

JCMS Code Book

School-based Definitions

August 25, 2021



School-based programs

School-based programs are programs that provide educational support, training, and/or supervision for youth where academic or behavioral problems originated in the school setting. These programs generally meet with a youth multiple times over a specific period of time. Generally, the program relies on an educational or relationship based component to invoke behavioral change within the client.

Intake – Afterschool

Afterschool programs are summer and after-school activities designed to reduce juvenile crime through constructive activity.

Gender: characteristics of femininity and masculinity based on social constructs.

- **Female** – identifies with feminine characteristics and constructs.
- **Male** – identifies with masculine characteristics and constructs.
- **Non-binary** – does not identify as male or female.
- **Prefer not to say** – youth chose not to answer.
- **Unspecified** – information was not gathered.

Race: per the American Sociological Association, ““Race” refers to physical differences that groups and cultures consider socially significant, while “ethnicity” refers to shared culture, such as language, ancestry, practices, and beliefs.” (Explanation of the Standards - The Office of Minority Health (hhs.gov))

School Enrollment: The youth’s school enrollment status at the time of their initial involvement in the program that indicates the type of enrollment in school.

- **Unspecified** – the youth, parent, or referral source does not know/did not indicate the youth’s school enrollment status.
- **Enrolled/Attending** – the youth is currently enrolled in and attending a public or private school.
- **Suspended** – the youth is currently enrolled in school but cannot attend for a period of time per the school.
- **Expelled** – the youth was enrolled in school but has been removed/banned from returning to the school for an extensive period of time.
- **Home Schooled** – the youth is being educated at home by their parent(s)/guardian.
- **HS Graduate/GED, No College** – the youth has graduated from high school or obtained their GED and is not enrolled in college courses.
- **College Student** – the youth is enrolled in and attending college courses or trade school.
- **Drop Out** – the youth is no longer enrolled in or attending any type of educational institute and did not complete graduation requirements.
- **Alternate School** – the youth is enrolled in a non-traditional educational program.

School Name: The name of the primary school the youth is enrolled, indicating they are entered as a participant of that school, at the time of their initial involvement in the program.

Current Grade: Position (k-12) in a primary school of a youth to identify academic progress at the time of enrollment.

Eligible for Free/Reduced Lunch: Based on reported household income, the youth receives or could receive free or reduced lunch at their primary school.

Youth Employed: Youth actively engages in and maintains a job position at a credible place of employment

Family Size: Number of people living within the youth's place of legal residence.

Family Income: The combined incomes of all people living within the youth's place of legal residence. This includes all forms of income such as salaries and wages, retirement funds, government assistance, child support, and pensions (\$0000.00).

Interpreter Needed: Indicates whether the youth and/or parents need an interpreter if English is not a primary language.

If Yes, what Language: Free text field to indicate what language the youth and/or parents indicate as their primary language spoken.

Custody/Guardianship: Indicates who has legal responsibility for the youth. May be different than who the youth resides with.

- **Single Parent** – one parent has custody of the youth.
- **Both Parents** – two parents have custody of the youth.
- **Guardian** – an adult who is a non-biological parent who is legally responsible for the youth.
- **State Ward/Ward of Tribal Court** – a youth who the state or tribe has legal custody over, and the state or tribe is legally responsible for.
- **Lives on Own** – a youth who is legally responsible for themselves, including emancipated youth.

Grant County: The originating county associated with the grant authorization for program funding.

Grant Number: The series of numbers and/or letters identifying the authorized grant associated with the program.

Person Referring: The name and title of the person that directed or requested the youth to the program for participation.

Referral Source: The agency, organization, or entity that directed or requested the youth to the program for participation.

Referral Date: The two-digit month, two-digit day, and four-digit year of the received request to review the youth's case for consideration into the program.

Enrollment Date: The two-digit month, two-digit day, and four-digit year the youth participated in the program.

Primary Reason for Enrollment: The purpose for the youth to participate in the program indicating the reason the youth required the services of the program.

- **Tutoring** – the youth attends the program for additional help with one or more school subjects and/or homework assistance.
- **Alternative Activities** – the youth attends the program to provide the youth with additional structured activities during the afterschool hours.
- **Child Supervision** – the youth attends the program to provide them with additional supervision in afterschool hours.
- **Peer Interaction** – the youth attends the program to increase positive peer interactions.

- **Poor School Attendance** – the youth attends the program due to poor school attendance.

Secondary Reason for Enrollment: Additional purpose for the youth to participate in the program indicating the reason the youth required the services of the program.

- Same options as the Primary Reason for Enrollment above.

Prior Law Violations: Notes all violations of statute or ordinance resulting in a petition filed and subsequent adjudication which occurred before participation in the program.

Notes on Prior Law Violation: Additional information pertaining to the youth's prior law violation that provides an understanding of the youth's offense, substance use, academic performance, reasons, specific incentive, or personal life relevant to their participation in the program.

History of Aggressive Behavior: The youth's actions or behaviors are reported to be hostile or violent toward others or things.

Notes on Aggressive Behavior: Additional information pertaining to the youth's aggressive behavior that provides an understanding of the youth's offense, substance use, academic performance, reasons, specific incentive, or personal life relevant to their participation in the program.

High Risk Environment: The youth's living situation or surroundings exposes them to identifiable danger.

Notes on High Risk Environment: Additional information pertaining to the current high risk environment that provides an understanding of the youth's offense, substance use, academic performance, reasons, specific incentive, or personal life relevant to their participation in the program.

Misses School: The level of frequency the youth does not attend school or the academic setting they are enrolled to attend at intake.

- **Frequently** – the youth regularly does not attend school.
- **Sometimes** – the youth occasionally does not attend school.
- **Rarely** – the youth rarely does not attend school.
- **Never** – the youth always attends school.
- **Unknown** – the youth, parent, or referral source does not know/indicate how often the youth attends school.

Grades: The average number of academic credits earned by the youth as calculated by dividing the total number of credits earned by the total of credits attempted at intake.

School Attachment: The level of investment the youth has or level of value they attribute to their school or academic setting at intake.

- **High Attachment** – the youth sees great value in getting an education, is invested in their school and their education, feels supported at school from teachers and staff, and is motivated to continue to attend school and puts forth effort into their school work.
- **Medium Attachment** – the youth sees some value in getting an education, is somewhat invested in their school and their education, feels somewhat supported at school from teachers and staff, and is somewhat motivated to continue to attend school and put forth effort into school work.
- **Low Attachment** – the youth sees little value in getting an education and does not invest in their school or education, may feel unsupported at school and are discouraged from continuing their education; doesn't show motivation to attend school or complete school work.

- **Unknown** – the youth, parent, or referral source does not know/indicate the level of school attachment for the youth.

Parental Involvement: Level of parent engagement in program components during youth’s participation such as parent training group or communication with staff at intake.

- **Active** – one or more parent(s) is very involved with their youth and the program while the youth is enrolled. This includes, but is not limited to, contact with program staff and participating in family activities.
- **Minimally Active** – one or more parent(s) was slightly involved with their youth and the program while the youth was involved, doing the bare minimum asked of them.
- **Inactive** – the youth lives with one or more parent(s), but no parent(s) are involved with the youth and the program while enrolled.
- **No Participation** – the youth’s parent(s) are not involved in the youth’s life while the youth was enrolled in the program.
- **Unknown** – the youth, parent, or referral source does not know/indicate how involved the parents are.

Narrative: Additional information pertaining to the youth that provides an understanding of the youth’s offense, substance use, academic performance, reasons, specific incentive, or personal life relevant to their participation in the program.

EB-NE Intake Assessment Completed: Indicates whether the youth completed the EB-NE Assessment Tool at intake (yes/no).

If No, Why Not: If the youth did not complete the EB-NE Assessment Tool at intake, indicate why not.

- **Youth Refused** – the youth refused to complete the assessment tool.
- **Not Appropriate for Youth (Too Young, Language Barrier, etc.)** – the youth is not able to complete the assessment for reasons other than refusing, such as being under 6th grade, not able to read/comprehend English or Spanish tools, etc.
- **Youth Left Program Early** – the youth left the program before the tool could be completed.

Date Completed: The two-digit day, two-digit month, and four-digit year the youth completed the EB-NE Assessment Intake Tool.

Discharge

Discharge Date: The two-digit day, two-digit month, and four-digit year the youth was discharged from participation in the program.

Discharge Reason: The selected reason directly pertains to the youth no longer participating in the program nor receiving services relevant to the program.

- **Stopped Attending** – the youth stopped attending the program prior to the end of the program.
- **Other Commitments** – the youth had other commitments that conflicted with program attendance.
- **Transferred Schools** – the youth transferred to a different school.
- **Transferred to GED Program** – the youth transferred to a GED program.
- **Transferred to Homeschool** – the youth transferred to homeschooling.
- **Dropped Out** – the youth dropped out of school.
- **Graduated** – the youth graduated from high school.
- **Expelled** – the youth has been banned from school for an extended period of time.
- **Youth/Parent Refused** – the youth and/or parent refused services after referral or enrollment.

- **Other (Moved Away, Death, etc.)** – the youth was discharged from the program for other reasons not listed here.

Misses School: The level of frequency the youth does not attend school or the academic setting they are enrolled to attend at discharge.

- **Frequently** – the youth regularly does not attend school.
- **Sometimes** – the youth occasionally does not attend school.
- **Rarely** – the youth rarely does not attend school.
- **Never** – the youth always attends school.
- **Unknown** – the youth, parent, or referral source does not know/indicate how often the youth attends school.

Grades: The average number of academic credits earned by the youth as calculated by dividing the total number of credits earned by the total of credits attempted at discharge.

School Attachment: The level of investment the youth has or level of value they attribute to their school or academic setting at discharge.

- **High Attachment** – the youth sees great value in getting an education, is invested in their school and their education, feels supported at school from teachers and staff, and is motivated to continue to attend school and puts forth effort into their school work.
- **Medium Attachment** – the youth sees some value in getting an education, is somewhat invested in their school and their education, feels somewhat supported at school from teachers and staff, and is somewhat motivated to continue to attend school and put forth effort into school work.
- **Low Attachment** – the youth sees little value in getting an education and does not invest in their school or education, may feel unsupported at school and are discouraged from continuing their education; doesn't show motivation to attend school or complete school work.
- **Unknown** – the youth, parent, or referral source does not know/indicate the level of school attachment for the youth.

Parental Involvement: Level of parent engagement in program components during youth's participation such as parent training group or communication with staff at discharge.

- **Active** – one or more parent(s) is very involved with their youth and the program while the youth is enrolled. This includes, but is not limited to, contact with program staff and participating in family activities.
- **Minimally Active** – one or more parent(s) was slightly involved with their youth and the program while the youth was involved, doing the bare minimum asked of them.
- **Inactive** – the youth lives with one or more parent(s), but no parent(s) are involved with the youth and the program while enrolled.
- **No Participation** – the youth's parent(s) are not involved in the youth's life while the youth was enrolled in the program.
- **Unknown** – the youth, parent, or referral source does not know/indicate how involved the parents are.

Discharge Narrative: Additional information pertaining to the youth that provides an understanding of the youth's offense, substance use, academic performance, reasons, specific incentive, or personal life relevant to their participation in the program at discharge.

EB-NE Follow Up Assessment Completed: Indicates whether the youth completed the EB-NE Assessment Tool at discharge or designated time after enrollment (yes/no).

If No, Why Not: If the youth did not complete the EB-NE Assessment Tool at discharge, indicate why not.

- **Youth Refused** – the youth refused to complete the assessment tool.
- **Not Appropriate for Youth (Too Young, Language Barrier, etc.)** – the youth is not able to complete the assessment for reasons other than refusing, such as being under 6th grade, not able to read/comprehend English or Spanish tools, etc.
- **Youth Left Program Early** – the youth left the program before the tool could be completed.

Date Completed: The two-digit day, two-digit month, and four-digit year the youth completed the EB-NE Assessment Follow-Up Tool.

Afterschool Program Attendance

Begin Date: The two-digit month, two-digit day, and four-digit year the youth began participating in a specific program held for instructional/educational purposes.

End Date: The two-digit month, two-digit day, and four-digit year the youth stopped participating in a specific program held for instructional/educational purposes

Hours Attended: Number of hours (60-minute intervals) the youth was in the program.

Hours Program Available: Number of hours (60-minutes intervals) the program was open to youth to attend/participate.

Narrative: Additional information pertaining to the youth that provides an understanding of the youth's offense, substance use, academic performance, reasons, specific incentive, or personal life relevant to their participation in the program.

Number of Occurrences: The number of times that staff interacted with the youth and/or family during the recorded time period.

Afterschool Activity

Start Date: The two-digit month, two-digit day, and four-digit year the youth began participating in a specific activity held for instructional/educational purposes while participating in the program

End Date: The two-digit month, two-digit day, and four-digit year the youth stopped participating in a specific activity held for instructional/educational purposes while participating in the program.

Activity Type: The category/domain that the activity the youth participated in addresses.

- **Homework/Tutoring** – the youth participated in a tutoring program or received homework assistance.
- **Art** – the youth participated in arts and crafts activities.
- **STEM** – the youth participated in activities focused on science, technology, engineering and math.
- **LifeSkills** – the youth participated in activities designed to improve independence and performance of daily activities that will teach youth how to meet their needs.
- **Employment Skills** – the youth participated in activities to teach them job skills and improve employability.
- **Prosocial Activities** – the youth participated in activities that help demonstrate and re-enforce positive behavior and actions.

- **Health and Wellness** – the youth participated in activities that focused on their health and overall wellness.
- **Recreation** – the youth participated in recreational activities such as games and sports.

Hours Completed: Number of hours (60-minute intervals) the youth was physically in attendance of the instructional/educational class.

Notes Box: Additional information pertaining to the youth relevant to their participation in the program.

Intake – Alternative School

Alternative schools are academic enrichment programs where services are focused on youth expelled or suspended from their home school system.

Gender: characteristics of femininity and masculinity based on social constructs.

- **Female** – identifies with feminine characteristics and constructs.
- **Male** – identifies with masculine characteristics and constructs.
- **Non-binary** – does not identify as male or female.
- **Prefer not to say** – youth chose not to answer.
- **Unspecified** – information was not gathered.

Race: per the American Sociological Association, ““Race” refers to physical differences that groups and cultures consider socially significant, while “ethnicity” refers to shared culture, such as language, ancestry, practices, and beliefs.” (Explanation of the Standards - The Office of Minority Health (hhs.gov))

School Enrollment: The youth’s school enrollment status at the time of their initial involvement in the program that indicates the type of enrollment in school.

- **Unspecified** – the youth, parent, or referral source does not know/did not indicate the youth’s school enrollment status.
- **Enrolled/Attending** – the youth is currently enrolled in and attending a public or private school.
- **Suspended** – the youth is currently enrolled in school but cannot attend for a period of time per the school.
- **Expelled** – the youth was enrolled in school but has been removed/banned from returning to the school for an extensive period of time.
- **Home Schooled** – the youth is being educated at home by their parent(s)/guardian.
- **HS Graduate/GED, No College** – the youth has graduated from high school or obtained their GED and is not enrolled in college courses.
- **College Student** – the youth is enrolled in and attending college courses or trade school.
- **Drop Out** – the youth is no longer enrolled in or attending any type of educational institute and did not complete graduation requirements.
- **Alternate School** – the youth is enrolled in a non-traditional educational program.

School Name: The name of the primary school the youth is enrolled, indicating they are entered as a participant of that school, at the time of their initial involvement in the program.

Current Grade: Position (K-12) in a primary school of a youth to identify academic progress at the time of enrollment.

Eligible for Free/Reduced Lunch: Based on reported household income, the youth receives or could receive free or reduced lunch at their primary school.

Credits Required to Date (H.S. Only): The number of academic credits the youth needs in order to graduate as assessed at the time of intake to the program. This field is to be completed for High School students only.

Credits Earned to Date (H.S. Only): The number of academic credits the youth has received in order to graduate as assessed at the time of intake to the program. This field is to be completed for High School students only.

Youth Employed: Youth actively engages in and maintains a job position at a credible place of employment

Family Size: Number of people living within the youth's place of legal residence.

Family Income: The combined incomes of all people living within the youth's place of legal residence. This includes all forms of income such as salaries and wages, retirement funds, government assistance, child support, and pensions (\$0000.00).

Custody/Guardianship: Indicates who has legal responsibility for the youth. May be different than who the youth resides with.

- **Single Parent** – one parent has custody of the youth.
- **Both Parents** – two parents have custody of the youth.
- **Guardian** – an adult who is a non-biological parent who is legally responsible for the youth.
- **State Ward/Ward of Tribal Court** – a youth who the state or tribe has legal custody over, and the state or tribe is legally responsible for.
- **Lives on Own** – a youth who is legally responsible for themselves, including emancipated youth.

Grant County: The originating county associated with the grant authorization for program funding.

Grant Number: The series of numbers and/or letters identifying the authorized grant associated with the program.

Person Referring: The name and title of the person that directed or requested the youth to the program for participation.

Referral Source: The agency, organization, or entity that directed or requested the youth to the program for participation.

Referral Date: The two-digit month, two-digit day, and four-digit year of the received request to review the youth's case for consideration into the program.

Enrollment Date: The two-digit month, two-digit day, and four-digit year the youth participated in the program.

Primary Reason for Enrollment: The main purpose for the youth to participate in the program indicating the reason the youth required the services of the program.

- **Drug Possession/Use** – the youth is not able to attend regular school due to having and/or using drugs or other illegal substances on school property.

- **Fighting/Assault** – the youth is not able to attend regular school due to fighting and/or assaulting other students or school staff/faculty.
- **Chronic Truancy** – the youth is not able to attend regular school as a result of multiple and continuing absences.
- **Weapon Possession/Use** – the youth is not able to attend regular school due to having and/or using a weapon on school property.
- **Academic Failure** – the youth is not able to attend regular school due to their school performance falling below a set standard (i.e. poor grades, missing credits).
- **Disruptive Verbal Behavior** – the youth is not able to attend regular school due to frequent or repetitive verbal utterances that disrupt the environment for others.
- **Pregnancy/Parenthood** – the youth is not able to attend regular school due to being pregnant or parenting a child.
- **Mental Health** – the youth is not able to attend regular school due to mental health issues that make attending regular school difficult.
- **Theft** – the youth is not able to attend regular school as a result of stealing from students or staff/faculty at the school, or stealing from the school itself
- **Inappropriate Phone Use** – the youth is not able to attend regular school as a result of misusing a phone on school grounds (i.e. using phone at the wrong time, phone causing a distraction to other students, “sexting”).

Secondary Reason for Enrollment: Additional purpose for the youth to participate in the program indicating the reason the youth required the services of the program.

- Same options as Primary Reason for Enrollment above.

Prior Law Violations: Notes all violations of statute or ordinance resulting in a petition filed and subsequent adjudication which occurred before participation in the program.

Notes on Prior Law Violation: Additional information pertaining to the youth’s prior law violation that provides an understanding of the youth’s offense, substance use, academic performance, reasons, specific incentive, or personal life relevant to their participation in the program.

History of Aggressive Behavior: The youth’s actions or behaviors are reported to be hostile or violent toward others or things.

Notes on Aggressive Behavior: Additional information pertaining to the youth’s aggressive behavior that provides an understanding of the youth’s offense, substance use, academic performance, reasons, specific incentive, or personal life relevant to their participation in the program.

High Risk Environment: The youth’s living situation or surroundings exposes them to identifiable danger.

Notes on High Risk Environment: Additional information pertaining to the current high-risk environment that provides an understanding of the youth’s offense, substance use, academic performance, reasons, specific incentive, or personal life relevant to their participation in the program.

IEP: Indicates that the youth has an Individualized Educational Program in place at the school. Yes/no drop-down menu.

Misses School: The level of frequency the youth does not attend school or the academic setting they are enrolled to attend at intake.

- **Frequently** – the youth regularly does not attend school.
- **Sometimes** – the youth occasionally does not attend school.
- **Rarely** – the youth rarely does not attend school.
- **Never** – the youth always attends school.
- **Unknown** – the youth, parent, or referral source does not know/indicate how often the youth attends school.

Grades: The average number of academic credits earned by the youth as calculated by dividing the total number of credits earned by the total of credits attempted at intake

School Attachment: The level of investment the youth has or level of value they attribute to their school or academic setting at intake.

- **High Attachment** – the youth sees great value in getting an education, is invested in their school and their education, feels supported at school from teachers and staff, and is motivated to continue to attend school and puts forth effort into their school work.
- **Medium Attachment** – the youth sees some value in getting an education, is somewhat invested in their school and their education, feels somewhat supported at school from teachers and staff, and is somewhat motivated to continue to attend school and put forth effort into school work.
- **Low Attachment** – the youth sees little value in getting an education and does not invest in their school or education, may feel unsupported at school and are discouraged from continuing their education; doesn't show motivation to attend school or complete school work.
- **Unknown** – the youth, parent, or referral source does not know/indicate the level of school attachment for the youth.

Parental Involvement: Level of parent engagement in program components during youth's participation such as parent training group or communication with staff at intake.

- **Active** – one or more parent(s) is very involved with their youth and the program while the youth is enrolled. This includes, but is not limited to, contact with program staff and participating in family activities.
- **Minimally Active** – one or more parent(s) was slightly involved with their youth and the program while the youth was involved, doing the bare minimum asked of them.
- **Inactive** – the youth lives with one or more parent(s), but no parent(s) are involved with the youth and the program while enrolled.
- **No Participation** – the youth's parent(s) are not involved in the youth's life while the youth was enrolled in the program.
- **Unknown** – the youth, parent, or referral source does not know/indicate how involved the parents are.

Narrative: Additional information pertaining to the youth that provides an understanding of the youth's offense, substance use, academic performance, reasons, specific incentive, or personal life relevant to their participation in the program.

Discharge

Discharge Date: The two-digit day, two-digit month, and four-digit year the youth was discharged from participation in the program.

Discharge Reason: The selected reason directly pertains to the youth no longer participating in the program nor receiving services relevant to the program.

- **Transferred to Regular School** – the youth transferred back to a traditional educational setting.

- **Transferred to GED Program** – the youth transferred to a GED program.
- **Transferred to Homeschool** – the youth transferred to homeschooling.
- **Dropped out** – the youth dropped out of school.
- **Graduated** – the youth graduated from high school.
- **Expelled** – the youth has been banned from school for an extended period of time.
- **Youth/Parent Refused** – the youth and/or parent refused services after referral or enrollment.
- **Other (Moved Away, Death, etc.)** – the youth was discharged from the program for other reasons not listed here.

Misses School: The level of frequency the youth does not attend school or the academic setting they are enrolled to attend at discharge.

- **Frequently** – the youth regularly does not attend school.
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- **Medium Attachment** – the youth sees some value in getting an education, is somewhat invested in their school and their education, feels somewhat supported at school from teachers and staff, and is somewhat motivated to continue to attend school and put forth effort into school work.
- **Low Attachment** – the youth sees little value in getting an education and does not invest in their school or education, may feel unsupported at school and are discouraged from continuing their education; doesn't show motivation to attend school or complete school work.
- **Unknown** – the youth, parent, or referral source does not know/indicate the level of school attachment for the youth.

Credits Earned: The number of academic credits the youth has received while participating in the program.

Discharge Narrative: Additional information pertaining to the youth that provides an understanding of the youth's offense, substance use, academic performance, reasons, specific incentive, or personal life relevant to their participation in the program at discharge.

Alternative School Program Attendance

Begin Date: The two-digit month, two-digit day, and four-digit year the youth began participating in a specific program held for instructional/educational purposes.

End Date: The two-digit month, two-digit day, and four-digit year the youth stopped participating in a specific program held for instructional/educational purposes.

Hours Youth Attended: Number of hours (60-minute intervals) the youth was in the program.

Hours Program Available: Number of hours (60-minute intervals) the program was open to youth to attend/participate.

Number of Occurrences: The number of times that staff interacted with the youth and/or family during the recorded time period.

Narrative: Additional information pertaining to the youth that provides an understanding of the youth's offense, substance use, academic performance, reasons, specific incentive, or personal life relevant to their participation in the program.

Intake - School Interventionist

An individual responsible for identifying and coordinating a behavioral or academic intervention for a student. The intervention process includes clearly identifying the problem, selecting a strategy to address the problem, and measuring the effectiveness of the strategy.

Gender: characteristics of femininity and masculinity based on social constructs.

- **Female** – identifies with feminine characteristics and constructs.
- **Male** – identifies with masculine characteristics and constructs.
- **Non-binary** – does not identify as male or female.
- **Prefer not to say** – youth chose not to answer.
- **Unspecified** – information was not gathered.

Race: per the American Sociological Association, ““Race” refers to physical differences that groups and cultures consider socially significant, while “ethnicity” refers to shared culture, such as language, ancestry, practices, and beliefs.” (Explanation of the Standards - The Office of Minority Health (hhs.gov))

School Enrollment: The youth's school enrollment status at the time of their initial involvement in the program that indicates the type of enrollment in school.

- **Unspecified** – the youth, parent, or referral source does not know/did not indicate the youth's school enrollment status.
- **Enrolled/Attending** – the youth is currently enrolled in and attending a public or private school.
- **Suspended** – the youth is currently enrolled in school but cannot attend for a period of time per the school.
- **Expelled** – the youth was enrolled in school but has been removed/banned from returning to the school for an extensive period of time.
- **Home Schooled** – the youth is being educated at home by their parent(s)/guardian.
- **HS Graduate/GED, No College** – the youth has graduated from high school or obtained their GED and is not enrolled in college courses.
- **College Student** – the youth is enrolled in and attending college courses or trade school.
- **Drop Out** – the youth is no longer enrolled in or attending any type of educational institute and did not complete graduation requirements.
- **Alternate School** – the youth is enrolled in a non-traditional educational program.

School Name: The name of the primary school the youth is enrolled, indicating they are entered as a participant of that school, at the time of their initial involvement in the program.

Current Grade: Position (K-12) in a primary school of a youth to identify academic progress at the time of enrollment.

Eligible for Free/Reduced Lunch: Based on reported household income, the youth receives or could receive free or reduced lunch at their primary school.

Youth Employed: Youth actively engages in and maintains a job position at a credible place of employment

Family Size: Number of people living within the youth's place of legal residence.

Family Income: The combined incomes of all people living within the youth's place of legal residence. This includes all forms of income such as salaries and wages, retirement funds, government assistance, child support, and pensions (\$0000.00).

Custody/Guardianship: Indicates who has legal responsibility for the youth. May be different than who the youth resides with.

- **Single Parent** – one parent has custody of the youth.
- **Both Parents** – two parents have custody of the youth.
- **Guardian** – an adult who is a non-biological parent who is legally responsible for the youth.
- **State Ward/Ward of Tribal Court** – a youth who the state or tribe has legal custody over, and the state or tribe is legally responsible for.
- **Lives on Own** – a youth who is legally responsible for themselves, including emancipated youth.

Grant County: The originating county associated with the grant authorization for program funding.

Grant Number: The series of numbers and/or letters identifying the authorized grant associated with the program.

Person Referring: The name and title of the person that directed or requested the youth to the program for participation.

Referral Source: The agency, organization, or entity that directed or requested the youth to the program for participation.

Referral Date: The two-digit month, two-digit day, and four-digit year of the received request to review the youth's case for consideration into the program.

Enrollment Date: The two-digit month, two-digit day, and four-digit year the youth participated in the program.

Primary Reason for Enrollment: The main purpose for the youth to participate in the program indicating the reason the youth required the services of the program.

- **Family Problems** – issues within the youth's family are causing behavior or academic problems at school.
- **Grades** – the youth's grades in one or more class have declined or need to be improved.
- **Missing Assignments/Homework** – the youth is not completing assignments/turning in homework in one or more class.
- **Truancy** – the youth has started to or continues to miss school on a regular basis.
- **School Engagement** – the youth has started or continues to show less interest and/or investment in

their school and education.

- **Mental/Behavioral Health** – the youth has mental and/or behavioral issues that interfere with attendance or academic performance.
- **Other** – the youth was referred to the program for a reason not listed above.

Secondary Reason for Enrollment: Additional purpose for the youth to participate in the program indicating the reason the youth required the services of the program.

- Same options as Primary Reason for Enrollment above

Prior Law Violations: Notes all violations of statute or ordinance resulting in a petition filed and subsequent adjudication which occurred before participation in the program.

Notes on Prior Law Violation: Additional information pertaining to the youth's prior law violation that provides an understanding of the youth's offense, substance use, academic performance, reasons, specific incentive, or personal life relevant to their participation in the program.

History of Aggressive Behavior: The youth's actions or behaviors are reported to be hostile or violent toward others or things.

Notes on Aggressive Behavior: Additional information pertaining to the youth's aggressive behavior that provides an understanding of the youth's offense, substance use, academic performance, reasons, specific incentive, or personal life relevant to their participation in the program.

High Risk Environment: The youth's living situation or surroundings exposes them to identifiable danger.

Notes on High Risk Environment: Additional information pertaining to the current high risk environment that provides an understanding of the youth's offense, substance use, academic performance, reasons, specific incentive, or personal life relevant to their participation in the program.

Misses School: The level of frequency the youth does not attend school or the academic setting they are enrolled to attend at intake.

- **Frequently** – the youth regularly does not attend school.
- **Sometimes** – the youth occasionally does not attend school.
- **Rarely** – the youth rarely does not attend school.
- **Never** – the youth always attends school.
- **Unknown** – the youth, parent, or referral source does not know/indicate how often the youth attends school.

Grades: The average number of academic credits earned by the youth as calculated by dividing the total number of credits earned by the total of credits attempted at intake.

School Attachment: The level of investment the youth has or level of value they attribute to their school or academic setting at intake.

- **High Attachment** – the youth sees great value in getting an education, is invested in their school and their education, feels supported at school from teachers and staff, and is motivated to continue to attend school and puts forth effort into their school work.
- **Medium Attachment** – the youth sees some value in getting an education, is somewhat invested in their school and their education, feels somewhat supported at school from teachers and staff, and is somewhat motivated to continue to attend school and put forth effort into school work.

- **Low Attachment** – the youth sees little value in getting an education and does not invest in their school or education, may feel unsupported at school and are discouraged from continuing their education; doesn't show motivation to attend school or complete school work.
- **Unknown** – the youth, parent, or referral source does not know/indicate the level of school attachment for the youth.

Parental Involvement: Level of parent engagement in program components during youth's participation such as parent training group or communication with staff at intake.

- **Active** – one or more parent(s) is very involved with their youth and the program while the youth is enrolled. This includes, but is not limited to, contact with program staff and participating in family activities.
- **Minimally Active** – one or more parent(s) was slightly involved with their youth and the program while the youth was involved, doing the bare minimum asked of them.
- **Inactive** – the youth lives with one or more parent(s), but no parent(s) are involved with the youth and the program while enrolled.
- **No Participation** – the youth's parent(s) are not involved in the youth's life while the youth was enrolled in the program.
- **Unknown** – the youth, parent, or referral source does not know/indicate how involved the parents are.

Narrative: Additional information pertaining to the youth that provides an understanding of the youth's offense, substance use, academic performance, reasons, specific incentive, or personal life relevant to their participation in the program.

EB-NE Intake Assessment Completed: Indicates whether the youth completed the EB-NE Assessment Tool at intake (yes/no).

If No, Why Not: If the youth did not complete the EB-NE Assessment Tool at intake, indicate why not.

- **Youth Refused** – the youth refused to complete the assessment tool.
- **Not Appropriate for Youth (Too Young, Language Barrier, etc.)** – the youth is not able to complete the assessment for reasons other than refusing, such as being under 6th grade, not able to read/comprehend English or Spanish tools, etc.
- **Youth Left Program Early** – the youth left the program before the tool could be completed.

Date Completed: The two-digit day, two-digit month, and four-digit year the youth completed the EB-NE Assessment Intake Tool.

Discharge

Discharge Date: The two-digit day, two-digit month, and four-digit year the youth was discharged from participation in the program.

Discharge Reason: The selected reason directly pertains to the youth no longer participating in the program nor receiving services relevant to the program.

- **Completed Program Requirements** – the youth completed all requirements of the program.
- **Did not Complete Program Requirements** – the youth did not complete program requirements.
- **Youth/Parent Refused** – the youth and/or parent refused services after referral or enrollment.
- **New Charges/Probation** – the youth received new charges or was placed on probation for current or new charges.
- **Transferred Schools** – the youth transferred to a different school.

- **Transferred to GED Program** – the youth transferred to a GED program
- **Transferred to Homeschool** – the youth transferred to homeschooling
- **Dropped Out** – the youth dropped out of school
- **Graduated** – the youth graduated from high school
- **Expelled** – the youth has been banned from school for an extended period of time.
- **Other (Moved Away, Death, etc.)** – the youth was discharged from the program for other reasons not listed here.

Misses School: The level of frequency the youth does not attend school or the academic setting they are enrolled to attend at discharge.

- **Frequently** – the youth regularly does not attend school.
- **Sometimes** – the youth occasionally does not attend school.
- **Rarely** – the youth rarely does not attend school.
- **Never** – the youth always attends school.
- **Unknown** – the youth, parent, or referral source does not know/indicate how often the youth attends school.

Grades: The average number of academic credits earned by the youth as calculated by dividing the total number of credits earned by the total of credits attempted at discharge.

School Attachment: The level of investment the youth has or level of value they attribute to their school or academic setting at discharge.

- **High Attachment** – the youth sees great value in getting an education, is invested in their school and their education, feels supported at school from teachers and staff, and is motivated to continue to attend school and puts forth effort into their school work.
- **Medium Attachment** – the youth sees some value in getting an education, is somewhat invested in their school and their education, feels somewhat supported at school from teachers and staff, and is somewhat motivated to continue to attend school and put forth effort into school work.
- **Low Attachment** – the youth sees little value in getting an education and does not invest in their school or education, may feel unsupported at school and are discouraged from continuing their education; doesn't show motivation to attend school or complete school work.
- **Unknown** – the youth, parent, or referral source does not know/indicate the level of school attachment for the youth.

Discharge Narrative: Additional information pertaining to the youth that provides an understanding of the youth's offense, substance use, academic performance, reasons, specific incentive, or personal life relevant to their participation in the program at discharge.

EB-NE Follow Up Assessment Completed: Indicates whether the youth completed the EB-NE Assessment Tool at discharge or designated time after enrollment (yes/no).

If No, Why Not: If the youth did not complete the EB-NE Assessment Tool at discharge, indicate why not.

- **Youth Refused** – the youth refused to complete the assessment tool.
- **Not Appropriate for Youth (Too Young, Language Barrier, etc.)** – the youth is not able to complete the assessment for reasons other than refusing, such as being under 6th grade, not able to read/comprehend English or Spanish tools, etc.
- **Youth Left Program Early** – the youth left the program before the tool could be completed.

Date Completed: The two-digit day, two-digit month, and four-digit year the youth completed the EB-NE Assessment Follow-Up Tool.

Contacts-Interventionist

Begin Date: The two-digit month, two-digit day, and four-digit year the interventionist first had contact with the youth. This may be the same as the end date.

End Date: The two-digit month, two-digit day, and four-digit year the interventionist last had contact with the youth. This may be the same as the begin date.

Primary Reason for Contact: The main purpose for program staff to communicate with or see the youth, family, and/or others involved with the youth's case.

- **Grades** – a meeting to review/discuss grades.
- **Missing Assignments/Homework** – a meeting to work on missing assignment/homework and/or create a plan to complete missing work.
- **Truancy** – a meeting to review attendance and address issues relating to the cause of the absences.
- **School Engagement** – a meeting to discuss lack of school engagement and/or create a plan to address the underlying issues.
- **Behavior Issues** – a meeting to discuss/address behavior issues that have occurred.
- **Check-in Appointment** – an appointment to check on progress toward a set goal.
- **Personal/Family/Social Issues** – a meeting to address/discuss any personal/family/social issues that are impacting or interfering with academic performance and school behaviors.
- **Goal Setting** – a meeting to set goals that will work on addressing/improving the reason for enrollment in the program.
- **Other** – a meeting to address other issues/concerns not listed above.

Secondary Reason for Contact: Additional purpose for program staff to communicate with or see the youth, family, and/or others involved with the youth's case (if needed).

- Same options as Primary Reason for Enrollment above.

Additional Reason for Contact: Additional purpose for program staff to communicate with or see the youth, family, and/or others involved with the youth's case (if needed).

- Same options as Primary Reason for Enrollment above.

Attendees: The individuals or entities involved in a contact made with the youth.

Facilitator Name: The legal name of the individual coordinating or leading the intervention process during a specific contact.

Problem Identified: The type of issue addressed as noted through the intervention process.

Intervention Attempted: The type of method or technique used to identify the problem and address the problem.

Outcome: The result of the program service, contact, or intervention.

- **Behavior Contract** – a contract is created and/or reviewed that expectations of the youth and others involved, including any positive or negative reinforcements associated with behaviors.

- **Apologies** – the youth is given the chance to apologize to those who may have been impacted by his or her behavior.
- **Restitution** – the youth is given the chance to provide restitution to those who were impacted by his or her behavior (i.e. return stolen goods, pay for damages caused).
- **Community Service** – the youth is given the opportunity to volunteer their time in the community working to aide a population and/or organization without compensation.
- **Personal Reflection** – the youth is given the chance to reflect on their behaviors, attitudes, feelings and/or experiences, usually through writing.
- **Pro social instruction** – the youth is provided with information to help increase prosocial behaviors and actions.
- **No agreement reached** – no agreement was reached at this meeting.
- **Referred to outside services** – after meeting with the youth, a referral is made for additional services outside this program.

Number of Occurrences: The number of times that staff interacted with the youth and/or family during the recorded time period.

Notes: Additional information pertaining to the youth that provides an understanding of the youth’s offense, substance use, academic performance, reasons, specific incentive, or personal life relevant to their participation in the program.

Intake - School Resource Officer

A career law enforcement officer, with sworn authority, assigned by the local police department or agency to work in collaboration with school and community-based organizations.

Gender: characteristics of femininity and masculinity based on social constructs.

- **Female** – identifies with feminine characteristics and constructs.
- **Male** – identifies with masculine characteristics and constructs.
- **Non-binary** – does not identify as male or female.
- **Prefer not to say** – youth chose not to answer.
- **Unspecified** – information was not gathered.

Race: per the American Sociological Association, ““Race” refers to physical differences that groups and cultures consider socially significant, while “ethnicity” refers to shared culture, such as language, ancestry, practices, and beliefs.” (Explanation of the Standards - The Office of Minority Health (hhs.gov))

School Enrollment: The youth’s school enrollment status at the time of their initial involvement in the program that indicates the type of enrollment in school.

- **Unspecified** – the youth, parent, or referral source does not know/did not indicate the youth’s school enrollment status.
- **Enrolled/Attending** – the youth is currently enrolled in and attending a public or private school.
- **Suspended** – the youth is currently enrolled in school but cannot attend for a period of time per the school.
- **Expelled** – the youth was enrolled in school but has been removed/banned from returning to the school for an extensive period of time.
- **Home Schooled** – the youth is being educated at home by their parent(s)/guardian.
- **HS Graduate/GED, No College** – the youth has graduated from high school or obtained their GED and

is not enrolled in college courses.

- **College Student** – the youth is enrolled in and attending college courses or trade school.
- **Drop Out** – the youth is no longer enrolled in or attending any type of educational institute and did not complete graduation requirements.
- **Alternate School** – the youth is enrolled in a non-traditional educational program.

School Name: The name of the primary school the youth is enrolled, indicating they are entered as a participant of that school, at the time of their initial involvement in the program.

Current Grade: Position (K-12) in a primary school of a youth to identify academic progress at the time of enrollment.

Eligible for Free/Reduced Lunch: Based on reported household income, the youth receives or could receive free or reduced lunch at their primary school.

Youth Employed: Youth actively engages in and maintains a job position at a credible place of employment.

Family Size: Number of people living within the youth's place of legal residence.

Family Income: The combined incomes of all people living within the youth's place of legal residence. This includes all forms of income such as salaries and wages, retirement funds, government assistance, child support, and pensions (\$0000.00).

Custody/Guardianship: Indicates who has legal responsibility for the youth. May be different than who the youth resides with.

- **Single Parent** – one parent has custody of the youth.
- **Both Parents** – two parents have custody of the youth.
- **Guardian** – an adult who is a non-biological parent who is legally responsible for the youth.
- **State Ward/Ward of Tribal Court** – a youth who the state or tribe has legal custody over, and the state or tribe is legally responsible for.
- **Lives on Own** – a youth who is legally responsible for themselves, including emancipated youth.

Grant County: The originating county associated with the grant authorization for program funding.

Grant Number: The series of numbers and/or letters identifying the authorized grant associated with the program.

Person Referring: The name and title of the person that directed or requested the youth to the program for participation.

Referral Source: The agency, organization, or entity that directed or requested the youth to the program for participation.

Referral Date: The two-digit month, two-digit day, and four-digit year of the received request to review the youth's case for consideration into the program.

Enrollment Date: The two-digit month, two-digit day, and four-digit year the youth participated in the program.

Reason for Enrollment: The purpose for the youth to participate in the program indicating the reason the youth required the services of the program.

- **Tuancy** – the youth has started to or continues to miss school on a regular basis.
- **Family Problems** – issues within the youth’s family are causing behavior or academic problems at school.
- **Harassment** – the youth is the victim of harassment or has been reported to be harassing others on school grounds.
- **Fighting/Assault** – the youth has been a victim of an assault on school grounds or has assaulted someone on school grounds/been fighting with peers or staff.
- **Theft** – the youth has been a victim of or committed theft on school grounds.
- **Vandalism** – the youth has been a victim of or committed vandalism on school grounds.
- **Arson** – the youth has been a victim of or committed arson on school grounds.
- **Drugs/Alcohol** – the youth is/was in possession of or engaging in substance use while at school.
- **Mental/Behavioral Health** – the youth has mental and/or behavioral issues that interfere with attendance or academic performance.
- **Transportation to School** – the youth requires transportation to school to ensure attendance.
- **Traffic Violation** – the youth receives a traffic violation on school grounds.
- **Safety Threat** – the youth makes statements/verbal threats of violence toward others; bringing in weapons to school.
- **Voluntary Contact** – the youth reaches out to the school resource officer voluntarily for counseling or advice.

Prior Law Violations: Notes all violations of statute or ordinance resulting in a petition filed and subsequent adjudication which occurred before participation in the program.

Notes on Prior Law Violation: Additional information pertaining to the youth’s prior law violation that provides an understanding of the youth’s offense, substance use, academic performance, reasons, specific incentive, or personal life relevant to their participation in the program.

History of Aggressive Behavior: The youth’s actions or behaviors are reported to be hostile or violent toward others or things.

Notes on Aggressive Behavior: Additional information pertaining to the youth’s aggressive behavior that provides an understanding of the youth’s offense, substance use, academic performance, reasons, specific incentive, or personal life relevant to their participation in the program.

High Risk Environment: The youth’s living situation or surroundings exposes them to identifiable danger.

Notes on High Risk Environment: Additional information pertaining to the current high risk environment that provides an understanding of the youth’s offense, substance use, academic performance, reasons, specific incentive, or personal life relevant to their participation in the program.

Misses School: The level of frequency the youth does not attend school or the academic setting they are enrolled to attend at intake.

- **Frequently** – the youth regularly does not attend school.
- **Sometimes** – the youth occasionally does not attend school.
- **Rarely** – the youth rarely does not attend school.
- **Never** – the youth always attends school.
- **Unknown** – the youth, parent, or referral source does not know/indicate how often the youth attends school.

Grades: The average number of academic credits earned by the youth as calculated by dividing the total number of credits earned by the total of credits attempted at intake.

School Attachment: The level of investment the youth has or level of value they attribute to their school or academic setting at intake.

- **High Attachment** – the youth sees great value in getting an education, is invested in their school and their education, feels supported at school from teachers and staff, and is motivated to continue to attend school and puts forth effort into their school work.
- **Medium Attachment** – the youth sees some value in getting an education, is somewhat invested in their school and their education, feels somewhat supported at school from teachers and staff, and is somewhat motivated to continue to attend school and put forth effort into school work.
- **Low Attachment** – the youth sees little value in getting an education and does not invest in their school or education, may feel unsupported at school and are discouraged from continuing their education; doesn't show motivation to attend school or complete school work.
- **Unknown** – the youth, parent, or referral source does not know/indicate the level of school attachment for the youth.

Parental Involvement: Level of parent engagement in program components during youth's participation such as parent training group or communication with staff at intake.

- **Active** – one or more parent(s) is very involved with their youth and the program while the youth is enrolled. This includes, but is not limited to, contact with program staff and participating in family activities.
- **Minimally Active** – one or more parent(s) was slightly involved with their youth and the program while the youth was involved, doing the bare minimum asked of them.
- **Inactive** – the youth lives with one or more parent(s), but no parent(s) are involved with the youth and the program while enrolled.
- **No Participation** – the youth's parent(s) are not involved in the youth's life while the youth was enrolled in the program.
- **Unknown** – the youth, parent, or referral source does not know/indicate how involved the parents are.

Narrative: Additional information pertaining to the youth that provides an understanding of the youth's offense, substance use, academic performance, reasons, specific incentive, or personal life relevant to their participation in the program.

Discharge

Discharge Date: The two-digit day, two-digit month, and four-digit year the youth was discharged from participation in the program.

Discharge Reason: The selected reason directly pertains to the youth no longer participating in the program nor receiving services relevant to the program.

- **Completed Program Requirements** – the youth completed all requirements of the program.
- **Did Not Complete Program Requirements** – the youth did not complete program requirements.
- **Citation Issued** – the youth received a citation for their offense.
- **Referred to Probation** – the youth was referred to probation for their offense.
- **Transferred Schools** – the youth transferred to a different school.
- **Transferred to GED Program** – the youth transferred to a GED program.
- **Transferred to Homeschool** – the youth transferred to homeschooling.
- **Dropped Out** – the youth dropped out of school.

- **Graduated** – the youth graduated from high school.
- **Expelled** – the youth has been banned from school for an extended period of time.
- **Youth/Parent Refused** – the youth and/or parent refused services after referral or enrollment.
- **Other (Moved Away, Death, etc.)** – the youth was discharged from the program for other reasons not listed here.

Misses School: The level of frequency the youth does not attend school or the academic setting they are enrolled to attend at discharge.

- **Frequently** – the youth regularly does not attend school.
- **Sometimes** – the youth occasionally does not attend school.
- **Rarely** – the youth rarely does not attend school.
- **Never** – the youth always attends school.
- **Unknown** – the youth, parent, or referral source does not know/indicate how often the youth attends school.

Grades: The average number of academic credits earned by the youth as calculated by dividing the total number of credits earned by the total of credits attempted at discharge.

School Attachment: The level of investment the youth has or level of value they attribute to their school or academic setting at discharge.

- **High Attachment** – the youth sees great value in getting an education, is invested in their school and their education, feels supported at school from teachers and staff, and is motivated to continue to attend school and puts forth effort into their school work.
- **Medium Attachment** – the youth sees some value in getting an education, is somewhat invested in their school and their education, feels somewhat supported at school from teachers and staff, and is somewhat motivated to continue to attend school and put forth effort into school work.
- **Low Attachment** – the youth sees little value in getting an education and does not invest in their school or education, may feel unsupported at school and are discouraged from continuing their education; doesn't show motivation to attend school or complete school work.
- **Unknown** – the youth, parent, or referral source does not know/indicate the level of school attachment for the youth.

Discharge Narrative: Additional information pertaining to the youth that provides an understanding of the youth's offense, substance use, academic performance, reasons, specific incentive, or personal life relevant to their participation in the program at discharge.

Contacts-School Resource Officer

Begin Date: The two-digit month, two-digit day, and four-digit year the school resource officer first had contact with the youth. This may be the same as the end date.

End Date: The two-digit month, two-digit day, and four-digit year the school resource officer last had contact with the youth. This may be the same as the begin date.

Reason for Contact: The purpose for program staff to communicate with or see the youth and/or family.

- **Grades** – a meeting to review/discuss grades.
- **Missing Assignments/Homework** – a meeting to work on missing assignment/homework and/or create a plan to complete missing work.
- **Truancy** – a meeting to review attendance and address issues relating to the cause of the absences.

- **School Engagement** – a meeting to discuss lack of school engagement and/or create a plan to address the underlying issues.
- **Behavior Issues** – a meeting to discuss/address behavior issues that have occurred.
- **Other** – a meeting to address other issues/concerns not listed above.

Attendees: The individuals or entities involved in a contact made with the youth.

Duration in Hours: Number of hours (60-minute intervals) of the contact between the youth, school resource officer and/or other support persons involved.

Outcome: The result of the program service, contact, or intervention.

- **Behavior Contract** – a contract is created and/or reviewed that expectations of the youth and others involved, including any positive or negative reinforcements associated with behaviors.
- **Apologies** – the youth is given the chance to apologize to those who may have been impacted by his or her behavior.
- **Restitution** – the youth is given the chance to provide restitution to those who were impacted by his or her behavior (i.e. return stolen goods, pay for damages caused).
- **Community Service** – the youth is given the opportunity to volunteer their time in the community working to aide a population and/or organization without compensation.
- **Personal Reflection** – the youth is given the chance to reflect on their behaviors, attitudes, feelings and/or experiences, usually through writing.
- **Pro Social Instruction** – the youth is provided with information to help increase prosocial behaviors and actions.
- **No Agreement Reached** – no agreement was reached at this meeting.

Number of Occurrences: The number of times that staff interacted with the youth and/or family during the recorded time period.

Notes: Additional information pertaining to the youth that provides an understanding of the youth's offense, substance use, academic performance, reasons, specific incentive, or personal life relevant to their participation in the program.