



Agenda

CITY CLERK'S OFFICE

DATE 8-7-12 TIME 10:13am

SERVED BY Richard DeMello

RECEIVED BY [Signature]

SANTA FE REGIONAL JUVENILE JUSTICE BOARD ANNUAL RETREAT

Thursday August 16, 2012

8:00A.M-5:00 P.M.

and

Friday August 17, 2012

8:00A.M -12:00P.M

**Genoveva Chavez Community Center
Class Room # 2
3221 Rodeo Road**

- | | |
|-------------|---|
| 8:00-8:30 | Meet and Greet Retreat Participants |
| 8:30-8:35 | Welcome by Deacon Anthony Trujillo |
| 8:35-8:50 | Overview of the Comprehensive Strategy Model – Richard Lindahl |
| 8:50-9:10 | Operational Framework of the SFRJJB <ul style="list-style-type: none">A) NM StatuteB) City CharterC) BY-LawsD) MOUE) Cradle to Prison Pipeline |
| 9:10-9:45 | The Role of the SFRJJB <ul style="list-style-type: none">A) Administer JJAC Grant ActivitiesB) Continuous Collection and Analysis of DataC) Identification of Community IssuesD) Resolve Community Problems with Service CoordinationE) Oversight of Community Problems with Service Coordination |
| 9:45-10:00 | History of the Santa Fe Regional Juvenile Justice Board – Jack Ortega |
| 10:00-10:15 | Break |
| 10:15-11:15 | Community Assessment <ul style="list-style-type: none">A) Santa Fe Public Schools, Safe Schools-Healthy Students, Tita Gervers, Shelly Mann-LevB) Juvenile Justice, Disproportionate Minority Contact, Tommy Rodriguez and Jack Ortega |



Agenda

-
- 11:15-12:00 Discussion of Community Assessment
 - 12:00-1:00 Lunch
 - 1:00-1:30 Identify Key Community Assessments Data Points and Data Pools
 - 1:30-1:50 Description of Risk Factors
 - 1:50-2:10 Prioritize Risk Factors (Break Out Into Small Groups)
 - 2:10-2:40 Prioritize Risk Factors (Entire Group)
 - 2:40-3:10 Overview of Contracts and Fiscal Process
 - 3:10-3:25 Break
 - 3:25-4:00 Overview of Current Community Service Delivery System – Jack Ortega and Tita Gervers
 - 4:00-4:30 Day One Summary and Preview for Friday Morning

FRIDAY AUGUST 17, 2012

- 8:00-8:30 Meet and Greet Participants
- 8:30-8:45 Overview of Day Two Activities
- 8:45-9:15 Initial Identification of Community Problems (Small Groups)
- 9:15-10:00 Initial Identification of Community Problems (Entire Group)
- 10:00-10:15 Break
- 10:15-11:00 Discuss Action Plan
- 11:00-12:00 Retreat Summary

Persons with disabilities in need of accommodations, contact the City Clerk's office at 955-6520 five (5) working days prior to meeting date

**Index Summary of Meeting
Regional Juvenile Justice Board
August 16-17, 2012
RETREAT**

<u>INDEX</u>	<u>ACTION TAKEN</u>	<u>PAGE(S)</u>
Cover Page		1
I. Meet and Greet Participants listed.	Notes for August 16 th taken by Mr. Richard DeMella, Staff Liaison, no formal action taken.	1-2
II. Welcome by Deacon Anthony Trujillo		
III. Overview of the Comprehensive Strategy Model – Richard Lindahl		
IV. Operational Framework of the SFRJJB		
a. NM Statute		
b. City Charter		
c. By-Laws		
d. MOU		
e. Cradle to Prison Pipeline		
V. The Role of the SFRJJB		
a. Administer JJAC Grant Activities		
b. Continuous Collection and Analysis of Data		
c. Identification of Community Issues		
d. Resolve Community Problems with Service Coordination		
e. Oversight of Community Problems with Service Coordination		
VI. History of the Santa Fe Regional Justice Board – Jack Ortega		
VII. Community Assessment		
a. Santa Fe Public Schools, Safe Schools-Healthy Students, Tita Gervers, Shelly Mann-Lev		

**Index Summary of Meeting
Regional Juvenile Justice Board
August 16-17, 2012
RETREAT**

<p>b. Juvenile Justice, Disproportionate Minority Contact, Tommy Rodriguez and Jack Ortega</p> <p>VIII. Discussion of Community Assessment</p> <p>IX. Identify Description of Risk Factors</p> <p>X. Prioritize Risk Factors</p> <p>XI. Prioritize Risk Factors</p> <p>XII. Overview of Contracts and Fiscal Process</p> <p>XIII. Overview of Current Community Service Delivery System – Jack Ortega and Tita Gervers</p> <p>XIV. Day One Summary</p>		
<p><u>FRIDAY, AUGUST 17, 2012</u> (Attendance noted below.)</p> <p>1. Meet and Greet Participants</p> <p>2. Overview of Day Two Activities</p> <p>3. Initial Identification of Community Problems (small groups)</p> <p>4. Initial Identification of Community Problems (entire group)</p> <p>BREAK</p> <p>(Stenographer Present)</p> <p>5. Discuss Action Plan – Jack Ortega</p>	Informational, no formal action taken.	
Retreat Summary	Informational, no formal action taken	3-5
Signature Page		6

**REGIONAL JUVENILE JUSTICE BOARD MEETING
MINUTES**

Thursday-Friday, August 16-17, 2012

RETREAT

- I. Meet and Greet**
Participants listed.
- II. Welcome by Deacon Anthony Trujillo**
- III. Overview of the Comprehensive Strategy Model – Richard Lindahl**
- IV. Operational Framework of the SFRJJB**
 - a. NM Statute**
 - b. City Charter**
 - c. By-Laws**
 - d. MOU**
 - e. Cradle to Prison Pipeline**
- V. The Role of the SFRJJB**
 - a. Administer JJAC Grant Activities**
 - b. Continuous Collection and Analysis of Data**
 - c. Identification of Community Issues**
 - d. Resolve Community Problems with Service Coordination**
 - e. Oversight of Community Problems with Service Coordination**
- VI. History of the Santa Fe Regional Justice Board – Jack Ortega**
- VII. Community Assessment**
 - a. Santa Fe Public Schools, Safe Schools-Healthy Students, Tita Gervers, Shelly Mann-Lev**
 - b. Juvenile Justice, Disproportionate Minority Contact, Tommy Rodriguez and Jack Ortega**
- VIII. Discussion of Community Assessment**
- IX. Identify Description of Risk Factors**
- X. Prioritize Risk Factors**
- XI. Prioritize Risk Factors**
- XII. Overview of Contracts and Fiscal Process**
- XIII. Overview of Current Community Service Delivery System – Jack Ortega and Tita Gervers**
- XIV. Day One Summary**

Notes taken by Mr. DeMella and will be presented to the City Clerk's office.

FRIDAY, AUGUST 17, 2012
(Attendance noted below.)

- 1. Meet and Greet Participants**
- 2. Overview of Day Two Activities**
- 3. Initial Identification of Community Problems (small groups)**
- 4. Initial Identification of Community Problems (entire group)**

BREAK

(Stenographer Present)

- 5. Discuss Action Plan – Jack Ortega**

A strategic plan will be necessary for the CYFD application. Parking lot lists were discussed in the last 2-days.

The below mentioned items are what CYFD application will want expanded. Mr. Ortega will create and present a document for review by the board at the September meeting. Important information to CYFD is for example; “how do we conduct business?” Other critical points of discussion will be detailed in the Strategic Plan and a tracing system will be implemented to know what is completed and not.

Board Structure & Admin

- We can start our work by reviewing and structuring the by-laws. It is about committee work, culture, Chair responsibilities, how often we meet and the city’s support. It is all of the elements of how we conduct business. We need to answer the questions that have been asked; by when are we going to have the fine tuning completed on the by-laws, by when are we going to have a fiscal committee approved and functional and what will be the basic functions of that fiscal committee. All of this will be in the strategic plan so that come next June we can present the plan and hopefully most everything can be highlighted in blue that it has been completed and those that aren’t highlighted in blue will be items for whatever reason didn’t get done. Board structure is very important and a way to revitalize and take advantage of all the talent in the room. If you are a Board Member the first thing you say in the morning is, “I am a mobilized member!”

Data Collection and Analysis

- We need to do that for the risk factors in a sense of getting a feel for what is going on in this community, how we stack up with Los Alamos County, how we stack up against Doña Ana County, how do we stack up against state and national figures. Sometimes when we do that we are going to find out (applause), folks here are doing a great job. You can say it but you have to prove it. Statistical comparison is important, you can say it but you need to prove it. The Analysis piece is also going to be important. We have to give

numbers a personality. What does that number actually mean in terms of measurement or how it affects people or a client? Numbers without a personality can be misinterpreted or misread.

Community Assessments and Measurement

- Community Assessment is basically doing what Tita does with the schools; looking at what are the issues, how are they rolling out, what is the severity, what progress has been made, what still needs to be done?

Q: What would be the difference between community assessment and measurement and the work that Tita does?

Tita: We have data that is regularly imported by different agencies. We have performance data from everywhere. Community assessment is when you take this analysis and look at it in terms of community. Santa Fe is regionalized and you may for example want to look at population's growth on the south side. You may want to look at the overall poverty of the whole community. We may go out and do focus groups. But there are groups in our community right now that are required by law to do community assessments so we can piggy back on that. Christus has their federal avocation due next Summer and they are currently doing needs assessment.

- Measurement – Community Capacity – What is out there right now? (Mr. Ortega referenced material from day before.) We talked about using the prison to pipeline at the top. In early childhood development most of the resources were primarily in the prevention section. As you move towards juvenile justice all the resources moved towards confinement and probation and parole. Everything in between kind of went in to substances abuse and other areas. That is also a piece of it. These two actually are very united because both will feed off of each other to create something.

Program Evaluations

- The other is program evaluation and the first piece you need to deal with is the programs under the Grant. DMC is a requirement as we receive federal dollars.

- **Grant - Coordination**

The other one is our coordination of programs. We may not always fund a program but we might cohesively work with an agency to create a program and we will need to monitor the success and challenges. If we are going to be involved in putting this together we need to report back to our communities. There may be one or two committees that put a lot of effort in to that.

- **Community**

The other piece is what Tita spoke about. CYFD and DMC – what Tommy does there on a daily basis with his staff, we want to monitor it from afar. The data will come out of CYFD. Within the model of DMC there is a place for intervention on the part of the Board. Tommy has spoken with a lot of

emphasis of early childhood programs here. We can go to Agency X and see what their evaluation looks like. We might want to have input or they are really doing some good things and we want to partner with them. Again that is adding to the information that we have on the community.

- Basic demographic data is very important to define the community as a whole. Birth rate, household levels of income – just kind of general information that defines a community as a whole.
- **Comments:**
 - o Know who your friends are and be cautious about commenting.
 - o There are a lot of people who care and are concerned about the kids.
 - o Restorative Justice – how do we fix it – how do we help get our young people back on track?

Board Mobilization

- Discomfort can sometimes be an element when challenged to support and become proactive in committee participation to reach the end result.
- Discussion on going before the governmental and educational entities for financial support. Building relationships with those elected officials and/or decision makers to become familiar with the needs and to champion the request before their group, i.e., city council, justice system, county commission, legislators, federal representatives and school leaders.
- Providing a return and benefit for their financial assistance. Proof of the program success is very important.
- How do we give opportunity to the community to be involved?

There is a way to maximize the talents of every board member. It was suggested that Board Members actively and verbally participate in the meetings going forward. Format of meeting will be less talk from the staff liaisons and more participation from the board. Becoming interactive is a powerful and progressive tool to attain more results.

It was suggested and encouraged that an open invitation to the Board be shared to attend Day Court and observe the process. There is a live example of where the programs cohesively work together and you see how the family is affected and their interaction.

Sustainability

6. Retreat Summary

Thank you to Tita for the treats. Thank you to Richard DeMella for coordination. Thank you to everyone who found time to attend and for those who took off from work. Input and participation was excellent. Thank you.

Parking Lot:
Behavioral Health
Family → single parent → home (female)
Economic Issues
Enablement by Parent
Gang's → loyalty, compassion, responsibility
Poverty
Family dysfunction Trauma
Anti Social Behavior
Low Attendance
Over Medication


Attendance List:

Deacon Anthony Trujillo
Mary Ellen Gonzales
Sam Jackson
Tita Gervers
Jim Bianca
Tommy Rodriguez
Shelly Mann-Lev
Juan Carlos
Marissa A. Tapia
Richard Lindahl
Mark Dickson
Ted Lovato
Linda Trujillo
Sarah Piltch
Mark Caldwell
Jack Ortega
Richard DeMella

August 17, 2012 – Fran Lucero, Stenographer

Signature Page:

Jack Ortega, Moderator


Fran Lucero, Stenographer

SIGN IN

<u>NAME</u>	<u>PHONE #</u>	<u>E-MAIL</u>
Mary Ellen Gonzales	438-6265	maryellen.gonzales@gmail.com
SAM JACKSON	424-5628	Sjackson@Co.Santa-fe.co.nm
TITA GERVERS	467-2574	tgerver@psps.info
Jim Bianco	466-9267	jimbianco@comcast.net
Tommy Rodriguez	476-2300	Tommy.Rodriguez@state.nm.us
Don. Anthony Trujillo	690-6134	deaconat1@aol.com
Shelley Mann-Lev	467-2573	smann@stps.info
Joan Deoses	577-4810	joandeoses@gmail.com
Maria X. Tapia	995-9555	matapia@santafecounty.org
Mary Louise Romero	310-1789	romeroml@earthlink.net
Richard Lindahl	310-4129	rglindahl@gmail.com
Mark Dickson	476-0708	Mark.Dickson@state.nm.us
Ted Lovato	476-2825	ted.lovato@state.nm.us
Linda Trujillo	795-4324	getinvolvednm@yahoo.com
Sarah Piltch	827-5000	spiltch@da.state.nm.us
MARK K. CALDWELL	490-2396	mkcaldwell@co.santa-fe.nm.us



Agenda

CITY CLERK'S OFFICE

DATE 8-7-12 TIME 10:13am

SERVLL BY Richard Settelja

RECEIVED BY [Signature]

SANTA FE REGIONAL JUVENILE JUSTICE BOARD ANNUAL RETREAT

Thursday August 16, 2012

8:00A.M-5:00 P.M.

and

Friday August 17, 2012

8:00A.M -12:00P.M

Genoveva Chavez Community Center

Class Room # 2

3221 Rodeo Road

- | | |
|-------------|---|
| 8:00-8:30 | Meet and Greet Retreat Participants |
| 8:30-8:35 | Welcome by Deacon Anthony Trujillo |
| 8:35-8:50 | Overview of the Comprehensive Strategy Model – Richard Lindahl |
| 8:50-9:10 | Operational Framework of the SFRJJB <ul style="list-style-type: none">A) NM StatuteB) City CharterC) BY-LawsD) MOUE) Cradle to Prison Pipeline |
| 9:10-9:45 | The Role of the SFRJJB <ul style="list-style-type: none">A) Administer JJAC Grant ActivitiesB) Continuous Collection and Analysis of DataC) Identification of Community IssuesD) Resolve Community Problems with Service CoordinationE) Oversight of Community Problems with Service Coordination |
| 9:45-10:00 | History of the Santa Fe Regional Juvenile Justice Board – Jack Ortega |
| 10:00-10:15 | Break |
| 10:15-11:15 | Community Assessment <ul style="list-style-type: none">A) Santa Fe Public Schools, Safe Schools-Healthy Students, Tita Gervers, Shelly Mann-LevB) Juvenile Justice, Disproportionate Minority Contact, Tommy Rodriguez and Jack Ortega |



Agenda

-
- 11:15-12:00 Discussion of Community Assessment
- 12:00-1:00 Lunch
- 1:00-1:30 Identify Key Community Assessments Data Points and Data Pools
- 1:30-1:50 Description of Risk Factors
- 1:50-2:10 Prioritize Risk Factors (Break Out Into Small Groups)
- 2:10-2:40 Prioritize Risk Factors (Entire Group)
- 2:40-3:10 Overview of Contracts and Fiscal Process
- 3:10-3:25 Break
- 3:25-4:00 Overview of Current Community Service Delivery System – Jack Ortega and Tita Gervers
- 4:00-4:30 Day One Summary and Preview for Friday Morning

FRIDAY AUGUST 17, 2012

- 8:00-8:30 Meet and Greet Participants
- 8:30-8:45 Overview of Day Two Activities
- 8:45-9:15 Initial Identification of Community Problems (Small Groups)
- 9:15-10:00 Initial Identification of Community Problems (Entire Group)
- 10:00-10:15 Break
- 10:15-11:00 Discuss Action Plan
- 11:00-12:00 Retreat Summary

Persons with disabilities in need of accommodations, contact the City Clerk's office at 955-6520 five (5) working days prior to meeting date

TITLE 8 SOCIAL SERVICES
CHAPTER 14 JUVENILE JUSTICE
PART 13 JUVENILE CONTINUUM GRANT FUND

8.14.13.1 ISSUING AGENCY: New Mexico Children, Youth and Families Department.
[8.14.13.1 NMAC - Rp, 8.14.13.1 NMAC, 07/31/2007]

8.14.13.2 SCOPE: General public, all units of local and tribal government, and all partners in juvenile justice continuums that may be seeking to provide cost effective services and certain temporary nonsecure alternatives to detention for juveniles arrested or referred to juvenile probation and parole or at risk of such referral.
[8.14.13.2 NMAC - Rp, 8.14.13.2 NMAC, 07/31/2007]

8.14.13.3 STATUTORY AUTHORITY: Juvenile Continuum Act, Laws 2007, Chapter 351 and the Children, Youth and Families Department Act, Section 9-2A-7(D) NMSA 1978, as amended.
[8.14.13.3 NMAC - Rp, 8.14.13.3 NMAC, 07/31/2007]

8.14.13.4 DURATION: Permanent.
[8.14.13.4 NMAC - Rp, 8.14.13.4 NMAC, 07/31/2007]

8.14.13.5 EFFECTIVE DATE: July 31, 2007, unless a later date is cited at the end of a section.
[8.14.13.5 NMAC - Rp, 8.14.13.5 NMAC, 07/31/2007]

8.14.13.6 OBJECTIVE: The objective of Chapter 14, Part 13 is to establish the manner in which money appropriated by the New Mexico state legislature to the juvenile continuum grant fund, and other money accruing to the fund as a result of gift or deposit, shall be awarded pursuant to the Juvenile Continuum Act, Laws 2007, Chapter 351.
[8.14.13.6 NMAC - Rp, 8.14.13.6 NMAC, 07/31/2007]

8.14.13.7 DEFINITIONS:

- A. "Department" means the children, youth and families department.
 - B. "Grant fund" means the juvenile continuum grant fund, established pursuant to the Juvenile Continuum Act, Laws 2007, Chapter 351.
 - C. "JJAC" means the juvenile justice advisory committee, formed and functioning pursuant to Sections 9-2A-14 through 9-2A-16 NMSA 1978, as amended.
 - D. "Procurement Code" means the Procurement Code, Sections 13-1-21 to 13-1-199 NMSA 1978, as amended.
 - E. "Juvenile justice continuum" means a system of services and sanctions for juveniles arrested or referred to juvenile probation and parole or at risk of such referral and consists of a formal partnership among one or more units of local or tribal governments, the children's court, the district attorney, the public defender, local law enforcement agencies, the public schools and other entities such as private nonprofit organizations, the business community and religious organizations.
 - F. "At a risk of such referral" means that the juvenile has demonstrated specific behaviors that if repeated will make the juvenile eligible for a referral to juvenile probation and parole, and these behaviors have come to the attention of public agency officials such as the public school, law enforcement or protective services officials. Some examples are truancy or disruptive behavior in school.
 - G. "Required partner" means the officials and public agencies, and tribal equivalents, whose partnership in the juvenile justice continuum is statutorily required. These are: a unit of local or tribal government, the children's court, the district attorney, the public defender, a local (municipal, county, tribal) law enforcement agency, and the public school district.
- [8.14.13.7 NMAC - Rp, 8.14.13.7 NMAC, 07/31/2007]

8.14.13.8 ALLOWABLE USES OF GRANT FUND MONEY: The allowable uses for grant fund money are those set forth in the Juvenile Continuum Act, Laws 2007, Chapter 351. Grant fund money may be used to provide:

- A. Cost effective services for juveniles who are at risk of referral from a required partner to the department's juvenile probation and parole. These are services that have previously been demonstrated through

research or evaluation to be effective at preventing or intervening in the targeted behaviors or that lead to the desired change in targeted behaviors. Targeted behaviors are those which prompted the juvenile's referral to the service, or that are effective in diverting the juvenile from involvement with the juvenile justice system. Applicants may be requested to provide proof of cost-effectiveness in their funding proposals.

B. Temporary, nonsecure alternatives to detention for juveniles who have been arrested, or who have been referred to the department's juvenile probation and parole offices. Temporary nonsecure alternatives to detention are programs or services that provide an alternative to placement in a secure juvenile detention facility as authorized in the Delinquency Act. Examples are a licensed foster home, a nonsecure shelter facility, or the child's place of residence under conditions and restrictions approved by the court.

[8.14.13.8 NMAC - Rp, 8.14.13.8 NMAC, 07/31/2007]

8.14.13.9 IDENTIFYING PRIORITIES FOR AWARD OF GRANT FUND MONEY: Each fiscal year that money is available to be disbursed from the grant fund, the department in consultation with JJAC shall determine specific priorities for disbursement of the available money. The priorities must be selected from among the allowable uses specified for grant fund money.

[8.14.13.9 NMAC - Rp, 8.14.13.9 NMAC, 07/31/2007]

8.14.13.10 PROCUREMENT CODE TO PROVIDE MECHANISM FOR AWARD OF GRANT FUND MONEY:

A. All awards from the grant fund shall be made pursuant to the provisions of the Procurement Code and regulations promulgated thereunder.

B. The department in consultation with JJAC may establish priorities for expenditure of grant fund money. Any priority determinations shall be stated in the requests for proposals issued by the department.

C. The department shall issue requests for proposals to continuums. The requests for proposals shall identify the amount of money available, and the specific purpose(s) for which the money is available. The requests for proposals shall identify such additional specific criteria as the department, in consultation with JJAC, finds necessary to effectuate the allowable uses selected for award of grant fund money, and that are consistent with the legislative mandate.

(1) Applicants shall be required to demonstrate that at least forty percent of the cost of the proposed project will be paid with local matching funds. The local matching funds may consist of money, land, equipment or in-kind services.

(2) A juvenile justice continuum shall be established through a memorandum of understanding (MOU) and a continuum board. For tribal governments, the corresponding agencies/entities must be the continuum members, and there must be a comparable memorandum of understanding and a continuum board. Applicants shall be required to submit the MOU establishing their juvenile justice continuum as a formal partnership that includes all required partners, and that has a continuum board as its governing authority.

D. The issuance of requests for proposals, and the process of selecting among submitted proposals, shall be conducted and governed entirely by the applicable provisions of the Procurement Code and regulations promulgated thereunder.

E. The JJAC shall serve as the evaluation committee reviewing all submitted proposals. The JJAC shall make its recommendations to the department's secretary.

F. In the event the department in consultation with JJAC determines that an alternative procurement process is warranted in a specific circumstance, the award of grant fund money shall proceed in compliance with applicable provisions of the Procurement Code. Examples of alternative procurement processes include, but are not limited to: emergency procurements and sole source procurements.

G. The department's secretary shall have final approval of awards from the grant fund.

[8.14.13.10 NMAC - Rp, 8.14.13.10 NMAC, 07/31/2007]

8.14.13.11 GRANT FUND RECIPIENTS SHALL ENTER INTO FORMAL CONTRACTS WITH THE DEPARTMENT: Consistent with the provisions of the Procurement Code and regulations promulgated thereunder, the department shall negotiate with successful applicants to formalize the agreed-upon project as the subject of a contract between the grantee and the department. The contract shall identify with specificity the obligations of the grant fund recipient, including funds accountability and audit requirements.

[8.14.13.11 NMAC - Rp, 8.14.13.11 NMAC, 07/31/2007]

8.14.13.12 RIGHTS AND REMEDIES:

A. The rights and remedies of continuums that submit proposals shall be those available to them under the Procurement Code and regulations promulgated thereunder.

B. The rights and remedies of grant fund recipients shall be those available to them pursuant to their contracts with the department.

[8.14.13.12 NMAC - Rp, 8.14.13.12 NMAC, 07/31/2007]

HISTORY OF 8.14.13 NMAC:

Pre-NMAC History: The material in this part was derived from that previously filed with the State Records Center:

CYFD ICD Rule 1, Regional Juvenile Services Grant Fund Regulations, filed 12-27-94.

History of Repealed Material:

CYFD ICD Rule 1, Regional Juvenile Services Grant Fund Regulations, filed 12-27-94 - Repealed effective 6-30-2004.

8.14.13 NMAC Regional Juvenile Services Grant Fund, filed 07-18-2006 - Repealed effective 07-31-2007.

SANTA FE REGIONAL JUVENILE JUSTICE BOARD

CREATING AUTHORITY: Adopted on August 9, 2000 by Resolution No.2000-47 Rescinded Res. 2003-47 on February 12, 2003 by Res. 2003-18 Creating the Santa Fe Regional Juvenile Justice Board Compromising Two Councils: The Leadership and Policy Council and the Youth Development Council. Resolution 2010-68 amends the duties and responsibilities of the Board and reducing the number of members.

MEMBERS:

A. The Board shall consist of members who shall be appointed by the Mayor, with the advice and consent of the City Council.

B.

The members shall be residents of Santa Fe County and may represent any of the following sectors: faith community, service organizations, state agencies, law enforcement, parent organizations, neighborhood associations, community groups, civic clubs, business and industry, and other community representatives who support the purpose of the Board.

C. The Mayor shall appoint the Chairman of the Board.

TERMS: The Mayor shall appoint members to staggered terms of two and three years. There is no limitation to reappointment. The members shall serve at the pleasure of the Governing Body and may be removed at any time and without cause.

VACANCIES: Vacancies shall be filled in the sane manner as initial appointments and shall be for the remainder of the term. Vacancies shall be filled as to maintain the balance of interest group representation.

MEETINGS: A quorum shall be a majority of the total membership. The Board shall also conduct all meetings in accordance with adopted City policies and procedures and shall use Robert's Rules of Order in conduction of meeting. The Board shall meet on time per month to accomplish the duties and responsibilities of the Board.

STAFF LIAISON: Richard De Mella, Juvenile Justice Planner
(955-6630)

PURPOSE: The Board shall advise, plan, and coordinate juvenile justice efforts through the development and implementation of a juvenile justice paln.

POWERS AND DUTIES: The board shall:

A. Originate, coordinate, execute, and implement strategies and programs that seek out and obtain state, federal, and other sources that fund and support initiatives,

Programs, services and activities that prevent and reduce juvenile delinquency and gang affiliation and involvement of children and that increases the protective factors around children and youth.

B. Update the Comprehensive Strategy (adopt by the governing body on June 21, 2002 to develop a continuum of prevention and graduated sanctions) on an annual basis and report to the governing body on efforts to accomplish the goals and objectives set forth to prevent and reduce juvenile delinquency.

C. Be charged with the prevention, treatment, and crisis intervention of juvenile delinquency and gang involvement, before children and youth engage in self-destructive behaviors which may lead to their arrest, detention and harm to themselves or to others.

D. Examine strategies or graduated sanctions designed to address and encourage youth, parent, school and community involvement and interaction in reducing risk factors and increasing protective factors.

E. Work collaboratively with the Mayor's Youth Advisory Committee and any other youth groups to ensure youth involvement and participation in planning, coordination and implementations of initiatives.

F. Access and process the technical expertise in the community to address the critical barriers that limit the development of the continuum of prevention and graduated sanctions.

G. Maintain the integrity of the comprehensive strategy process through the continuous reference to and use of the recommendations listed in the comprehensive plan.

H. Utilize evidence based programs through OJJDP and other federal, state and local sources. Alternative to detention programs are a major focus in the continuum.

I. Collaborate with the Santa Fe Public Schools, local Juvenile Probation and Parole Office, youth service providers, and mental health providers.

J. Attain sustainability funding through government sources, private foundations, and individuals.

K. Acquire services within the community that place juveniles in a positive setting. These services are already in place and are not in need of funding. (City Services for children), Children and Youth commission.

M. Examine other avenues as it pertains to juvenile justice program, ideas, and outcomes. Children's Defense Fund "Cradle to Prison Pipeline" a model on how to alleviate juvenile justice incarceration rates.

SANTA FE REGIONAL JUVENILE JUSTICE BOARD

TERM OF OFFICE

Armijo, Bonifacio (Boni)
1103 Avenida Coodorniz
Santa Fe NM 87507
Phone: (505) 670-6734

10/2010 10/2012

Bianca James Francis
2 Palcio Road
Santa Fe NM 87508-2248

10/2010 10/ 2013

Dimas Bill Councilor
PO Box 909
Santa Fe NM 97504-0909
Phone (505) 920-4645

03/2010 03/2012

Gonzales MaryEllen
2806 Calle Campeon
Santa Fe NM 87505

10/2010 10/2013

Rodriguez, Tommy L
3008 Pueblo Puye
Santa Fe NM 97507
Phone: (505) 476-2300

10/2010 10/2013

Trujillo, Deacon Anthony
118 Park Ave
Santa Fe NM 87501
Phone (505) 982-0618

10/2010 10/2013

New Members

Dixon, Mark
301 N Guadalupe Ste 101
Santa Fe NM 87501

Barbara Gudwin
610 Alta Vista
Santa Fe NM 7504

Romero, Jennifer
102 Grant Ave
Santa Fe NM 87504-0276

Judge Mary Marlowe Sommer
First Judicial District
PO Box 2268
Santa Fe NM 87504-2268

Frank G. Magourilos
102 Grant Ave
Santa Fe NM 87504-0276

DRAFT
Bylaws of
Santa Fe Regional Juvenile Justice Board
A Board created by the Santa Fe City Council

Article I Name

The name of this Board shall be "Santa Fe Regional Juvenile Justice Board".

Article II Purposes

The purposes of this Board shall be to:

1. Advise, plan, develop and coordinate juvenile services in Santa Fe County.
2. Collaborate with the appropriate agencies to address juvenile services issues that span and effect youth in the county.
3. Foster the creation and expansion of programs that pursue and obtain funding from state, federal and other sources for the purposes of preventing and reducing juvenile delinquency as well as providing access to strength-based services.
4. Foster the creation and expansion of programs, services and activities that increase the protective factors for children and youth.
5. Develop a plan that encompasses all available prevention, intervention and treatment strategies to reduce risk factors and to increase protective factors for the youth.
6. Develop a plan that encourages the involvement and interaction of youth, parents, schools and the community regarding strategies designed to reduce risk factors and to increase protective factors.
7. The Board may make other recommendations as they deem fit to the Santa Fe City Council to further the purpose of the Board.
8. The Board shall report to the Santa Fe City Council at least annually.

Article III Board Structure

1. The Board shall be comprised of the Executive Board, which is officially appointed by the Santa Fe City Council.
2. Committees and/or subcommittees, appointed by the Executive Board, shall do the work within the Board.
3. At a minimum the Board shall function with Program and Financial Oversight Committees

Article IV Members

Section 1 Number and Classification of Members

The Board shall consist of no fewer than eight (8) persons from the community, representing CYFD, local governments, school districts, youth service community and government organizations, the faith community, the business community and other entities whose purpose is to assist children and families.

Section 2 Voting Members

The Voting Members shall be those members designated by the Commission to the Executive Board.

Section 3 Non-voting Members

Non-voting Members shall be subcommittee members, appointed by the Executive Board. The role of Non-voting Members is no less important than the role of Voting Members. The input and expertise of Non-voting Members will serve to enhance the Board's discussions and to guide the decisions of the Voting Members.

Section 4 Appointment of Members

The Santa Fe City Council shall appoint members to the Executive Board. Executive Board members are individuals who represent the County, CYFD, local governments, school districts, youth service community and government organizations and other entities whose purpose is to assist children and families. The Executive Board may appoint subcommittees.

Section 5 Length of Membership Term

The Santa Fe City Council shall appoint members to staggered terms of two and three years.

Section 6 Resignation of Members

Members may resign from the Board upon written notice to the Co-Chairpersons.

Section 7 Replacement of Resigned Members

The Santa Fe City Council shall appoint a duly qualified individual to replace any resigned Member.

Article V Chairmanship of the Board

The Executive Board will elect co-chairpersons from the Executive Board membership. Co- chairpersons will be appointed to staggered terms of one and two years.

Article VI Meetings of Members

Section 1 Conduct of Meetings

- a. Meetings of the Board shall be presided over by the Co-Chairpersons. In the unlikely absence of both Co-Chairpersons, the person designated by the Co-Chairpersons shall preside.
- b. The Board shall follow Robert's Rules of Order.
- c. All meetings will be conducted in conformance with the Open Meetings Act.

Section 2 Attendance at Meetings

Due to the importance of the work to be completed by the Board, and in order to accomplish the Board's objectives in a timely manner, all Members are strongly urged to attend each meeting of the Board. If a Member must be absent, the Member may send a representative to attend in his/her place, as long as the representative shares the same area of expertise as the absent Member. A representative attending in place of a Voting Member shall be authorized to vote for the Voting Member.

Section 3 Quorum for Meetings

A quorum shall consist of a majority of the Voting Members of the Board. The Board at any meeting at which a quorum of the Voting Members is not present shall take no action.

Section 4 Majority Action as Board Action

Every act or decision done or made by a majority of the Voting Members present at a meeting at which a quorum is present is the act of the Board.

Section 5 Annual Review of Bylaws

The Board shall review these Bylaws once per year, at a meeting designated for such purpose, to determine whether any changes or additions are necessary.

Memorandum of Understanding

The collaborative partners of the Santa Fe Regional Juvenile Justice Board agree to work together as apart of the Juvenile Justice Continuum Initiative for the purpose of prevention and reducing juvenile delinquency, develop or expand services and sanctions as appropriate to the First Judicial District. The City of Santa Fe, and eligible entity for state Juvenile Justice and Delinquency Preventions funds, agrees to service as the administrator for the Juvenile Justice Continuum grant funds and their related contract requirements.

DATE_____

Name_____ Position_____ Affirm_____

Name_____ Position_____ Affirm_____

Name_____ Position_____ Affirm_____

Name_____ Position_____ Affirm_____

Name_____ Position_____ Affirm_____

Name_____ Position_____ Affirm_____

Name_____ Position_____ Affirm_____

Name_____ Position_____ Affirm_____

Name_____ Position_____ Affirm_____

Name_____ Position_____ Affirm_____

Name_____ Position_____ Affirm_____

Name_____ Position_____ Affirm_____

Name_____ Position_____ Affirm_____

Name_____ Position_____ Affirm_____

Name_____ Position_____ Affirm_____

Name_____ Position_____ Affirm_____

**Santa Fe Regional Juvenile Justice Board
Cradle to Prison Pipeline Community Resources.**

Pipeline>>>>>>>	Early Childhood	School Discipline Criminalization of School Behavior Education Paradigm Race Discrimination	Mental and Emotional Problems	Substance Abuse	Juvenile Justice System Incarceration of youth Disproportionate Minority Contact
Child and Youth Development	Child Find Screenings Child Find Counselor Parent trainings Born to Learn Curriculum Home Visiting program Teen Parent Center Early Childhood Nursery program SER Academy Early Childhood program	After School Programs Extra Curricular Activities Tutoring TGfV Curriculum 7-9 Bully Proofing Your School K-8 SF River Restoration 1-8 Can We Talk Program Second Step Curriculum K-3 Lifeskills 4-6 Substance Abuse Education 7-9	Big Brothers/Big Sisters Boys/Girls Club Fine Arts for Children/Teens Girls Inc. Monica Roybal Teen Center SF Teen Arts Center SF Performing Arts Warehouse 21 SF Youth Works	Big Brothers/Big Sisters Boys/Girls Club Fine Arts for Children/Teens Girls Inc. Monica Roybal Teen Center SF Teen Arts Center SF Performing Arts Warehouse 21 SF Youth Works	Big Brothers/Big Sisters Boys/Girls Club Fine Arts for Children/Teens Girls Inc. Monica Roybal Teen Center SF Teen Arts Center SF Performing Arts Warehouse 21 SF Youth Works
Prevention	Pre-birth parent education at TPC Health screenings during pregnancy	Code of Conduct Teacher Training School Parental Outreach School Boundaries IMPACT Training Project SUCCESS (Sub-Abuse) Like Skills Curriculum 4-5 Learning To Lead 7-8 Adelante Homeless program	Bilingual elementary counselors Social work services CCSS referral services	Project SUCCESS (Sub-Abuse) 7-12 Like Skills Curriculum 4-5 Learning To Lead 7-8	Stay In School Strategy
Intervention	Treatment Foster Care Adelante Homeless Program for siblings of identified students	The Academy School School Mediation Program Makin' It Academy 7-9 Mentoring Component Gang Eradication Training 7-12 School-Based Behavioral Health Family Youth Resource Liaison at two middle schools (DeV, Ort)	Behavioral Health Assessment Behavioral Health Services Counseling/ Therapy Functional Family Therapy Multi-Systemic Therapy School-Based Behavioral Health Wilderness Experience Youth Shelter	Behavioral Health Assessment Behavioral Health Services Counseling Therapy Wilderness Experience Youth Shelter	DMC Strategy Functional Family Therapy Girls Circle Multi-Systemic Therapy Youth Shelter
Intermediate Sanctions				Breathalyzer Urine Analysis Internal Probation VOMP	Clinical Home Community Corrections Drug Court Formal Probation ICM, Informal Probation Teen Court, VOMP
Community Confinement				Reporting, Detention Juvenile Monitoring Academic Treatment	Day Reporting, Detention Electrometric Monitoring Residential Treatment
Institutional Confinement			Youth State Institutions Adult State Institutions	Youth State Institutions Adult State Institutions	Youth State Institutions Adult State Institutions

**Santa Fe Regional Juvenile Justice Board
Cradle to Prison Pipeline Risk Factors & Response**

Pipeline>>>>>>>>>>	Early Childhood	School Discipline Criminalization of School Behavior Education Paradigm Race Discrimination	Mental and Emotional Problems	Substance Abuse	Juvenile Justice System Incarceration of youth Disproportionate Minority Contact
Pipeline Risk Factors	Poverty Race Lack of Health Care Lack Of Prenatal Care Lack Of Preventive Health Care Single/Teenage Parents Low Birthweight Abuse/Neglect	Poverty Race Single/Teenage Parents Substance Abusing Parents Parent in Prison Absent Parent Abuse/Neglect Poor School Quality Out of School Suspensions Expulsions Drop Outs	Poverty Race Single/Teenage Parents Substance Abusing Parents Parent in Prison Absent Parent Abuse/Neglect Lack of Behavioral Health Foster Care Placement	Poverty Race Single/Teenage Parents Substance Abusing Parents Parent in Prison Absent Parent Abuse/Neglect	Poverty Race Single/Teenage Parents Substance Abusing Parents Parent in Prison Absent Parent Abuse/Neglect None Responsive Juvenile Justice System
Pipeline Community Response	Comprehensive health system Early Head Start Head Start Child Care Pre-School Positive Adult	Make sure every child can read by fourth grade. Assure increased high school graduation rates. Positive Adult Policy shift to early intervention, intervention and child investment vs punishment	Community mental health System Positive Adult	Positive Adult	Positive Adult Policy shift to early intervention, intervention and child investment vs punishment. Reduce the number of children that enter and remain in our child welfare and juvenile justice systems.
OJJDP Risk Factors	Living in Poverty Poor cognitive Development Low intelligence Poor parenting Teenage parent	Living in Poverty Family violence Divorce Parental psychopathology Familial antisocial behavior Failure to bond to school Poor academic performance Low academic aspirations	Living in Poverty Family violence Divorce Parental psychopathology Familial antisocial behavior	Living in Poverty Family violence Divorce Parental psychopathology Familial antisocial behavior Neighborhood disadvantages Concentration of delinquent peer groups Disorganized neighborhoods	Living in Poverty Family violence Divorce Parental psychopathology Familial antisocial behavior Neighborhood disadvantages Concentration of delinquent peer groups Disorganized neighborhoods Access to weapons

Risk Factors Descriptions

Below is a description of how Risk Factors could be assessed in a community. The indicators can be measured in surveys, observations, and other archival data.

Community Domain

Risk Factor	Indicators
Availability of Drugs	Perceived Availability of Drugs
	Trends in Exposure to Drug Use
	Per Capita Consumption of Alcohol
	Sales of Alcoholic Beverages
	Licensed Tobacco Outlets
	Liquor Sales Outlets
	Narcotics Arrests
Availability of Firearms	Firearms Sales
	Firearms in Home
	Perceived Availability of Firearms
Community Laws and Norms Favorable to Drug Use, Firearms, and Crime	Exposure to Alcohol, Tobacco, and Other Drugs Use Scale
	Community Norms Favorable to Use
	Local Ordinances That Prohibit Underage ATOD Use
	Juvenile referrals for Drug Law Violations
	Juvenile referrals for Violent Crimes
	Juvenile referrals for Curfew, Vandalism and Disorderly Conduct
	Disposition of Juvenile Referrals Cases
	Adult Drunken Driving Arrests
	Average Length of Prison Sentence
	Sentencing Below Federal Guidelines
	Quantity of Drugs Seized
	Areas Targeted by Law Enforcement for Drug Cleanup
	School Discipline for Behavior Problems
	Schools with Student Assistance Programs
	Attitudes Favoring Gun Control
Transitions and Mobility	Existing Home Sales
	New Home Construction
	Rental Residential Properties
	Rental Unit Turnover
	Utility Connections
	Student Movement In and Out of School
	Net Migration
Low Neighborhood Attachment and Community Disorganization	Percent of Population Voting in Elections/Not Registered to Vote
	Rental Housing Vacancy Rates
	Homeowners Unit Vacancy Rates

Risk Factor Indicators

Family Domain

Risk Factor	Indicators
Family History of High Risk Behavior	Adults in ATOD treatment program
	Prisoners in state correction systems
	Family use of ATOD scale
	Liver cirrhosis deaths
	Educational attainment of adults
	Adult illiteracy
Family Management Problems	Child abuse and neglect cases
	Children living away from parents
	Runaway reports
	Children living in foster care
	Alcohol-related out-of-home placements
	Average daily attendance (K-8)
	Poor family management scale
Family Conflict	Divorce
	Single parent family households
	Domestic violence arrests
	High family conflict scale
Parental Attitudes and Involvement in Crime and Drugs	Adult violent crime arrests
	Adult property crime arrests
	Adult DUI/DWI and drug arrests
	ATOD use during pregnancy
	Parental attitudes favorable to ATOD use scale

School Domain

Risk Factor	Indicators
Early and Persistent Anti-Social Behavior	Elementary School Disciplinary Problems
	Special Education Classes for Students with Behavior Disorders
	Elementary School Students Diagnosed with Behavioral Disorders
	Anti-social Behavior Scale Juvenile Arrests for Curfew, Vandalism, and Disorderly Conduct, age 10-17
Academic Failure	Grade Repetition
	ACT Test Scores
	SAT Test Scores
	Reading Proficiency

Lack of Commitment to School	Math Proficiency
	Science Proficiency
	GED/Diplomas Issued
	School Enrollment
	Average Daily Attendance
	Truancy Rates
	High School Completion Rates
	Suspensions/Expulsions

Individual and Peer Domain

Risk Factor	Indicators
Friends who Engage in Problem Behavior	Reported use of drugs and alcohol by friends
	Adolescents in juvenile system
	Adolescent treatment
	Adolescents diagnosed with STD's
	Adolescent pregnancies
Alienation, Rebelliousness, and Lack of Social Bonding	Self-Inflicted Injury Profile under age 15
	Rebelliousness risk factor scale
	Adolescent suicides
	Reported gang involvement
Favorable Attitudes Toward the Problem Behavior	Reported vandalism and graffiti damage
	Peer attitudes favorable to ATOD use risk factor scale
Early Initiation of the Problem Behavior	Age of first alcohol use, cigarette use and marijuana use
	Crime Index Analysis
	Age of initial sexual activity
	School reports of disciplinary problems
	Dropouts prior to 9 th grade
	Drug or alcohol related arrests (ages 10-14)
	Violence arrest (ages 10-14)
Early and Persistent Anti-Social Behavior	Juvenile referrals for curfew, vandalism, and disorderly conduct
	Juvenile referrals for alcohol violations
	Anti-social behavior scale
Extreme Economic Deprivation	Unemployment rate
	# in Free and Reduced Lunch Program
	Percentage of population at 100% below the poverty line
	Transfer payments

	Average per capita income
	Adults without High School Diploma
	Single Parent Family Households

Description of Risk Factors

Risk Factor	Description
Availability of drugs	The more available alcohol and other drugs are in a community, the higher the risk for alcohol and other drug use and violence. Perceived availability of drugs is also associated with increased risk. In schools where children think that drugs are more available, a higher rate of drug use occurs (Johnston, O'Malley & Bachman, 1985).
Availability of firearms	Firearm availability and firearm homicide have increased since the late 1950s. If there is a gun in the home, it is much more likely to be used against a relative or friend than against an intruder or stranger. Also, when a firearm is used in a crime or assault, the outcome is much more likely to be fatal than if another weapon or no weapon is used. While a few studies report no association between firearm availability and violence, more studies do show a relationship. Given the lethality of firearms, the greater likelihood of conflict escalating into homicide when guns are present, and the strong association between availability of guns and homicide rates, firearm availability is a risk factor (Reiss & Roth, 1993).
Community laws and norms favorable toward drug use, firearms and crime	The attitudes and policies a community holds in relation to drug use, firearms and crime are communicated in a variety of ways: through laws and written policies, through informal social practices, and through the expectations parents and other members of the community have of young people. When laws, tax rates and community standards are favorable toward alcohol and other drug use, firearms or crime—or even when they are just unclear— young people are at higher risk (Sampson, 1986; Holder & Blose, 1987; Brook et al., 1990). One example of a community law affecting drug use is alcohol taxation, where higher tax rates decrease the rate of alcohol use (Saffer & Grossman, 1987; Hawkins, Arthur & Catalano, 1995). An example of conflicting messages about alcohol and other drug use can be found in community acceptance of alcohol use as a social activity. The beer gardens popular at street fairs and community festivals frequented by young people are in contrast to the "say no" messages that schools and parents may be promoting. This makes it difficult for children to decide which norms to follow. Laws regulating the sale of firearms have had small effects on violent crime, and the effects usually diminish after the law has been in effect for multiple years.

Risk Factor	Description
Media portrayals of violence	<p>Research has shown a clear correlation between media portrayal of violence and the development of aggressive and violent behavior. The effect of media violence on viewers' behavior (especially young viewers) has been debated for decades. Research has shown a clear correlation between media portrayal of violence and the development of aggressive and violent behavior. Exposure to media violence appears to affect children in several ways: children learn violent behaviors from watching actors act violently; they learn violent problem-solving strategies; and media portrayals of violence appear to alter children's attitudes and sensitivity to violence (Eron & Huesmann, 1987; Huesmann & Miller, 1994).</p>
Transitions and mobility	<p>When children move from elementary school to middle school, or from middle school to high school, significant increases in drug use, dropping out of school and antisocial behavior may occur (Hawkins & Catalano, 1996). Communities with high rates of mobility appear to be linked to an increased risk of drug and crime problems. Even normal school transitions can predict increases in problem behaviors. The more people in a community move, the greater the risk of criminal behavior and drug-related problems in families in these communities (Sampson, 1986; Sampson & Lauritsen, 1994).</p>
Low neighborhood attachment and community disorganization	<p>Higher rates of drug problems, delinquency, violence and drug trafficking occur where people have little attachment to the community. Vandalism rates are high when there is low surveillance of public places. These conditions are not limited to low-income neighborhoods—they can also be found in more well-to-do neighborhoods. Perhaps the most significant issue affecting community attachment is whether residents feel they can make a difference in their communities. If the key players (such as merchants, teachers, police, and human and social services personnel) live outside the community, residents' sense of commitment will be lower. Lower rates of voter turnout and parent involvement in school also reflect attitudes about community attachment. Neighborhood disorganization makes it more difficult for schools, churches and families to promote positive social values and norms (Sampson, 1986, 1997; Sampson & Lauritsen, 1994; Herting & Guest, 1985; Gottfredson, 2001).</p>

Risk Factor	Description
Extreme economic deprivation	<p>Children who live in deteriorating neighborhoods characterized by extreme poverty, poor living conditions and high unemployment are more likely to develop problems with alcohol and other drug use, delinquency, teen pregnancy and dropping out of school, or to engage in violence toward others during adolescence and adulthood. Children who live in these areas and have behavior or adjustment problems early in life are even more likely to develop problems with drugs (Sampson, 1986; Sampson & Lauritsen, 1994; Farrington, 1989; Robins & Ratcliff, 1979; Elliot et al., 1989).</p>
Family history of the problem behavior	<p>When parents have histories of alcohol or other drug addictions, criminal behavior, teenage pregnancy or dropping out of school, their children face an increased risk of similar behavioral problems. In a family with a history of addiction to alcohol or other drugs, children are at increased risk of alcohol or other drug problems themselves (Cloninger et al., 1985; Johnson et al., 1984; Brook et al., 1990). In families with a history of criminal behavior, children's risk for delinquency increases (Farrington, 1989). Similarly, children of teenage mothers are more likely to be teen parents, and children of dropouts are more likely to drop out of school themselves.</p>
Family management problems	<p>Poor family management practices include having a lack of clear expectations for behavior; failure of parents to supervise and monitor their children (knowing where they are and who they're with); and excessively severe, harsh or inconsistent punishment. Children exposed to these poor family management practices are at higher risk of developing all five problem behaviors (Kandel & Andrews, 1987; Brook et al., 1990; Farrington, 1989; Sampson, 1986; Hawkins, Arthur & Catalano, 1995).</p>
Family conflict	<p>Persistent, serious conflict between primary caregivers or between caregivers and children appears to increase children's risk for all five problem behaviors. Conflict between family members appears to be more important than family structure (e.g., whether the family is headed by two biological parents, a single parent or another primary caregiver) (Brook et al., 1990; Sampson, 1986).</p>

Risk Factor	Description
Favorable parental attitudes and involvement in the problem behavior	<p>Parents who approve of, encourage or participate in problem behaviors increase their children's risk for these behaviors. Parents' attitudes and behavior toward drugs, crime and violence influence the attitudes and behavior of their children. Children whose parents approve of or excuse them for breaking the law are more likely to become involved with juvenile delinquency. Children whose parents engage in violent behavior inside or outside the home are at greater risk for violent behavior. If parents use illegal drugs, are heavy users of alcohol or tolerate children's use, children are more likely to become drug users in adolescence. The risk is further increased if parents involve children in their own drug- or alcohol- using behavior—for example, asking the child to light the parent's cigarette or get the parent a beer from the refrigerator. Parental approval of children's moderate drinking, even under supervision, increases the risk that the children will use marijuana and develop problems with alcohol or other drugs (Barnes & Welte, 1986; Brook et al., 1986; Johnson, Schontz & Locke, 1984; Kandel & Andrews, 1987).</p>
Academic failure beginning in late elementary school	<p>Beginning in the late elementary grades, academic failure increases the risk of all five problem behaviors. It appears that the experience of failure itself, not any lack of ability, increases the risk of these problem behaviors. Beginning in the late elementary grades, academic failure increases the risk of all five problem behaviors. It appears that the experience of failure itself, not any lack of ability, increases the risk of these problem behaviors (Najaka, Gottfredson & Wilson, 2001; Maguin & Loeber, 1996; Farrington, 1989; Gottfredson, 2001).</p>
Lack of commitment to school	<p>Lack of commitment to school means the child no longer sees the role of student as meaningful and rewarding. Young people who have lost this commitment to school are at higher risk for all five problem behaviors (Najaka et al., 2001; Gottfredson, 2001; Jessor & Jessor, 1977).</p>

Risk Factor	Description
Early and persistent antisocial behavior	Boys who are aggressive in grades K-3 or who have trouble controlling impulses are at higher risk for alcohol and other drug use, delinquency and violent behavior. This risk factor also includes persistent antisocial behavior in early adolescence, such as misbehaving in school, skipping school and getting into fights with other children, which increases the risk for all five problem behaviors. When a boy's aggressive behavior in the early grades is combined with isolation, withdrawal, hyperactivity or attention deficit disorder, there is an even greater risk of problems in adolescence. Both girls and boys who engage in these behaviors in early adolescence are at increased risk for all five problem behaviors (Farrington, 1989; Moffitt, 1993; Hawkins et al., 1998; Lipsey & Derzon, 1998; Loeber & Stouthamer-Loeber, 1998; Robins, 1978; Gottfredson, 2001).
Rebelliousness	Young people who do not feel that they are part of society or bound by rules, who don't believe in trying to be successful or responsible, or who take an active rebellious stance toward society are at higher risk for drug use, delinquency and dropping out of school. Young people who do not feel that they are part of society or bound by rules, who don't believe in trying to be successful or responsible, or who take an active rebellious stance toward society are at higher risk for drug use, delinquency and dropping out of school (Jessor & Jessor, 1977; Kandel, 1982; Bachman et al., 1981; Shedler & Block, 1990; Robins, 1980).
Friends who engage in the problem behavior	This is one of the most consistent predictors that research has identified. Even when young people come from well-managed families and do not experience other risk factors, spending time with friends who engage in problem behaviors greatly increases their risk of developing those behaviors (Newcomb & Bentler, 1986; Brook et al., 1990; Kandel & Andrews, 1987; Hansen et al., 1987).

Risk Factor	Description
Gang involvement	Research has shown that children who have delinquent friends are more likely to use alcohol or other drugs and to engage in delinquent or violent behavior than children who do not have delinquent friends. Gang members, however, are even more likely to exhibit these problem behaviors. But the influence of gang involvement on alcohol and other drug use, delinquency and violence exceeds the influence of delinquent friends on these problem behaviors. Gang members are even more likely than children who have delinquent friends to use alcohol or other drugs and to engage in delinquent or violent behavior (Thornberry, 1999; Battin-Pearson, Thornberry, Hawkins & Krohn, 1998; Battin, Hill, Abbot, Catalano & Hawkins, 1998).
Favorable attitudes toward the problem behavior	During the elementary years, children usually express anti-drug, anti-crime and prosocial views; they have trouble imagining why people use drugs, commit crimes and drop out of school. In middle school, as others they know participate in such activities, their attitudes often shift toward greater acceptance, placing them at higher risk (Kandel et al., 1978; Krosnick & Judd, 1982; Gottfredson, 2001).
Early initiation of the problem behavior	The earlier that young people use drugs, commit crimes, first drop out of school or become sexually active, the greater their chances of having chronic problems with the respective problem behavior. Aggressive behavior at ages 4-8 predicts later violent behavior (Nagin & Tremblay, 1999), and truancy in the elementary grades predicts school drop-out. For example, research shows that young people who start drug use before age 15 have twice the risk of drug problems than those who start after age 19 (Robins, 1978; Rachal et al., 1982; Kandel, 1982; Gottfredson, 2001).
Constitutional factors	These factors include sensation-seeking, low harm-avoidance and lack of impulse control, and appear to increase the risk of drug use, delinquency and/or violent behavior (Lerner & Vicary, 1984; Shedler & Block, 1990; Farrington, 1989; Gottfredson, 2001). Constitutional factors may have a biological or physiological basis.

Source: Communities That Care. (n.d.) Key Leader Orientation: The Research Foundation. <http://ncadi.samhsa.gov/features/ctc/resources.aspx>

Cradle to Prison Pipeline
Selected Research and Risk Factors

www.childrensdefense.org

Selected Research on Risk Factors Contributing to the Cradle to Prison Pipeline

Cradle to Prison Pipeline Indicators	Impact on Poor and Minority Children
<p>Poverty</p> <ul style="list-style-type: none"> ◦ In 2005, almost 13 million children, more than one in six, lived in poverty.¹ ◦ Fourth-graders in U.S. public elementary schools with the highest poverty levels have significantly lower reading scores compared to their counterparts in schools with lower poverty levels.² ◦ Being raised in poverty contributes to a greater likelihood of involvement in crime and violence.³ ◦ Low family income has repeatedly been associated with self-reported teen violence and convictions for violent offenses.⁴ 	<ul style="list-style-type: none"> ◦ In 2005, more than one in three Black children—3.8 million—lived in poverty; almost 3 in 10 Hispanic children—4.1 million—and 1 in 10 White, non-Hispanic children—4.3 million—were poor.⁵ ◦ The poverty rate for Black and Hispanic children is far higher than it is for White children. Thirty-four percent of Black children were living in poverty in 2005, as were 28 percent of Hispanic children and 10 percent of White, non-Hispanic children.⁶ ◦ From 2000 to 2005, the number of Black children living in extreme poverty increased by 22 percent from 1.6 million to over 1.9 million. The number of Hispanic children living in extreme poverty increased by 45 percent, from 1.2 million to 1.7 million.⁷ ◦ The income levels for Black and Hispanic families with children were about half the level of White families with children in 2005. The median income for White, non-Hispanic families with children was \$66,235 compared to \$31,705 for Black families and \$36,403 for Hispanic families with children.⁸ ◦ Black and Hispanic workers holding the same educational credentials as White workers experience higher unemployment rates.⁹ ◦ In 2005, 29.2 percent of Black and 23.7 percent of Latino children lived in families that were hungry or at risk of hunger.¹⁰

Selected Research on Risk Factors Contributing to the Cradle to Prison Pipeline (continued)

Cradle to Prison Pipeline Indicators	Impact on Poor and Minority Children
<p>Family and Community</p> <ul style="list-style-type: none"> ◦ Being born to a teenage mother is a strong predictor of later delinquency.¹¹ ◦ Economic hardship and stressful life events are associated with a lack of parent-child involvement and attachment.¹² ◦ A lack of parental involvement and interaction with children may increase children's future risk of violence.¹³ ◦ Social disorganization and concentrated poverty within the community lead to residents' decreased willingness to intervene when children are engaging in antisocial/unlawful acts.¹⁴ 	<ul style="list-style-type: none"> ◦ A Black child is more than twice as likely as a White, non-Hispanic child to live with a single parent, almost three times as likely to live with neither parent, and almost twice as likely to be born to a teenaged mother.¹⁵
<p>Health Care</p> <ul style="list-style-type: none"> ◦ About 1 in 12 babies born in the United States—8.1 percent, or over 331,000 babies, in 2004—is low birthweight. This rate has been increasing steadily since 1984.¹⁶ ◦ A child born at low birthweight is about 50 percent more likely to score below average on measures of both reading and mathematics at age 17.¹⁷ ◦ A child born at very low birthweight is more likely to experience educational disadvantages that can persist into early adulthood.¹⁸ ◦ Adolescents with elevated blood lead levels at birth report higher levels of delinquency and anti-social behavior.¹⁹ ◦ A history of lead poisoning has been associated with male adult criminality.²⁰ ◦ Children with disabling asthma have almost twice as many restricted activity days and lost school days as children with impairments due to other types of chronic conditions.²¹ 	<ul style="list-style-type: none"> ◦ Black and Hispanic babies are more likely than White babies to be born to mothers who did not receive early prenatal care.²³ ◦ The percentage of Black babies born at low birthweight, putting them at risk for a range of postnatal complications, is almost twice that of White babies.²⁴ ◦ Black children are 69 percent more likely than White children to be uninsured. Latino children are more than three times as likely as White children to be without health insurance.²⁵ ◦ Black and Mexican-American children living in older housing (pre-1946) are more likely to have elevated blood lead levels than White children living in comparable housing—22 and 13 percent as opposed to seven percent.²⁶ ◦ Minority children with asthma were more likely to have inadequate care to control their asthma due to socioeconomic factors as well as disparities in physician

Selected Research on Risk Factors Contributing to the Cradle to Prison Pipeline (continued)

Cradle to Prison Pipeline Indicators	Impact on Poor and Minority Children
<p>Health Care (continued)</p> <ul style="list-style-type: none"> ◦ More than 1 in 8 teens ages 12-17 is a current tobacco user; 1 in 6 teens is a current alcohol user, including 1 in 10 who is a binge drinker.²² 	<p>prescribed treatment, preventive treatment, and lack of patient access to quality health care.²⁷</p> <ul style="list-style-type: none"> ◦ Black children and children from poor families are not only more likely to have asthma than White or Latino children and children from higher income families, they also are more likely to suffer from disabling asthma.²⁸ ◦ Tobacco and alcohol use are most common among White, non-Hispanic teens ages 12-17, and least common among Black teens in the same age group. Alcohol use among Hispanic teens is similar to that among White, non-Hispanic teens.²⁹
<p>Early Childhood</p> <ul style="list-style-type: none"> ◦ At-risk toddlers not enrolled in a quality child care and development program were more likely to become chronic law breakers as adults than their peers who were in the program.³⁰ ◦ Even mild undernourishment, the kind most frequently found in the United States, impairs cognitive function and can do so throughout the life of a child.³¹ ◦ Children participating in high quality early education had lower rates of juvenile delinquency, fewer arrests, and fewer juvenile court petitions than children who did not participate in the program.³² ◦ At-risk children who participated in a high quality early education program were more likely than their peers who did not participate in the program to own their own homes at age 40; men who participated in the program were more likely to be living with their children.³³ 	<ul style="list-style-type: none"> ◦ 45 percent of Latino and 50 percent of Black three- to five-year-olds are read to every day compared to 68 percent of White children.³⁵ ◦ Only one-third of Black and two-fifths of Latino kindergarteners have home computers.³⁶ ◦ In a study of entering kindergarteners in Fall 1998, 15 percent of Black and Hispanic children were in the top quartile on reading readiness, compared to 30 percent of White children. Ten percent of the Black children, 14 percent of the Hispanic children, and 32 percent of the White children were in the top range in math. On a general knowledge test, only 6 percent of Blacks and 12 percent of Hispanics were in the top quartile, compared to 34 percent of Whites.³⁷

Selected Research on Risk Factors Contributing to the Cradle to Prison Pipeline (continued)

Cradle to Prison Pipeline Indicators	Impact on Poor and Minority Children
Early Childhood (continued) <ul style="list-style-type: none"> Children who have graduated from Head Start are less likely to repeat a grade, less likely to need special education, and more likely to graduate from high school than their peers who have not participated in Head Start.³⁴ 	
Education <ul style="list-style-type: none"> Low academic achievement and academic failure in the elementary grades increase the risk for later violent behavior.³⁸ Research shows that repeating a grade can result in negative academic outcomes for those retained compared to those with similar academic problems who are not retained. Among those negative outcomes is a significantly increased dropout rate.³⁹ Numerous studies demonstrate that students who are suspended or expelled are more likely than their peers to drop out of school altogether.⁴⁰ One study found that being suspended or expelled is one of the top three school-related reasons for dropping out.⁴¹ Higher suspension rates are associated with higher rates of juvenile incarceration.⁴² One study found that more than 30 percent of sophomores who dropped out of school had been suspended, a rate three times that of peers who stayed in school.⁴³ Two-thirds of adult prisoners in 2003 had less than a regular high school diploma, more than twice the rate found in the general adult population.⁴⁴ 	<ul style="list-style-type: none"> Among fourth graders, 41 percent of Whites are reading at grade level compared to 16 percent of Latinos and 13 percent of Blacks. In math, 39 percent of White eighth graders perform at grade level compared to 13 percent of Latinos and 9 percent of Blacks.⁴⁵ 9.3 percent of White students have been retained in grade at least once, compared to 18.0 percent of American Indian, 17.5 percent of Black, and 13.2 percent of Hispanic students.⁴⁶ 14.6 percent of White students have been suspended or expelled in grades seven through 12 compared to 38.2 percent of Native Americans, 35.1 percent of Blacks, and 19.6 percent of Latinos.⁴⁷ Black youth represent a disproportionate percent of students who are suspended; they also are disproportionately incarcerated.⁴⁸ In 1999, 59 percent of Black men in their early thirties who had dropped out of high school had prison records.⁴⁹ Black children are more than twice as likely as White, non-Hispanic children to be placed in programs for mental retardation, and two-thirds more likely to be placed in programs for emotional disturbance.⁵⁰

Selected Research on Risk Factors Contributing to the Cradle to Prison Pipeline (continued)

Cradle to Prison Pipeline Indicators	Impact on Poor and Minority Children
Education (continued)	<ul style="list-style-type: none"> Black 10-year-olds are almost twice as likely as White, non-Hispanic 10-year-olds to be two or more years behind modal grade level for their age. Black 16-year-olds are more than twice as likely as their White, non-Hispanic peers to be two or more years behind.⁵¹
Child Abuse and Neglect <ul style="list-style-type: none"> Low family income is the single best predictor of child abuse and neglect. Children who live in families with annual incomes less than \$15,000 are 22 times as likely to be abused or neglected as children living in families with annual incomes of \$30,000 or more.⁵² Abused and neglected children are up to six times as likely to be delinquent and up to three times as likely to be arrested as an adult as children who are not abused or neglected.⁵³ Children involved in the juvenile justice system are more likely to have a history of child abuse and neglect than children outside the system. Abuse rates ranging from 25 percent to 66 percent have been reported in studies of youth in the juvenile justice system.⁵⁴ Children in foster care have higher rates of grade retention, lower scores on standardized tests, and higher absenteeism, tardiness, truancy and dropout rates.⁵⁵ 15-year-old students in out-of-home care are about half as likely as other students to have graduated from high school five years later; significantly higher percentages of those in care have dropped out (55 percent) or been incarcerated (10 percent).⁵⁶ 	<ul style="list-style-type: none"> Black children make up 16 percent of the child population, yet they represent 23 percent of substantiated cases of child abuse and neglect and 32 percent of children in foster care.⁵⁹ Children of color enter foster care at higher rates, even when their families have the same characteristics as comparable White children and families.⁶⁰ Children of color remain in foster care for longer periods of time—a median stay of 17 months for African American children versus nine months for White children.⁶¹ African American children in foster care have a much lower probability than White children for reunification and adoption. Analyses of national data show that White children are four times as likely as African American children to be reunified and twice as likely to be adopted.⁶²

Selected Research on Risk Factors Contributing to the Cradle to Prison Pipeline (continued)

Cradle to Prison Pipeline Indicators	Impact on Poor and Minority Children
<p>Child Abuse and Neglect (continued)</p> <ul style="list-style-type: none"> • Youth in foster care are at a higher risk for homelessness, unemployment, public assistance, and juvenile or adult court involvement after leaving care.⁵⁷ • Young adults who have been in foster care suffer from post-traumatic stress disorder (PTSD) at nearly five times the rate of the general population, and higher even than rates reported among American war veterans.⁵⁸ 	
<p>Mental Health</p> <ul style="list-style-type: none"> • The U.S. General Accountability Office reported that thousands of families have relinquished custody of their children to the child welfare or juvenile justice systems so they could get treatment.⁶³ • A report by the House Committee on Government Reform found that two-thirds of the youth detention facilities in 47 states held youth waiting for mental health services who had not been charged with a crime. Over a six-month period in 2003, nearly 15,000 incarcerated youth waited for mental health services.⁶⁴ • Recent studies have consistently found 65 to 70 percent of youth in the juvenile justice system have at least one diagnosable mental health disorder; approximately one-fourth have disorders so severe that their ability to function is significantly impaired.⁶⁵ • A national study of children ages 2 to 14 who are involved in the child welfare system, either at home or in foster care, found that nearly half had clinically significant emotional or behavioral problems but only about one-quarter received specialized mental health treatment.⁶⁶ 	<ul style="list-style-type: none"> • Black and Hispanic children in foster care are less likely than White children in care to receive specialized mental health services.⁶⁷ • Poor families underutilize mental health services, often reflecting lack of access and appropriateness of available services. The 1999 Surgeon General's Report on Mental Health noted that the relationship between the underutilization of mental health services and poverty is especially significant for minority children and families.⁶⁸

Selected Research on Risk Factors Contributing to the Cradle to Prison Pipeline (continued)

Cradle to Prison Pipeline Indicators	Impact on Poor and Minority Children
<p>Juvenile Delinquency</p> <ul style="list-style-type: none"> • Compared to individuals arrested as adults but not arrested as juveniles, those arrested as juveniles were two to six times as likely to be arrested as adults.⁶⁹ • Income has a significant effect on youth participation in serious criminal activity (including using a weapon, robbery, assault, or selling hard drugs). Youth from low-income households have an increased likelihood of participating in serious crimes compared to those from high-income households.⁷⁰ 	<ul style="list-style-type: none"> • In 2005, Black juveniles ages 10-17 were more than twice as likely as White juveniles to be arrested. Black juveniles were almost five times as likely as White juveniles to be arrested for violent offenses, and twice as likely to be arrested for drug offenses.⁷¹ • Although they represent just 39 percent of the U.S. juvenile population, minority youths represent 60 percent of committed juveniles.⁷² • Black juveniles are nearly four times as likely as White juveniles to be in secure residential placement. Hispanic juveniles are almost twice as likely as Whites to be in such placement; American Indian juveniles more than twice as likely.⁷³

¹ U.S. Department of Commerce, Bureau of the Census, "Income, Poverty, and Health Insurance Coverage in the United States: 2005," *Current Population Reports*, P60-231 (August 2006), Table B-2.

² U.S. Department of Education, National Center for Education Statistics Common Core of Data, "Public Elementary/Secondary School Universe Study," 1999-2000, at <http://nces.ed.gov/pubs2004/pirlspub/9.asp?nav=2>.

³ Robert J. Sampson and Janet L. Lauritsen, "Violent Victimization and Offending: Individual-, Situational-, and Community-Level Risk Factors," *Understanding and Preventing Violence*, Vol. 3, *Social Influences*, Albert J. Reiss and Jeffrey A. Roth, eds. (Washington, D.C.: National Academy Press, 1994), pp. 1-114.

⁴ Bill Henry, Avshalom Caspi, Terrie E. Moffitt and Phil A. Silva, "Temperamental and Familial Predictors of Violent and Nonviolent Criminal Convictions: Age 3 to Age 18," *Developmental Psychology*, Vol. 32, No. 4 (1996), pp. 614-623.

⁵ U.S. Department of Commerce, Bureau of the Census, "Income, Poverty, and Health Insurance Coverage in the United States: 2005," *Current Population Reports*, P60-231 (August 2006), Table B-2.

⁶ U.S. Department of Commerce, Bureau of the Census, "Income, Poverty, and Health Insurance Coverage in the United States: 2005," *Current Population Reports*, P60-231 (August 2006), Table B-2.

⁷ U.S. Department of Commerce, Bureau of the Census, "Table 2: Age, Sex, Household Relationship, Race and Hispanic Origin by Ratio of Income to Poverty Level: 2000," at http://pubdb3.census.gov/macro/032001/pov/new02_003.htm; U.S. Department of Commerce, Bureau of the Census, "Table POV01: Age and Sex of All People, Family Members and Unrelated Individuals Iterated by Income-to-Poverty Ratio and Race: 2005, Below 50% of Poverty-Black Alone," at http://pubdb3.census.gov/macro/032008/pov/new01_50_06.htm; and U.S. Department of Commerce, Bureau of the Census, "Table POV01: Age and Sex of All People, Family

Cradle to Prison Pipeline
Selected Program Descriptions

www.childrensdefense.org

Relationships are key to the students' success. SDP does not just focus on cognitive development, but on all developmental pathways. School districts fully adopting SDP have been able to significantly increase student academic performance in math, reading and writing. Over the past 25 years, SDP has been used in over 1,000 schools. The program is now in place in more than 50 school districts nationwide.

For additional information, visit <http://www.schooldevelopmentprogram.org/>

El Paso County Department of Human Services



The El Paso County Department of Human Services in Colorado ensures that the County's residents are able to live and grow in an environment free of extreme poverty, abuse or neglect. It has a common philosophy that begins with a vision to eliminate poverty and family violence and builds on the community's capacity to serve families before calling upon government; it emphasizes prevention, early intervention, protection and family strengths. Department staff provide integrated services in a culturally respectful, competent manner based on specific principles of service delivery. Each division has its primary function but also links with other divisions for increased effectiveness, efficiency and child and family services. Primary service areas provided through public/private community partnerships include:

Prevention: Supporting economic self-sufficiency and independence, and preventing the need for more intensive services.

Preservation: Assisting families, youth and children in need, maintaining children in their own homes or with relatives and working to keep fathers involved with their children.

Protection: Protecting at-risk or abused and/or neglected children, youth and adults and providing permanency in the form of family reunification, guardianship or adoption.

Administrative Services: Providing services in support of the direct client services and benefit programs.

For additional information, visit <http://dhs.elpasoco.com/>

Every Child Succeeds



Every Child Succeeds (Ohio) is designed to ensure an optimal start for children by providing education, support and counseling services to mothers. To date ECS has served more than 8,500 families with over 177,500 home visits. Based on scientific principles correlating appropriate brain stimulation during the first three years with the achievement of full social, mental and physical development, ECS maximizes the development of high-risk children. The program provides intensive home visitation for first-time, high-risk mothers and their infants for three years. ECS strives to decrease abuse and neglect, reduce unintentional injuries, strengthen the parent-child relationship, improve utilization of diagnostic services, encourage health promotion, link families with primary care services and promote an optimal environment for learning and emotional growth.



While enrolled in this program, home visitors, who are recruited and trained, visit families two to three times per month for the first year. If needed, the program also offers mothers monthly visits during the second and third years. During the visits, home visitors provide information, training on infant health, development, environmental safety and parenting, and access to health and human services. Parents are also given a chance to meet other first-time parents. More than 20 community agencies provide home visitation services through the Every Child Succeeds program.

Preliminary findings include: ECS prenatal referrals have increased from 40 percent when the program began to almost 60 percent at the present time. Ninety-three percent of ECS infants function at developmentally normal levels. Ninety-eight percent of mothers in the ECS program have a medical home. Of mothers with smoking histories, 79 percent quit or drastically reduce tobacco use during pregnancy. Of the 29 percent of mothers who enter ECS with clinically significant levels of depression, half are no longer depressed after nine months in the program; and observational data suggest that the ECS injury prevention component significantly reduces hazards to the child.

For additional information, visit www.everychildsucceeds.org

Federation of Families for Children's Mental Health (FFCMH)

This national family-run organization provides leadership and technical assistance to family-run and other child services and focuses on building and sustaining family-professional partnerships. FFCMH helps to engage families of children with emotional, behavioral and mental challenges at all levels of program planning, implementation and evaluation. The Federation pays particular attention to the development of partnerships between family-run, youth-centered organizations and mental health services and juvenile and criminal justice systems. In addition, the Federation provides advocacy at the national level for the rights of children and youth with emotional, behavioral and mental health challenges and their families. Currently the Federation has chapters or state organizations in 48 states.

For additional information, visit <http://www.ffcmh.org/>

Functional Family Therapy, Multisystemic Therapy and Multidimensional Treatment Foster Care



While there was a general consensus among researchers in 1990 that "nothing worked" for serious juvenile offenders, research over the last 15 years has proven that three treatment models are particularly effective for at-risk youthful offenders and their families: Functional Family Therapy (FFT), Multisystemic Therapy (MST) and Multidimensional Treatment Foster Care (MTFC).

All three programs are evaluated as "model programs" by the Blueprints for Violence Prevention Initiative at the University of Colorado. All three programs offer



comprehensive, family-focused interventions aimed at the avoidance of incarceration or other institutionalization of youth.

The effectiveness of Functional Family Therapy was recognized by the Office of Juvenile Justice and Delinquency Prevention, the Center for Substance Abuse Prevention, the Centers for Disease Control and Prevention and the U.S. Surgeon General's Report on Youth Violence. The program targets youth, ages 10 to 18, and their families, whose problems range from acting out to conduct disorder to alcohol/substance abuse. FFT can be provided in a variety of contexts, including schools, child welfare, probation, parole/aftercare, mental health, and as an alternative to incarceration or out-of-home placement. Intervention ranges from, on average, eight to 12 one-hour sessions up to 30 sessions of direct service for more difficult situations.

Multisystemic Therapy provides treatment on a highly individualized basis that addresses the factors in a youth's environment contributing to behavior problems. MST services are delivered in the natural environment (e.g., home, school, community). The treatment plan is designed in collaboration with family members. The typical duration of home-based MST services is approximately four months, with multiple therapist-family contacts occurring each week. Studies show these programs produce long-term reductions in recidivism and decrease psychiatric symptoms and drug use.

Multidimensional Treatment Foster Care is an alternative to regular foster care, group or residential treatment, and incarceration for youth who have problems with chronic disruptive behavior. The MTFC treatment model can be implemented by any agency or organization providing services to children with serious behavior problems and their families. The intervention occurs in multiple settings and ranges from behavioral parent training and support, to foster parents, to school-based academic support and medication management. There are three versions of MTFC serving children 3 to 5, 6 to 11 and 12 to 17 years old.

All three programs are highly cost-effective. A cost-benefit analysis by the Washington State Institute for Public Policy found that, for every dollar spent, these three models ultimately save \$6.85 (FFT), \$8.38 (MST) and \$14.07 (MTFC).

For additional information, visit:

FFT: <http://www.fftinc.com/>

MST: <http://www.mstservices.com/>

MTFC: <http://www.mtfc.com/>

The Incredible Years Series

The Incredible Years Series (IYS) are research-based, proven effective approaches for reducing children's aggression and behavior problems and increasing social competence at home and at school. The Incredible Years Training Series offers comprehensive curricula designed to promote social competence and prevent, reduce and treat aggression and related conduct problems in young children (ages 4 to 8

Nurse-Family Partnership

The Nurse-Family Partnership provides home visits by licensed nurses to first-time mothers (primarily young and single) throughout their pregnancies and during the first two years of the babies' lives. The program primarily targets low-income women and those facing other risk factors, whose children are extremely at risk. The nurses assist families in becoming economically self-sufficient by helping mothers plan future pregnancies, continue their education and find jobs. The client's partners, extended family and friends, are encouraged to participate in the home visits. Nurse-Family Partnership Implementing Agencies provide services at the community, city, county or state level and are administered by a range of public and nonprofit entities including state and county departments of public health, community-based health centers, nursing associations and hospitals. Among the multiple positive program effects found in the first trial of children at age 15 were a 48 percent reduction in child abuse or neglect, and a 90 percent reduction in those identified as needing supervision for incorrigible behavior. A 2005 RAND study reported a net benefit to society of \$34,148 per participant, with the bulk of the savings accruing to government, which equates to a \$5.70 return per dollar invested in the Nurse-Family Partnership. The Nurse Family Partnership is currently established in more than 290 counties in 23 states. Funding for the program comes from a variety of sources, including Temporary Assistance for Needy Families, Medicaid and child abuse prevention dollars.

For additional information, visit <http://www.nursefamilypartnership.org>

Olweus Bullying Prevention Program



The violence and victimization that occur in schools today negatively affect both individual students and the overall school environment. They decrease student performance, attendance, safety and well-being. The Olweus Bullying Prevention Program (BPP) seeks to decrease school violence by focusing on school-wide, classroom and individual interventions and involvement of parents. It offers a comprehensive approach designed for use in elementary, middle or junior high schools.

School policies, rules against bullying behaviors, and predetermined consequences are part of the school-wide interventions. The anonymous bully/victim questionnaire provides schools with rich data that show where increased supervision of school violence "hot spots" is needed. School-wide interventions focus on assessment, staff training and the development of coordinated supervision systems. Classroom-level interventions consist of regular class meetings where students and teachers discuss bullying and peer relations.

The program provides guidance for individual interventions for children who bully others, for children who are bullied, and for those who watch the bullying of their peers. The sessions also involve parents of these children. The commitment of school teachers and administrators to implement BPP is a vital part of the success of the program.

Perry Preschool Project

The Perry Preschool Project (PPP) provides disadvantaged children with the opportunity to receive high-quality early childhood education. Children ages three and four who come from low-income families are eligible for the program. The program lasts for two years and operates for 2.5 hours each day, Monday through Friday. In addition to providing quality education, teachers also make periodic home visits. The project offers a developmentally centered curriculum that engages children as active, self-initiated learners; small classroom settings with 20 children and at least two staff who are trained in early childhood development and education and actively communicate with parents; sensitivity to the specific needs of disadvantaged children and their families, which includes providing meals and recommending other social service agencies; and ongoing monitoring and evaluation of both teachers' activities and children's behaviors and development.

The longitudinal study conducted in 2005 found that adults at age 40 who had participated in the preschool program had higher earnings, were more likely to hold a job, had committed fewer crimes, and were more likely to have graduated from high school than adults who did not have preschool. Overall, the study documented a return to society of more than \$16 for every tax dollar invested in the early care and education program.

For additional information, visit

<http://www.highscope.org/Research/PerryProject/perrymain.htm>

State Reentry Services for Youth



Reintegration back into school and the community is a critical transition for youth who have been adjudicated. Studies have established that lower recidivism rates are directly related to youths' positive level of engagement with their community. Youth returning from incarceration have many needs that must be addressed, including educational, mental health, vocational and recreational. Because there are multiple state agencies involved, the likelihood of information being delayed or even lost is great. Parents and family members must also be integral partners in this process. Many states have developed effective strategies for assisting adjudicated youth.

The West Virginia Division of Corrections designed a reentry program to include academic and vocational education assessment and opportunities, substance abuse treatment, sex offender treatment, crime victim awareness training, cognitive restructuring and life skills planning. The program targets high-risk convicted felons and parolees ages 18–24.

The West Virginia Division of Juvenile Services has a Reentry Court Program currently being implemented in several counties throughout the state. Collaborative partnerships with various local government agencies, community service organizations and faith-based organizations are used to provide institutional and community-based

Disproportionate Minority Contact

DMC Nine Decision Points

Decision Point	Total Youth
1. Juvenile Arrests	1,066
2. Refer to Juvenile Court	864
3. Cases Diverted	571*
4. Cases Involving Secure Detention	156
5. Cases Petitioned (Charge Filed)	293*
6. Cases Resulting in Delinquent Findings	111
7. Cases Resulting in Probation Placement	167
8. Cases Resulting in Confinement in Secure	13
9. Cases Transferred to Adult Court	2

Total youth ages 10-17 in Santa Fe County FY 07

What is Disproportionate Minority Contact (DMC)?

In this report, Disproportionate Minority Contact (DMC) refers to the over representation of youth of color in the juvenile justice system as compared to their proportion in the population (and as compared to white, non-Hispanic youth).

D – Disproportionate. This is based on an assumption that if the society and juvenile justice system are fair and free of bias, youth of color will come into contact with the juvenile justice system at a rate that is in *proportion to their representation in the population*. Population comparisons can be made at any level for which there are census and juvenile justice data (ie: city, county, judicial district, state, region, nation). Because youth of color represent a higher proportion of those youth in the system *than in a given population*, their representation is *disproportionate – or out of proportion with the distribution of the population*. This means that one or two things are happening: 1) race/ethnicity is impacting treatment in the juvenile justice system, and/or 2) youth of color are committing delinquent offenses (or more serious offenses) at a rate that is also disproportionate.

M – Minority. For purposes of DMC, the most important aspects of minority status have to do with *relative power, wealth, and privilege* in society rather than with the *number of people* who share your race or ethnicity. There is an *important difference between numerical minority* (having smaller numbers in your race/ethnic category) and minority status in the distribution of power, wealth, and privilege in society. The *social science concept of minority* rather than the numerical concept of minority is what is used in DMC.

When minority status is assigned on the basis of race or ethnicity, it often involves groups that have been...colonized in the past, as is the case, in the United States, of African-Americans, Mexican-Americans and Puerto Ricans, and American Indians. In these instances, the degree of subordination experienced by the groups tends to be particularly intense....For all types of minority groups, it is typically true that (1) the group is different in some way that is regarded as socially significant from those who hold the dominant influence in society, and (2) on the basis of that difference the group is assigned to a subordinate or disadvantaged status (<http://science.jrank.org/pages/7873/Minority>).

C – Contact. This now is used to refer to *all points of contact* or decision points in the juvenile justice system (points where young people may interact with police or court officials). Early on in DMC reduction efforts, the “C” referred to *confinement*.

Because minorities end up being confined at rates much higher than found in the aggregate population (especially when compared to whites), historically, DMC focused on the extent to which minority youth were confined in proportions greater than their representation in the population. The Juvenile Justice and Delinquency Prevention Act of 2002 broadened the DMC concept (‘disproportionate minority contact’) to encompass all stages of the juvenile justice process, so that the differentials are considered within a broader framework than simply confinement. (*Disproportionate Minority Contact* by Alex R. Piquero, John Jay College of Criminal Justice / City University of New York Graduate Center, 2008).

The points of contact or decision making points in the process that are included in the concept of contact include: 1) arrest/referral for intake, 2) referral to district attorney, 3) diversion, 4) secure pre-adjudicatory detention, 5) filing of petition with court, 6) adjudication, 7) disposition (probation, commitment/confinement), 8) transfer to adult court.

There are two ways to measure or document disproportionate contact with the juvenile justice system. One measure is to compare the percentage of youth of color at each point in the system with their percentage in the larger population. A second, more precise measure is the calculation of a relative rate index (RRI) in which the rate of contact of youth of color is compared with the rate of contact of white, non-Hispanic youth for each point.

Disproportionate Minority Youth Contact in the U.S.

Youth of color are disproportionately represented in all stages of the juvenile justice system in the United States. The rates of overrepresentation increase as children go through the system. Youth of color are overrepresented in arrest data for most offenses. African-American and Native American are more likely to be referred to court after arrest. African-Americans are less likely than their white counterparts to receive probation, rather than placement in a secure facility. African-American youth are five times more likely to be incarcerated than white youth. Latino youth are also more likely to be incarcerated compared to white youth. African-American youth are overrepresented in juvenile detention facilities in most states (From: *JJDPA Fact Book*, 2007, Campaign for Youth Justice, www.campaignforyouthjustice.org).

DMC affects communities of color as well as individual youth. Youth of color are more likely to receive out of home placements. Disproportionate convictions and incarceration lead to decreased wage earnings and lower job security, affecting the economy of disproportionately affected communities. Evidence of disproportionate minority contact appears in all states. For example, in Utah, African-American youth are 2.5 times more likely to be arrested than white youth. In Massachusetts, 58% of new detention cases were youth of color in 2003, even though youth of color represent only 24% of the state youth population. In Wisconsin, African-American youth are 19 times more likely to be admitted to an adult jail, compared to white youth. A study of several counties in rural Texas found DMC at arrest, pre-adjudication detention, and disposition. Vermont, which formerly did not have evidence of DMC, has found evidence of DMC at arrest and detention since 2000 (From: *JJDPA Fact Book*, 2007, Campaign for Youth Justice, www.campaignforyouthjustice.org).

All states are required by the federal government to design efforts to reduce the disproportionate contact of youth of color with their juvenile justice systems. Since 1988, the Juvenile Justice and Delinquency Prevention Act (JJDP) has required states to make an effort to reduce the number of youth of color detained and confined if the proportion of youth of color in secure facilities exceeds the proportion of youth of color in the state population at large. In 2002 amendments to the Act, Congress required that states wanting to continue to participate in the formula funding grants program, "address juvenile delinquency prevention efforts and system improvement efforts designed to reduce, without establishing or requiring numerical standards or quotas, the disproportionate number of juvenile members of minority groups, who come into contact with the juvenile justice system" (see JJDP Act section 223(a)(2)).

States participating in the Formula Grants Program address DMC on an ongoing basis by moving through the following phases: 1) Identification, to determine the extent to which DMC exists, 2) Assessment, to assess the reasons for DMC, if it exists, 3) Intervention, to develop and

implement intervention strategies to address these identified reasons, 4) Evaluation, to evaluate the effectiveness of the chosen intervention strategies, and 5) Monitoring, to note changes in DMC trends and to adjust intervention strategies as needed.

Each State must report on its progress in its comprehensive JJDP 3-year plan and subsequent plan updates (in compliance with Section 223(a)(22)). OJJDP reviews the plan updates annually. Any State that fails to address the overrepresentation of minority youth in juvenile justice system contact stands to lose 20 percent of its Formula Grants allocation for the year (From: *About DMC*, Office of Juvenile Justice and Delinquency Prevention, 2008, <http://ojjdp.ncjrs.gov/dmc/about.html>).

SANTA FE REGIONAL JUVENILE JUSTICE BOARD

Historical Overview

Time Period	Funding	Funded Activities	Program Highlights
FY 02 Oct. 1, 2001 Sept. 30, 2002	\$35,000	Funding provided by JJAC/CYFD to produce a Comprehensive Strategy Plan. Comprehensive Strategy Planning was funded by OJJD. The plan was officially accepted by the SFRJJB on May 6, 2002. Some board members traveled to Fort Worth and Corpus Christi, Texas to observe the work of the local board. Both of these communities placed on school related programs in areas of attendance, behavior and performance.	This time period was devoted to develop a community plan based on the Comprehensive Strategy Model. Effort was also spent in the identification and coordination of key community stakeholders.
FY 03 Oct. 1, 2002 Sept. 30, 2003	\$192,000	<p>\$38,500 FTE Continuum Planner</p> <p>\$80,000 Two FTE Truancy Prevention Staff</p> <p>\$40,000 One FTE ICM</p> <p>\$17,000 Data and evaluation</p> <p>\$7,500 Board Consultant</p> <p>\$2,000 Board Training</p> <p>\$7,000 Travel to Chicago, IL to observe Comprehensive Strategy Program</p>	<p>The City of Santa Fe sanctions the SFRJJB and also becomes the fiscal agent for the grant.</p> <p>The Continuum grant pays for a City of Santa Fe employee to asset with administration of the grant.</p> <p>All grant funding comes from federal sources.</p>
FY 04 Oct. 1, 2003 Sept. 30, 2004	\$200,000	<p>\$45,000 FTE Continuum Planner</p> <p>\$51,508 Two FTE Truancy Prevention Staff</p> <p>\$18,000 One PTE ICM</p> <p>\$23,000 Data and evaluation</p> <p>\$15,000 Board Consultant</p> <p>\$2,000 Board Training</p> <p>\$38,492 Purchase truancy prevention services (RFP).</p> <p>\$7,000 Travel to Jacksonville, FL to observe Truancy Prevention Program.</p>	<p>Program evaluation was required and existed through FY 07.</p> <p>Initial SFRJJB program emphasis is placed on truancy due the passage of a truancy prevention law. Truancy prevention strategies and programs were being implemented nationally and on the state level.</p>

Time Period	Funding	Funded Activities	
FY 05 Oct. 1, 2004 Sept. 30, 2005	150,000	<p>\$30,000 FTE Continuum Planner (Partial funding by City of SF)</p> <p>\$77,500 Two FTE Truancy Prevention Staff</p> <p>\$17,000 One PTE ICM</p> <p>\$12,000 Data and evaluation</p> <p>\$9,000 Board Consultant</p> <p>\$4,500 Board Training</p>	<p>Continuum sites receive notice that federal funding will be reduced in the future.</p> <p>JJAC continues to fund new programs although federal funds are being reduced. The SFRJJB funding is reduced by 25% from FY 04.</p> <p>Continuum sites start to organize to seek legislative funding.</p> <p>The annual SFRJJB program evaluation cites the ICM program for achieving positive results.</p> <p>IACC approaches the SFRJJB to apply for OJJDP-TCAP technical assistance and funding</p>
FY 06 Oct. 1, 2005 Sept. 30, 2006	\$127,500	<p>\$25,000 FTE Continuum Planner (Partial funding by City of SF)</p> <p>\$58,000 Two FTE Truancy Prevention Staff</p> <p>\$19,000 One PTE ICM</p> <p>\$5,000 Data and evaluation</p> <p>\$10,000 Gender Specific</p> <p>\$7,500 Tutoring (Monica Roybal Center)</p> <p>\$3,000 Board Training</p> <p>OJJDP TCAP Award of \$10,000</p>	<p>The SFRJJB is reduced by 15% from FY 05.</p> <p>The Board Consultant works FY 06 for free in order for the Board to fund direct services.</p> <p>The SFRJJB is one of ten sites in the country to receive a TCAP award.</p>
FY 07 Oct 1, 2006 Sept. 30, 2007	155,000	<p>\$33,750 FTE Continuum Planner (Partial funding by City of SF)</p> <p>\$42,000 TCAP Alternative to Detention</p> <p>\$43,250 FTE ICM</p> <p>\$5,750 Data and Evaluation</p> <p>\$9,500 Gender Specific</p> <p>\$4,000 Tutoring</p> <p>\$15,000 Board Consultant</p> <p>\$1,750 Board Training</p>	<p>July 2007 the Juvenile Continuum Grant passed by the NM legislature takes effect. An additional two million dollars is added to continuum sites budget. NM is the only state that funds its continuum sites that originated under the OJJDP Comprehensive Strategy Model.</p> <p>Planning starts with the SFPS for grant applications that serve at-risk students in the school setting.</p>

Time Period	Funding	Fund Activities	Program Highlights
FY 08 Oct. 1, 2007 Sept. 30, 2008	\$259,000	\$10,000 FTE Continuum Planner (Partial funding by City of SF) \$33,000 FTE TCAP Alternative to Detention \$3,200 PTE TCAP Middle School Advocate \$8,000 TCAP Strength-Based Services \$33,600 FTE ICM \$24,000 PTE ICM \$7,200 Gender Specific \$3,000 Tutoring \$9,000 Board Consultant \$93,000 Day Reporting 35,000 DMC Consultant	The City of Santa Fe pays for larger portion of the Continuum Planner position which frees up grant funds to purchase direct services. The Juvenile Continuum Grant places emphasis on juvenile justice services. That includes alternatives to detention, support services for probation, gender specific, day reporting and DMC SFPS are awarded a Safe Schools Health Schools grant. SFRJJB hosts Cradle to Prison Pipeline Workshop Discussions with the SF Police Department start to address a Drop-Off Center.
FY 09 Oct. 1, 2008 June 30, 2009	\$200,000	\$2,100 Board Training \$43,404 Drop-Off Center \$40,000 FTE ICM \$20,000 PTE ICM \$8,002 Gender Specific \$3,300 Tutoring \$12,000 Board Consultant \$69,750 Day Reporting \$1,444 Data and Eval	The City of Santa Fe fully absorbs the Continuum Planner position. ICM services are expanded. Coordination between JPO, the SF Police Department, SF Youth Shelters and the County Juvenile Detention Center create a Drop-Off Center program is created.
FY 10 July 1, 2009 June 30, 2010	\$191,998	\$42,400 FTE ICM \$8,002 Gender Specific \$5,300 Tutoring \$64,848 Drop-Off Center \$55,348 Day Reporting \$14,000 Board Consultant \$2,100 Board Training	Cradle to Prison Pipeline community program approach is adopted by the SFRJJB. Drop-Off Center program is closed due to a lack of use by the SFPD. Day Reporting continues to serve the same amount of youth despite a second year of reduced funding.

Time Period	Funding	Fund Activities	Program Highlights
FY 11 July 2, 2010 June 30, 2011	\$233,031	\$46,000 FTE ICM \$31,000 Family Youth Resources at SFPS \$15,000 DMC Systems Change Report \$8,000 Gender Specific \$10,000 Tutoring \$15,331 Mentoring \$15,700 Mentoring (CASA) Stimulus One-Time \$15,000 Board Consultant \$75,000 Day Reporting \$2,000 Admin Cost	<p>The SFRJJB funds CASA to provide after care services for those clients that complete ICM.</p> <p>The SFRJJB funds Family Youth Resource as an initial effort to address Cradle to Prison strategy to create services for young children.</p> <p>Phased in evaluation of Safe Schools Healthy School Grant documents significant progress of program development and positive student outcomes</p>
FY 12 July 1, 2011 June 30, 2012	\$181,000	\$2,000 Board Training \$46,000 FTE ICM \$8,000 Gender Specific \$10,000 Tutoring \$15,000 Mentoring (Family Youth Resource) \$15,000 Board Consultant \$75,000 Day Reporting	<p>Safe Schools Healthy School Grant evaluation continues documents significant progress of program development and positive student outcomes</p>
FY 13 July 1, 2012 December 31, 2012	\$90,500	\$1,000 Board Training \$23,000 FTE ICM \$4,000 Gender Specific \$5,000 Tutoring \$7,500 Mentoring (Family Youth Resource) \$7,500 Board Consultant \$37,500 Day Reporting	<p>Funding is given for six months.</p>