Question 8 - Conditions for County Participation

- Analyses of responses of those who stated that conditions would need to be met for their participation in the boot camp revealed three themes:
 - reasonable cost, accessibility, and adequate after care services.

Question 9 - Number of Estimated Boot Camp Referrals

- Responses from juvenile justice officials as to how many juvenile offenders per year they estimate sending to the proposed boot camp ranged from as low as 1 to as high as 100 juvenile offenders or more. This produced a mean of 8 offenders and a median of 5. The most frequent response was 2 offenders.

Question 10 - Additional Comments

- The Reintegration Phase would have to offer more than this community has in place or it will not be successful. (FIA personnel)
- It's a good idea whose time has come. Let me know when the doors open. I would like a tour. Make sure the Community Reintegration program is strong. (Judge)
- I stress, that if FIA is expected to provide the after care services expected, at the level of intensity indicated, our county who has four allocated positions, would have to have at least two more DSWs allocated. (FIA personnel)
- A key factor to the success of the program is a sufficient number of appropriate referrals. This will be accomplished if the program is cost-efficient and it makes a difference in the lives of the participants. Cost is critical, especially if the county child care fund is being charged. Effectiveness will be measured by recidivism, which makes the Community Reintegration so crucial. (FIA personnel)
- The boot camp process, in my opinion, should combine competency development with self-discipline resulting in an enhanced self-concept and positive attitude in the juvenile. After care or Reintegration services are critical to follow through on the skills learned in the program. Females may also benefit from this type of program as well as males. (Court Administrator Designee)
- Female offenders need to be addressed also. What about a similar program for young female offenders? (FIA personnel)
- I would like to emphasize by limiting the age group to 15-17 years, the majority of offenders will not see boot camp. The age should be, at least, 14-17 if not lower. I do not know many agencies that would disagree with this. (Court Administrator Designee)
- Cost is a big issue. Reasonably affordable residual and after care is a must. (Court Administrator Designee)

- If the cost is too high our local court will not refer youth to this program due to a tight CCF budget. (FIA personnel)
- The primary issue for this court to use boot camp status is the per diem cost to the counties. We, to date, have not placed any minors under ACT150 due to the state per diem costs. We use boot camp facilities like Camp Oakland where cost is very reasonable. (Judge)
- Oakland County Probate Court presently utilizes boot camp programming provided by Camp Oakland of Oxford, Michigan. Whether provided by Camp Oakland or the State of Michigan, Oakland County would be a significant user of the program concept provided a strong treatment component was utilized. (Court Administrator)
- Since the proposed boot camp will accept both County and State wards, will the placement have to be PA150 or will it be ADC-F eligibility for county wards? The use of ADC-F eligibility would be a major consideration for Kent County utilizing the boot camp. (Court Administrator)
- As a mid-Michigan county, our concern would be availability of bed space. Although we certainly would use the facility from time to time, what are the chances we could get someone admitted? (Court Administrator)
- We have had three youths attend the Oakland County Boot Camp program. Two of three are in trouble again. Substance abuse issues really need to be worked on while in the program. (Court Administrator)
- The county runs a boot camp. The state funded programs are too expensive. In the past, the state boot camps have been very high priced and the after care costs were not even close to being reasonable. The state should get out of the institutional care business due to high cost. (Court Administrator)
- Boot camp can be effective only if participants are properly screened and standards are consistent. This includes selection and graduation standards. Also, if there are insufficient community or contractual resources on the back end, this program will fare no better than earlier experimental programming for delinquent youth. (FIA personnel)
- I would welcome expanded boot camp opportunities in Michigan. However, not if only the 'cream of the crop' are selected for inclusion. Also, the selection process needs to be streamlined. We don't need another juvenile bureaucracy. (Judge)
- It would be beneficial if the facility could help with transportation needs, particularly if secure transportation is required. (FIA personnel)
- I believe this would be a very utilized alternative sentencing and placement option. (FIA personnel)
- I hope something happens with this other than a survey. (Court Administrator)