

**Office of Juvenile Justice and
Delinquency Prevention**



OJJDP

**Juvenile Justice Specialist
Certification Program Training**

Module 4B

**Three-Year State Plan- Developing a
Juvenile Crime Analysis**

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Today's Learning Objectives

- Participants will understand the process for conducting a crime analysis as part of the Three-year State Plan.
- Participants will learn what juvenile justice data, from delinquency prevention through parole/transfer to adult court, should be collected in order to complete their crime analysis.
- Participants will review where to locate the data and the person(s) to contact within your state to access the data

Presentation Key

- Red text that is underlined represents changes in the statute
- Blue text that is underlined represents hyperlinks to information sources

Check In

- Were you able to spend time revisiting your current Three-Year State Plan (2018-2020) and reflecting on Designated State Agency (DSA) and State Advisory Group (SAG) practices and priorities?
- Have you been able to review the requirements of State Plans in Sec. 223(a) of Juvenile Justice and Delinquency Prevention (JJDP) Act as amended by the Juvenile Justice Reform Act (JRRA) of 2018 [ref. 34 U.S.C. § 11133(a)]?
- Do you have a timeline for completion of your Three-Year State Plan?

Three-Year State Plan Development – It's a Process

- In the last Module (4A) we focused on the overall requirements of the Three-Year Plan (required components).
- Today, in Module 4B we will focus on Steps 1 through 3 of completing your Juvenile Crime Analysis, including how to collect and review the required juvenile justice data.
- In Module 4C we will review Steps 4 and 5 of completing your Juvenile Crime Analysis and, in turn your Three-Year State Plan by exploring how data analysis can inform your Title II priorities and how to involve your SAG in all aspects of the process.

Five Steps to Completing Your Juvenile Crime Analysis

Step One: Identify the Universe of Systems to be Included in the Analysis

Step Two: Locate Your Data Sources

Step Three: Select Data to be Collected

Step Four: Analyze/Present Your Data

Step Five: Engage your SAG in Strategic Planning

Step One: Identify Systems to be Included in the Analysis

- Review the statutorily required content for the data analyses and plan.
- States need to understand the scope of these issues to determine which systems need to be tapped for data.
- SEC. 223. [34 U.S.C. 11133] (a) (7)(A) provide for an analysis of juvenile delinquency problems in, and the juvenile delinquency control and delinquency prevention needs (including educational needs) of, the State (including any geographical area in which an Indian tribe has jurisdiction)...

Three-Year State Plan Requirements (pg. 40)

Sec.223(a)(7)(B) [34 U.S.C. 11133(a)(7)(B)] Juvenile Crime Analysis, cont.

(7)(B) contain–

- (i) an analysis of gender-specific services for the prevention and treatment of juvenile delinquency, including the types of such services available and the need for such services;
- (ii) a plan for providing needed gender-specific services for the prevention and treatment of juvenile delinquency;
- (iii) a plan for providing needed services for the prevention and treatment of juvenile delinquency in rural areas; ~~and~~

Three-Year State Plan Requirements

(pg. 41)

Sec.223(a)(7)(B) [34 U.S.C. 11133(a)(7)(B)] Juvenile Crime Analysis, cont.

(7)(B) contain–

- ~~(iv) a plan for providing needed mental health services to juveniles in the juvenile justice system, including information on how such plan is being implemented and how such services will be targeted to those juveniles in such system who are in greatest need of such services~~ a plan to provide alternatives to detention for status offenders, survivors of commercial sexual exploitation, and others, where appropriate, such as specialized or problem-solving courts or diversion to home-based or community-based services or treatment for those youth in need of mental health, substance abuse, or co-occurring disorder services at the time such juveniles first come into contact with the juvenile justice system;
- (v) a plan to reduce the number of children housed in secure detention and corrections facilities who are awaiting placement in residential treatment programs;

Three-Year State Plan Requirements (pg. 41)

Sec.223(a)(7)(B) [34 U.S.C. 11133(a)(7)(B)] Juvenile Crime Analysis cont.

(7)(B) contain–

- (vi) a plan to engage family members, where appropriate, in the design and delivery of juvenile delinquency prevention and treatment services, particularly post-placement;
- (vii) a plan to use community-based services to respond to the needs of at-risk youth or youth who have come into contact with the juvenile justice system;
- (viii) a plan to promote evidence-based and trauma-informed programs and practices.

Three-Year State Plan Requirements (pg. 41)

Sec.223(a)(7)(B) [34 U.S.C. 11133(a)(7)(B)] Juvenile Crime Analysis cont.

(7)(B) contain–

(ix) not later than 1 year after the date of enactment of the Juvenile Justice Reform Act of 2018, a plan which shall be implemented not later than 2 years after the date of enactment of the Juvenile Justice Reform Act of 2018, to–

- I. eliminate the use of restraints of known pregnant juveniles housed in secure juvenile detention and correction facilities, during labor, delivery, and post-partum recovery, unless credible, reasonable grounds exist to believe the detainee presents an immediate and serious threat of hurting herself, staff, or others; and

Three-Year State Plan Requirements (pg. 41)

Sec.223(a)(7)(B) [34 U.S.C. 11133(a)(7)(B)] Juvenile Crime Analysis cont.

(7)(B) contain–

II. eliminate the use of abdominal restraints, leg and ankle restraints, wrist restraints behind the back, and four-point restraints on known pregnant juveniles, unless—

(aa) credible, reasonable grounds exist to believe the detainee presents an immediate and serious threat of hurting herself, staff, or others; or

(bb) reasonable grounds exist to believe the detainee presents an immediate and credible risk of escape that cannot be reasonably minimized through any other method;

Identify Systems to be Included in the Analysis (cont.)

Questions to consider regarding the breadth of data to collect:

- Will you collect and analyze data from all possible juvenile justice and delinquency prevention systems?
- Has a determination been made by your DSA and/or SAG that narrows the focus for strategic planning purposes?
- How much of a focus will you put on delinquency prevention and early intervention data vs data reflecting systems-involved youth?
- Are there significant issues occurring within certain sectors in your state that appear to require the attention of the SAG and thus must be part of the plan?

Step Two: Locate Your Data Sources

- From which systems were data points provided in the crime analysis in your state or territory's last Three-Year State Plan?
- Does the plan note what data sources were used for the data analysis?
- What systems were not included in the prior analysis? Should they be included?
- Review minutes from your last Three-Year State Plan strategic planning process.
- Look for an appendix from the prior Three-Year State Plan which may hold the entirety of the data analyzed.

State or Local Level Reports

- Does your state have a centralized juvenile justice database?
 - If so, is all data collected there or do you need to go to specific systems individually for their data as well?
- Annual reports for state and local agencies often provide detailed data regarding who was served, the services provided, and outcomes of those served.
 - Many reports also contain additional data analyses such as an analysis of juveniles served by race, ethnicity, gender, outcomes, issues of concern, etc.

State Data Reports: Examples

- **Arizona**

- [Administrative Office of the Courts \(AOC\) uses online system to collect and publish data related to youth involved in the county system, from referral to juveniles transferred to criminal court](#)
- [State juvenile correction's agency collects and publishes data related to committed youth](#)
- [Partnering state agency conducts statewide middle and high school youth survey to assess illegal substance use and other risky behaviors](#)

- **Maryland**

- [Utilize Data Resource Guide for juvenile services data which includes point of intake through committed placements](#)

- **Colorado**

- CO Division of Youth Services Annual Report- FY 19-20 https://drive.google.com/drive/folders/1PEe_K_9Jw7PcPWM0nuL8A-z93gCFZw0b
- Evaluation of the Senate Bill 91-94/CO Youth Detention Continuum Program FY 19-20 https://drive.google.com/drive/folders/0B9eaXW7_92zSalNQVmJxWEdrMzg
- Colorado Judicial Branch Annual Statistical Report FY 19 https://www.courts.state.co.us/userfiles/file/Administration/Planning_and_Analysis/Annual_Statistical_Reports/2019/FY2019Annual_ReportFINAL.pdf

Request Data Sets from State/Local Agencies

- Each system/agency identifies someone to conduct data collection, perform requested analyses, and present results to the SAG.
- Access the state's Statistical Analysis Center* (SAC) to conduct data collection, perform requested analysis, and present to the SAG.
- SAG members or a SAG subcommittee could conduct data collection, perform requested analysis, and present results to the SAG for their respective system component or agency.
- JJ Specialist and DSA staff conduct data collection, perform requested analysis, and present results to the SAG.

*[State Statistical Analysis Centers \(SAC\)](#) are created "...to collect, analyze, and report statistics on crime and justice to federal, state, and local levels of government". Funded by Federal Bureau of Justice Statistics (BJS).

Polling Question 1

Does your DSA/SAG have an annual report that you access to assist with the completion of your Three-Year State Plan?

- Yes
- No

If not, please share in the chat box what data sources you use to address the requirements of the Three-Year State Plan.

Step Three: Select Data to be Collected

Collect all data by race, ethnicity, gender and age and look for data trends over time.

What questions do you want to answer with the data?

- What puts kids at risk of entering the juvenile justice system?
 - How prevalent are those risk factors in your communities/state?
- Who is entering your system?
 - Are there gender differences in how youth enter the system?
 - Are there more youth of one race or ethnicity than another?
 - Does the type or level of crime explain those differences?
 - What about factors such as mental illness or substance use?
 - What services do they receive? What are their success rates?

Delinquency Prevention and Early Intervention Systems: Possible Data of Interest

System Components- What Data Do We Need?

Delinquency Prevention (and Early Intervention) System Components

- Education
- Child Abuse and Neglect/Children in Need of Supervision/CHINS (Social Services)
- Mental Health (MH)/Substance Use Disorder (SUD) or Co-Occurring Services System

Juvenile Justice System Components

- Law Enforcement
- Juvenile Diversion
- Juvenile Detention
- Prosecution
- Juvenile Court
- Juvenile Probation
- Long-term Commitment
- Parole/Aftercare

Why Collect Data from the Education System?

- The evidence is clear that the educational risk factors for delinquency such as poor school performance, truancy, and leaving school at a young age are connected to juvenile delinquency.
 - Child and family risk factors, peer group influences, socioeconomic status, low school motivation, and early conduct problems were also causes of school failure and delinquency and, in combination, increased the risk of both.
- The solutions for many of these risk factors require solutions which should include a collaborative process that brings other systems with expertise in those areas to partner with schools.

Source: National Research Council and Institute of Medicine (2000) *Education and Delinquency: Summary of a Workshop*. Panel on Juvenile Crime: Prevention, Treatment, and Control, Joan McCord, Cathy Spatz Widom, Melissa I. Bamba, and Nancy A. Crowell, eds. Committee on Law and Justice and Board on Children, Youth, and Families. Washington, DC: National Academy Press, Retrieved from <https://www.nap.edu/read/9972/chapter/5>.

Possible Education Data Points

- Graduation rates and trends over time
- Drop out rates and trends over time
- Discipline rates and by type of discipline (in- and out- of-school suspensions, expulsions, referrals to law enforcement, other) and trends over time
- Truancy rates and trends over time
- If applicable, rates of sentences to detention for violating court orders to attend school (i.e., truancy)

Why Collect Data from the Social Services System?

- Several studies have shown a significant intersection (1/2 to 2/3) of youth with involvement in both the juvenile justice and child welfare systems, often referred to “dual status” youth.
 - “Dual status” youth are more likely to experience increased recidivism, academic failure, mental health problems, substance use disorders, and complex trauma.
 - The disproportional representation of youth of color in both the child welfare system and juvenile justice system is then further exacerbated when these youth become involved in both systems.
 - Studies have also shown that dual-status youth receive disparate treatment in the juvenile justice system, compared to youth not involved in the child welfare system. In fact, child welfare involvement more than doubled the risk of a child being formally processed in the juvenile justice system.

Source: Juvenile Justice Information Exchange: Dual Status Youth Hub, retrieved from <https://jjie.org/hub/dual-status-youth/> and <https://jjie.org/hub/dual-status-youth/key-issues/>

Possible Social Services Data Points

- Rates and trends of child abuse and neglect (CA/N); re-incidence rate
- Rates and trends of involvement for Children in Need of Services/Supervision (CHINS)
- Rates of prior history of abuse/neglect with CHINS population
- Rates and trends of out-of-home placement, age at placement, types of placement, lengths of stays for CA/N and CHINS
- Prevalence of mental health and/or substance use disorders
- Number of youth discharged from services including out-of-home care due to a delinquency finding and placement into the juvenile justice system

Why Collect Data From the Mental Health/ Substance Use or Co-Occurring Services System?

There is an overrepresentation of youth with mental health or co-occurring disorders in the juvenile justice system.

- At some juvenile justice system contact points, as many as 70 percent of youths have a diagnosable mental health problem with the prevalence increasing as the juvenile moves deeper into the juvenile justice system.
- For juveniles subjected to child abuse and neglect and placed in out-of-home care, “...the presence of a mental health disorder was significantly associated with juvenile justice system involvement.”

Source: Intersection between Mental Health and the Juvenile Justice System”, MPG Literature Review, Updated July 2017 , OJJDP <https://ojjdp.ojp.gov/sites/g/files/xyckuh176/files/media/document/intersection-mental-health-juvenile-justice.pdf>

Possible Mental Health/Substance Use or Co-Occurring System Data Points

- The prevalence (percentage) of mental health/substance use disorders or dual diagnoses in the general juvenile population and within the juvenile justice population, including trends
- The percentage of youth in need of services for mental health, substance use, or co-occurring disorders at the time such juveniles first come into contact with the juvenile justice system*
- The percentage of youth receiving mental health/substance use services who are involved in the child welfare or juvenile justice systems or both systems simultaneously
- The prevalence and length of stay of residential treatment placement for youth with mental health/substance use disorders (or dual diagnoses) and juvenile justice involvement
 - The discharge setting for these youth

* A plan is required to address this per SEC. 223. [34 U.S.C. 11133](a)(7)(B) (i)-(viii)

Breakout Room Discussion

- Are you able to access and/or collect data from the education, child welfare and/or behavioral health systems?
- What challenges exist to collecting this type of data in your state?
- What data have you been able to collect from the juvenile justice systems operating in your state?
- What data points appears to be missing?

Points of Contact within the Juvenile Justice System: Possible Data of Interest

Juvenile Arrest Data Points

- Total number of juvenile arrests
- Total number of arrests by type and level of offenses charged
- Total number of arrests made on school grounds
- Number of survivors of commercial sexual exploitation*

Juvenile Diversion Data Points

(Diversion at any point pre-file or post-file)

- Total number of cases diverted by type and level of charges
- Services provided
- Status at completion
 - Reasons for unsuccessful completions

* A plan is required to address this per SEC. 223. [34 U.S.C. 11133] (a)(7)(B) (i)-(viii)

Juvenile Detention Data Points

- Number of new admissions to detention
 - Number of new admissions by level of assessed risk of juvenile
 - Number of new admissions by level and type of charges leading to detention
 - Number of admissions due to other reasons
 - Probation revocation
- Average length of stay in detention
- Detention release reasons
- Number of juveniles placed in secure detention who are awaiting placement in MH/SUD residential treatment programs*

* a plan is required to address these per SEC. 223. 34 U.S.C. 11133 (a)(7)(B) (i)-(viii)

Prosecution Data Points

- Number of juvenile cases referred to prosecution
 - Number of cases resulting in no filing
 - Number of cases formally diverted
 - Number of cases resulting in a court filing
 - Number of cases petitioned, waived or direct filed to adult court
 - Type of legal representation of juvenile (private attorney, public defender, none)
 - Number of survivors of commercial sexual exploitation*

Juvenile Court/Other Courts Data Points

- Total number of juvenile court filings
- Of the filings and listed by most serious charge -
 - Number dismissed
 - Number diverted (pre- or post-disposition)
 - Number resulting in a finding of guilt
 - Number of dispositions (sentences)
- Number of adjudicated status offenders
- Number of cases waived to adult court

Juvenile Probation Data Points

- Number of pre-sentence investigations conducted
- Number of new probation cases and assessed risk level and type of case
- Average length of stay on probation at termination
- Terminations from probation and status
- Number of revocations filed, reasons for revocation, disposition from revocation hearing

Long Term (LT) Commitment Data Points

- Number of new LT commitments
 - By case type
 - Within those newly committed, number of prior adjudications, number of prior out of home placements
 - % of new commitments with assessed mental health and/or substance use needs (and level of need)
- Average length of stay for those released from commitment
- Number of juveniles placed in secure commitment facilities awaiting placement in residential treatment programs**

Parole/Aftercare Data Points

- Average daily population on parole
- Average length of stay on parole
- Parole placements at discharge (home, adult corrections, homeless, etc.)
- Type of discharge from parole (early parole, mandatory parole, mandatory with prejudice)

** a plan is required to address this per SEC. 223. 34 U.S.C. 11133 (a)(7)(B) (i)-(viii)

Direct Filings to Adult Court Data Points

- Total number of juveniles petitioned, waived or direct filed to adult court for prosecution
 - Number of cases where juvenile returned to juvenile court setting
 - Types and levels of crime alleged for direct file cases
 - Number of adjudications (guilty, not guilty)
 - Disposition (jail, adult prison, youth corrections, probation, etc.)

Recidivism Data Points

- Important to use same definition of recidivism across all parts of the juvenile justice system
 - Allows for accurate comparisons
- Minimally measure recidivism 1, 2, and 3 years out
 - Be sure to look at adult justice system data for released juveniles who age out of juvenile court jurisdiction
- Types and levels of crime associated with the recidivism

Polling Question 2

Which of the following data points do you have difficulty obtaining when completing your Three-Year Plan? (Check all that apply.)

- Law Enforcement
- Juvenile Courts
- Education
- Behavioral Health

Breakout Room Discussion

Now that we have reviewed the process for deciding what data to collect and how to locate that data, how could a juvenile crime analysis assist with developing the Three-Year State Plan components listed below?

- Describing your state priorities for use of Title II funding
- Describing why those are the selected priorities
- Describing how your state intends to use the funds to address those priorities
- Describing what measures will be captured to assess progress toward success in addressing those priorities

What will be covered in Module 4C?

- In Module 4C we will discuss ways to analyze and present data to the SAG (and other groups) and walk through the strategic planning process, including:
- How do you set a strategic planning process that includes:
 - Accounting for adolescent development and the effects of delinquency prevention programs and juvenile justice interventions when setting goals
 - An analysis of juvenile delinquency problems in, and the juvenile delinquency control and delinquency prevention needs of, the state
 - A description of the services to be provided
 - A description of performance goals and priorities.

Additional Data Resources

- [The Bureau of Justice Statistics, Statistical Analysis Center \(SAC\)](#)
- [The National Center for State Courts State Court Websites](#)
- [OJJDP Statistical Briefing Book Data Analysis Tools](#)
- [Bureau of Justice Statistics Data Analysis Tools](#)
- [State Uniform Crime Reporting \(UCR\) Program Contacts](#)
- [Juvenile Justice GPS \(Geography, Policy, Practice, & Statistics\)](#)

Please provide us with feedback by taking a few moments to complete the feedback form.

Thank you!