

State of Maine



JUVENILE JUSTICE ADVISORY GROUP
Maine Department of Corrections
111 State House Station
Augusta, ME 04333-0111

Comprehensive Three Year Plan
For
Juvenile Justice and Delinquency Prevention
Fiscal Years 2015 through 2017

Submitted to the Office of Juvenile Justice and Delinquency Prevention
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Bartlett H. Stoodley
Chair

Edwin P. Chester
Vice Chair

Executive Summary

The Maine Juvenile Justice Advisory Group (JJAG) is one of the state and territory advisory groups set up under the Juvenile Justice and Delinquency Prevention Act of 1974. The group is made up of a variety of ex-officio and appointed at-large members representing justice-related areas. As part of its federal obligations, the JJAG is required to develop the State of Maine Three Year Comprehensive Plan for addressing juvenile justice and delinquency prevention issues and submit it to the Office of Juvenile Justice and Delinquency Prevention (OJJDP). This plan is developed with core values of the JJAG in mind, “to ensure that our juvenile justice system is rare, fair, and beneficial” and that “evidence-based prevention programs are available.” The JJAG draws heavily on its relationship with the Muskie School of Public Service at the University of Southern Maine for data collection and analysis to help inform planning priorities.

Juvenile detention in Maine has been on a downward trend over the past several years. This has been fueled by a rise in support and availability of diversion programs. In August 2015, the Mountain View Youth Development Center in Charleston was closed as a juvenile facility; as a result of these diversion programs, the youth population of Mountain View had declined to 9 and operating two facilities was no longer necessary. The JJAG support for programs such as Five Town Communities that Care, Penquis Community Action Program (CAP), and tribal initiatives has helped drive this decline in system-involved youth throughout the area served by Mountain View.

The JJAG intends to carry forward many of the same practices that have helped spur the already-dramatic reduction in system-involved youth while seeking further cost-effective options toward the same end. A primary objective is the expansion of restorative justice opportunities to youth in parts of the state currently unserved or underserved by existing programs. This will be accomplished primarily through further work with our sub-grantee, the Restorative Justice Institute of Maine, which has developed self-replicating restorative justice programs in several Maine communities already. Boothbay Harbor, Augusta, Old Orchard Beach, Sanford, Waterville, Bangor, and Lewiston have benefitted from this program and seen results; the experiences of these communities have demonstrated the potential for similar programs to be developed across the state.

Social media and public outreach is an area in which the JJAG has not been especially well represented in the past. New initiatives in the 2015-2017 timespan should substantially improve our record in this area. Starting in August 2015, the JJAG has accepted the service of an AmeriCorps VISTA member who has a strong personal interest in social media outreach. Over the next year, Robert Deakin will help our assistant, Jason Carey, to provide a more structured oversight of JJAG’s social media presence and other components of outreach. Plans include an improved JJAG website and more active, curated social media presence to both draw interest and provide information in the web format. A renewed effort will take place in traditional media to raise awareness of the JJAG and the work that it accomplishes for Maine youth. A JJAG newsletter will be developed and made available to juvenile justice system stakeholders and short informational papers will be prepared for youth and parents becoming involved in the justice system in order to help them through the process.

The involvement of youth of color in the juvenile justice system, traditionally known as disproportionate minority contact (DMC), remains a problem in Maine. May 2015 saw the release of *Disproportionate Contact: Youth of Color in Maine’s Juvenile Justice System*, the latest DMC report prepared for JJAG by the Muskie School of Public Service at the University of Southern Maine. It found DMC both on the rise and penetrating deeper into the Maine juvenile justice system in each of five counties where statistically significant findings could be determined. This new report included qualitative data for the first time and revealed that both youth and families of color perceive a racial bias throughout Maine’s juvenile justice system; the quantitative data unfortunately bears out this perception in almost all instances. The JJAG has contracted with Strategies for Youth to provide analysis and training to address DMC issues in Lewiston and Portland starting in fall 2015. The Strategies for Youth Program will focus on educational

training and police-community interactions. This new program will supplement efforts that Maine has already initiated to address DMC issues such as Effective Police Interactions with Youth training. Additionally, the Department of Corrections will be taking on a DMC Coordinator who will liaise with the JJAG Compliance Monitor in addressing juvenile DMC issues.

The overarching aim of the JJAG over the next three years is to continue practices which have led to a reduction in system-involved youth, investigate and address the root causes of rising DMC in certain Maine communities, and broaden the systemic presence of restorative justice practices as a program of first resort for arrested youth. The JJAG will continue to work with current sub-grantees and partners in pursuit of these goals, as well as seek out new opportunities to further the cause of fair juvenile justice throughout Maine. Public outreach will be improved upon in order to win broader support for JJAG initiatives and to inform the wider community about JJAG activities, particularly through the underutilized medium of social media where possible. Each of these actions, and any which the JJAG may embark upon over the next three years, will continue to be driven by the core value of, “a fair, equitable, and responsive justice system...”

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In Maine, juveniles entering the justice system are processed in District Courts that operate as Juvenile Courts. Maine has 117 local police departments, 16 county sheriffs' departments (15 county jails), the Maine Warden Service and the Maine State Police. According to the Maine Juvenile Code, juvenile offenders arrested by any of these agencies may not be detained without the prior approval of a Juvenile Community Corrections Officer (JCCO). JCCOs are under the jurisdiction of the State Department of Corrections.	77
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Maine Three-Year Comprehensive Plan for Juvenile Justice and Delinquency Prevention, 2015-17

Project Abstract

The Maine Juvenile Justice Advisory Group is committed to continuous improvement, internally, externally, and programmatically at all stages of the juvenile justice system. As a diverse group of ex-officio and appointed members, the JJAG is uniquely positioned to provide a broad and informed perspective to assist anyone in Maine who seeks to improve outcomes for juvenile offenders, their families, and the victims of their unlawful behaviors. The JJAG is committed to encouraging ideas and providing data to help develop a foundation for consensus among all associated with juvenile justice. With diminishing resources, the JJAG will focus on cost-effective strategies centered on prevention, restorative justice, alternatives to incarceration, behavioral health needs, system improvement, education and training. In this endeavor, the JJAG has adopted an ambitious organizational model that maximizes participation opportunities for all of its members. Through its revised by-laws and committee structure, the JJAG simultaneously encourages the formal and informal participation of others, especially youth and those with special knowledge. Disproportionate Minority Contact (DMC) data is analyzed in a culturally competent endeavor to identify the most appropriate strategies to address its causes and to ameliorate its impacts where they are found to exist. The JJAG works to expand a deeper understanding of positive youth development and the Developmental Approach including strength-based prevention and effective intervention principles within communities and within the programs it funds and supports. It shall continue to explore research and provide support to effective programs and strategies at all levels of the system ranging from delinquency prevention to addressing the needs of juveniles with high criminogenic risks. It shall advocate for the adoption of alternatives to school suspension and expulsion practices and the reconsideration of zero-tolerance policies by advocating support for Collaborative and Proactive Solutions (CPS) along with the policies that support such approaches. The JJAG shall continue to encourage only evidenced-based and evidence informed practices along with program assessments that have solid research backing their efficacy. The JJAG shall work to assure the creation of standards of practice and training for attorneys who represent juveniles. And, ultimately, the JJAG shall continue to provide judges, legislators, juvenile justice professionals and the public with education and reliable information regarding “what works” and adolescent brain development so that scarce resources are expended on effective strategies and services that promote a “rare, fair and beneficial” approach to juvenile justice work in Maine.

Program Narrative

Overview

System Description: Structure and Function of the Juvenile Justice System.

Maine is a centralized state in its delivery of juvenile justice system services.

State and municipal police and county sheriffs enforce Maine's laws. All have general law enforcement duties, with county and state police sharing responsibility for Maine's large rural areas.

The Maine Department of Corrections Division of Juvenile Services responds to all referrals from law enforcement officers through its Juvenile Community Corrections Officers (JCCO) located in regional offices and sub-offices across the state. A law enforcement officer may charge a youth with an offense or multiple offenses and summons the youth to appear in court on a specified day or may arrest the youth and request authorization of detention from the JCCO. JCCOs are assigned a geographic area for which they respond to all referrals whether summons or arrests. Arrests include both summons and actual arrests.

A law enforcement officer in Maine, when responding to situations, may divert, summons, or arrest a youth. Diversion may include talking with a family to develop a plan to address the youth's behavior, contacting mental health professionals, or referring to specific programs locally available.

When a JCCO receives a referral in the form of a police report, he/she sets up a preliminary investigation appointment with the juvenile and his/her parent(s) or legal guardian. At the investigation interview the JCCO discusses with the family the offense charged and explains the juvenile's rights and responsibilities. The JCCO shall begin collecting information from the juvenile and his or her parents in order to conduct an in-depth risk and needs assessment. From the assessment the JCCO determines whether the best interests of the juvenile and the victim shall be best served by diversion from the formal legal system.

Subsequent to a preliminary investigation, the JCCO might decide that ongoing supervision is not required either in the interests of the public or of the juvenile, or that both shall best be served by providing services voluntarily accepted by the juvenile. In that case, the JCCO might not request that a petition be filed. Informal adjustment or a sole sanction, such as restitution and/or community service, might be found appropriate.

If the JCCO finds that the facts are sufficient, that JCCO "shall request the prosecuting attorney to file a petition [to court]." Juvenile cases are heard in District Courts that operate as Juvenile Courts.

Local non-profit agencies are contracted by the MDOC to provide juvenile detention alternative services such as day reporting, diversion programs, community service programs, Juvenile Community Review Boards and Youth Courts to name a few. Maine has one attendant care site in Aroostook County, our northern-most county. These services are available to juveniles referred by JCCOs in lieu of detention, before adjudication, or for a period of time after detention.

The Maine Juvenile Code prohibits secure detention of status offenders and non-offenders. The parents of truants may be subject to sanctions; runaways may be taken into "interim care" by a law enforcement officer, but "under no circumstances... be held involuntarily for more than 6 hours." The statute (Chapter 15, §3501) expressly prohibits placement of such juveniles in a jail or other secure facility. Other similar behavior, such as possession or transportation of liquor may result in a referral to the JCCO, summons to court and fines or community service, but youth are not securely detained for status offenses in Maine.

The Departments of Health and Human Services, Education, and Labor fund programs with both federal and state funding operating outside the formal juvenile justice system that directly affect delinquency prevention. Many

non-profit groups offer programming as well that is funded through private foundations, such as the Gorman Foundation.

More information is available in Appendix i.

Youth Crime Analysis

Analysis of youth crime problems.

Maine is home to 261,276 children ages 0 to 17. As the following table depicts our youth population is decreasing. Data from the OJJDP Easy Access to Juvenile Populations tool indicates that Maine was home to 148,963 youth age 10 to 17 in 2001. The following table shows the decline since 2010.

COUNT	White	Black	American Indian	Asian	Total
2010	123,432	3,530	1,312	2,134	130,408
2011	121,128	3,667	1,324	2,170	128,289
2012	118,701	3,691	1,278	2,198	125,910
2013	116,826	3,755	1,227	2,188	123,996

<http://www.ojjdp.gov/ojstatbb/ezapop/>

The Maine Department of Corrections Division of Juvenile Services partners with the Muskie School of Public Service Justice Policy Center to develop an Annual Juvenile Recidivism Report. The 2013 Recidivism Report summarizes data for four groups of youth between the years 2006 and 2011 involved the Division of Juvenile Services; diverted, supervised, committed and discharged. The report offers these findings:

- The number of supervised youth decreased by 38%, the number of discharged youth decreased by 23%, the number of committed youth decreased by 16%, and the number of diverted youth decreased by 6%.
- The proportion of minority youth has increased for all groups. Approximately 6% of diverted youth were minorities, 10% of discharged youth were minorities, 12% of supervised youth were minorities, and 28% of committed youth were minorities.
- The proportion of supervised and discharged youth with felony offenses remained relatively stable (at 19% and 21% respectively), but the proportion of committed youth with felony offenses decreased. In 2006, a little more than half (55%) of committed youth were committed for felonies; by 2011, that proportion had decreased to less than a third (32%).
- Diverted youth had the lowest one-year recidivism rate, at 8%; supervised and discharged youth recidivated at 28% and 19% respectively; and committed youth recidivated at the highest rate, at 44%.
- Recidivism rates remained stable over the years of study for diverted youth, but fluctuated for supervised and committed youth. Recidivism rates for discharged youth trended upward between the 2007 and 2009 cohorts, from 14.8% to 23.8%.

- The timeframe for recidivism was similar for all groups. Youth who recidivated within the two-year time frame were most likely to recidivate within the first 3 months. More than half of recidivating youth recidivated within 9 months.
- While the YLS-CMI appears to predict recidivism, research findings suggest that the tool may be more accurate when used with a white male population.
- While 62.5% of committed youth were released to community reintegration, there were differences in rate by facility. Approximately 70.1% of Mountain View Youth Development Center youth were released to community reintegration, compared to 57.3% of Long Creek Youth Development Center youth.
- Compared to the state average, Androscoggin, Franklin, and Penobscot Counties had lower rates of diversion, supervision, commitment, and discharge.
- Compared to the state average, Sagadahoc, Somerset, and York Counties had higher rates of diversion, supervision, commitment, and discharge.
- Compared to the state average, Androscoggin, Aroostook, and Kennebec Counties had a higher recidivism rate for diverted, supervised, and discharged youth.
- Compared to the state average, Knox, Oxford, and York Counties had a lower recidivism rate than the statewide average for diverted, supervised, and discharged youth.

The Juvenile Detention Alternative Initiative (JDAI) data from the four latest quarters indicates that 775 youth were admitted to one of our two Youth Development Centers where the average daily population (ADP) was 150.5 youth. The average length of stay (ALOS) was 68 days. The ADP has steadily gone down over the four quarters as have admissions however the ALOS increased (61.9 in the first quarter and 82.7 in the last quarter).

Some youth are detained for technical violations which could include a court order, contempt of court, a probation violation, an alternative to detention failure, a placement failure, etc. Data for the latest quarter for which data is available indicate that 21.2 youth were sent to detention for a technical violation, 19.2 were males. There were 91.3 youth committed (83.2 were males) to a Center.

JDAI data reported in January of 2015 indicates that of 121 youth admitted to detention statewide, 17% were for felony offenses, 15% were for shock sentences and 15% were for warrants (technical violations). While data was not provided for all offense types in each, the data broken down by Department of Corrections regions looks like this:

	Region 1*	Region 2**	Region 3***
Felony Offenses	17%	19%	-
Misdemeanor offenses	15%	-	
Violations of Conditional Release (technical violations)	16%	-	12%
Probation Violation (technical)	-	-	-
Warrants (technical)	15%	19%	-
Shock Sentences	-	14%	35%

*Cumberland, York Counties

** Oxford, Franklin, Somerset, Waldo, Lincoln, Androscoggin, Sagadahoc, Kennebec Counties

***Aroostook, Piscataquis, Penobscot, Hancock, Washington Counties

NB: “-” is used when n is of insufficient size to calculate statistically significant results.

We now know that being detained does not produce good outcomes for low risk youth.

In the latest data available (2012) of 5,116 youth referred to a JCCO 1,810 were diverted from the system. Diversion occurs when a referred juvenile is formally diverted by a JCCO from the juvenile justice system to other services. Juveniles who are successfully diverted do not continue on through the juvenile justice system.

Juvenile Arrests by offense type, gender, age, and race

(Arrest occurs when a law enforcement officer has a contact with a juvenile who is suspected of committing a delinquent act.)

	2010	2011	2012
Race/Ethnicity			
White	6,103	5,037	5,072
Black/African-American	314	354	366
Hispanic	0	0	0
Asian	37	45	28
Native Hawaiian or Pacific Islander	0	0	0
Native American	38	19	23
Two or More Races	0	0	0
Unknown	0	0	0
Total	6,492	5,455	5,489
Age at Offense			
Under 10	32	28	28
10-12	275	285	204
13-14	1,220	977	1,062
15	1,168	1,037	1,011
16	1,638	1,342	1,405
17	2,159	1,786	1,779
Total	6,492	5,455	5,489
Gender			
Male	4,546	3,848	3,837
Female	1,946	1,607	1,652
Total	6,492	5,455	5,489
Offense Type			
Personal	1,023	948	854
Property	2,114	1,828	1,842
Drugs/Alcohol	1,726	1,458	1,466
Other	1,629	1,221	1,327
Total	6,492	5,455	5,489

Number and characteristics (by offense type, gender, race, and age) of juveniles referred to juvenile court, a probation agency, or special intake unit for allegedly committing a delinquent or status offense

Referrals

(Referral occurs when a juvenile moves forward in the juvenile justice system. They may be referred to court, juvenile court, or a specialized court.)

	2010	2011	2012
Race/Ethnicity			
White	5,325	4,677	4,623
Black/African-American	293	330	293
Hispanic	9	6	2
Asian	36	36	26
Native Hawaiian or Pacific Islander	3	7	10
Native American	79	45	44
Two or More Races	56	44	71
Unknown	80	46	47
Total	5,881	5,191	5,116
Age at Offense			
10	21	16	23
11	71	65	37
12	172	162	132
13	383	332	343
14	704	617	633
15	1,056	925	949
16	1,478	1,304	1,293
17	1,996	1,770	1,706
Total	5,881	5,191	5,116
Gender			
Male	4,071	3,727	3,527
Female	1,810	1,464	1,589
Total	5,881	5,191	5,116
Offense Type			
Personal	1,158	1,102	1,057
Property	2,228	2,027	1,966
Drugs/Alcohol	1,808	1,565	1,608
Other	687	497	485
Total	5,881	5,191	5,116

Number of cases handled informally (non-petitioned) and formally (petitioned) by gender, race, and type of disposition

Petitions

(Petition occurs when charges are filed requesting a hearing in court, or a juvenile is transferred to adult court.)

	2010	2011	2012
Race/Ethnicity			
White	2,862	2,567	2,547
Black/African-American	205	230	208
Hispanic	6	7	2
Asian	24	22	10
Native Hawaiian or Pacific Islander	3	5	7
Native American	50	30	30
Unknown	65	48	54
Total	3,215	2,909	2,858
Age at Offense			
10	2	3	3
11	19	24	6
12	86	77	43
13	210	168	185
14	378	355	354
15	555	550	560
16	859	709	725
17	1,106	1,023	982
Total	3,215	2,909	2,858
Gender			
Male	2,404	2,246	2,129
Female	811	663	729
Total	3,215	2,909	2,858
Offense Type			
Personal	729	763	701
Property	1,327	1,198	1,179
Drugs/Alcohol	805	685	717
Other	354	263	261
Total	3,215	2,909	2,858

Diversions

(Diversion occurs when a referred juvenile is formally diverted by a Juvenile Community Corrections Officer (JCCO) from the juvenile justice system to other services. Juveniles who are successfully diverted do not continue on through the juvenile justice system. However, diverted juveniles may be placed back into the justice system should diversion be determined ineffective.)

	2010	2011	2012
Race/Ethnicity			
White	1,765	1,707	1,658
Black/African-American	56	60	61
Hispanic	27	21	23
Asian	7	9	15
Native Hawaiian or Pacific Islander	0	2	2
Native American	17	9	7
Two or More Races	13	8	15
Unknown	33	20	29
Total	1,918	1,836	1,810
Age at Offense			
10	12	12	16
11	34	37	32
12	65	83	71
13	135	143	128
14	223	223	219
15	367	312	307
16	452	448	461
17	630	578	576
Total	1,918	1,836	1,810
Gender			
Male	1,154	1,168	1,137
Female	764	668	673
Total	1,918	1,836	1,810
Offense Type			
Personal	280	286	250
Property	643	649	648
Drugs/Alcohol	766	698	728
Other	229	203	184
Total	1,918	1,836	1,810

Probations

(Probation occurs when a juvenile is sentenced by a judge to formal supervision.)

	2010	2011	2012
Race/Ethnicity			
White	730	636	536
Black/African-American	39	35	41
Hispanic	3	3	1
Asian	8	5	2
Native Hawaiian or Pacific Islander	0	1	0
Native American	8	10	6
Two or More Races	8	14	3
Unknown	6	4	2
Total	802	708	591
Age at Offense			
10	0	0	1
11	5	5	0
12	21	28	14
13	70	63	53
14	124	150	86
15	185	145	145
16	213	169	171
17	184	148	121
Total	802	708	591
Gender			
Male	635	568	454
Female	167	140	137
Total	802	708	591
Offense Type			
Personal	239	230	180
Property	414	377	310
Drugs/Alcohol	58	40	38
Other	91	61	63
Total	802	708	591

Commitments

(Commitment occurs when a juvenile is sentenced to commitment in a secure facility by a judge. All types of confinement are included.)

	2010	2011	2012
Race/Ethnicity			
White	199	170	152
Black/African-American	10	32	20
Hispanic	0	1	0
Asian	2	3	0
Native Hawaiian or Pacific Islander	0	1	1
Native American	9	4	8
Two or More Races	0	9	5
Unknown	0	1	0
Total	220	221	186
Age at Offense			
10	0	0	0
11	2	1	1
12	1	3	4
13	12	10	9
14	26	35	32
15	44	52	36
16	69	53	56
17	66	67	48
Total	220	221	186
Gender			
Male	197	185	159
Female	23	36	27
Total	220	221	186
Offense Type			
Personal	53	61	59
Property	132	120	107
Drugs/Alcohol	14	13	16
Other	21	27	4
Total	220	221	186

Number of delinquent and status offenders admitted by gender and race, to juvenile detention facilities and adult jails and lockups (if applicable)

Detention

(Detention occurs when a juvenile is held in a secure facility without being sentenced. This could occur prior to court processing or could be a result of a probation violation.)

	2010	2011	2012
Race/Ethnicity			
White	943	728	693
Black/African-American	83	106	107
Hispanic	33	27	10
Asian	16	14	2
Native Hawaiian or Pacific Islander	16	1	0
Native American	17	11	19
Two or More Races	4	8	20
Unknown	0	1	0
Total	1,112	896	851
Age at Offense			
10	0	0	2
11	7	6	1
12	29	17	20
13	93	74	64
14	184	140	168
15	247	223	161
16	272	211	199
17	271	199	216
(Data missing)	9	26	20
Total	1,112	896	851
Gender			
Male	863	693	653
Female	249	203	198
Total	1,112	896	851
Offense Type			
Personal	426	324	335
Property	524	426	401
Drugs/Alcohol	55	56	42
Other	98	64	53
(Data missing)	9	26	20
Total	1,112	896	831

Adjudications

(Adjudication occurs when a juvenile goes before a judge and is found guilty of committing an offense.)
There were no bindovers.

	2010	2011	2012
Race/Ethnicity			
White	1,669	1,463	1,292
Black/African-American	106	94	95
Hispanic	5	3	3
Asian	13	16	4
Native Hawaiian or Pacific Islander	0	3	1
Native American	30	21	16
Unknown	40	43	21
Total	1,863	1,643	1,432
Age at Offense			
10	0	0	1
11	5	8	1
12	31	36	20
13	100	86	81
14	197	224	164
15	317	288	278
16	536	431	381
17	677	570	506
Total	1,863	1,643	1,432
Gender			
Male	1,426	1,260	1,093
Female	437	383	339
Total	1,863	1,643	1,432
Offense Type			
Personal	368	364	294
Property	800	705	622
Drugs/Alcohol	475	416	379
Other	220	158	137
Total	1,863	1,643	1,432

Trend data and other social, economic, legal, and organizational conditions considered relevant to delinquency prevention programming

There are many risk and protective factors associated with juvenile delinquency. This section gives a brief overview of the following:

- Mental Health Disorders
- Economic Conditions
- Child Abuse and Neglect
- Legal Understanding
- Education: School Dropouts and School Expulsions
- Youth Violence and School Safety
- Tobacco and Substance Abuse
- Recidivism
- Disproportionate Minority Contact

Mental Health Disorders

Far too many youth with mental illness are landing in the juvenile justice system. The National Alliance on Mental Illness (NAMI) estimates that 70% of youth in the juvenile justice system have one or more psychiatric disorders. NAMI suggests that at least 20% of these youth have a serious mental illness: suicidal thoughts, psychotic disorders, and symptoms that interfere with their day to day functioning.

- 53,000 children (22%) have one or more emotional, behavioral, or developmental conditions
- 1 in every 33 children and 1 in 8 adolescents are affected by depression (This figure is significantly higher among juvenile offenders.)
- Anxiety disorders, particularly post-traumatic stress disorder, are prevalent among juvenile offender populations, especially among girls
- More than $\frac{3}{4}$ of mentally ill offenders in jail had prior offenses

There are serious emotional and physical risk factors for youth who are involved in the juvenile justice system. This type of punishment is unable to meet the appropriate standards of their needs in order to improve their behavior and thought process. There are also risk factors for youth with mental health needs who cannot benefit from the juvenile justice system, and can only be harmed by the system without evidence based treatment. By continuing these efforts, children shall be provided with an appropriate human services agency to implement treatment rather than punishment.

The juvenile justice system remains poorly prepared to assist mentally ill juvenile offenders. Even those who receive treatment while in the system do not receive a continuing support structure post-release, significantly elevating the chance of further mental complications and recidivism. Long term absence of appropriate treatment is likely to lead to continued delinquency and ultimately adult offenses. A 2007 National Conference of State Legislatures study concluded that proper assessment and comprehensive response to mentally ill juveniles in the justice system can arrest this trend, giving these youth an opportunity at healthier adult life with a reduced chance of recurring criminality.

Economic Conditions

John Gergurich wrote in *The Fiscal Times* about a new study published in the British Journal of Psychiatry that looked at family income, criminal activity, and substance use. They found that the children from the lowest income families had a higher “hazard rate” of being convicted of a crime and substance abuse than those in higher income families. The study also notes that “familial risk factor” was associated with a higher risk of criminal behavior and substance abuse.

The Fight Crime: Invest in Kids brief, *Cutting Crime by Cutting Child Poverty*, states that the Surgeon-General’s Report on Youth Violence¹ shows that children of poor families are more likely to become violent criminals than even children who are abused or neglected.

The Maine Kids Count Data Center provides the following data:

- 50,579 children (19.3%) live in poverty.²
- 18,000 children (7%) live in extreme poverty.³
- Piscataquis, Washington and Somerset Counties have the highest poverty rates at 31.2%, 29.6% and 27.0% respectively.
- 84,000 children (34%) live in single parent homes.
- 60,000 children (23%) are in low-income working families.
- 46.8% of Maine school children are eligible for subsidized school lunch.
- 47.5% of Maine children participate in MaineCare.⁴
- 29.4% of Maine children are receiving Supplemental Nutrition Assistance.
- 24,380 women and children are supported by the Women, Infants, and Children Supplemental Nutrition Program.

Child Abuse and Neglect

Title 22 MRSA, Chapter 107, subsection 4002 defines abuse or neglect as a “threat to a child’s health or welfare by physical, mental, or emotional injury or impairment, sexual abuse or expectation, deprivation of essential needs or lack of protection from these by a person responsible for the child.”

- 15,215 victims of Substantiated Child Abuse And/Or Neglect in 2014⁵

According to the Department of Health and Human Services Child Protective Services (CPS) Annual Report Child Protective Intake received 19,239 referrals in 2014. York, Kennebec, and Penobscot counties had the highest referrals (over 2,200 each) and Piscataquis had the lowest at 275 referrals. These referrals include either “appropriate, with allegations of abuse or neglect,” or “inappropriate, without allegations of abuse or neglect.” “Appropriate” reports may assign a child for a protective assessment or to an Alternative Response Program, a private agency contracted by DHHS. In 2014, 1,908 reports were assigned to a contract agency.

¹ <http://www.ncbi.nlm.nih.gov/books/NBK44294/>

² The federal poverty definition consists of a series of thresholds based on family size and composition. In 2013, a family of two adults and two children fell in the “poverty” category if their annual income fell below \$23,624. Poverty status is not determined for people in military barracks, institutional quarters, or for unrelated individuals under age 15 (such as foster children).

³ A family of two adults and two children fell in the “extreme poverty” category if their annual income was \$11,812

⁴ Maine’s Medicaid program

⁵ Department of Health and Human Services Child Protective Services Annual Report 2014

There were 8,945 appropriate referrals to CPS. Cumberland, York, Penobscot, and Kennebec counties each had more than 1,000 reports assigned for a child protective assessment with York County having the most at 1,287.

The Report indicates that 36% of the reports assigned for an Assessment had living arrangements of one female parent and 32% had two unmarried parents. The living arrangement of one parent male accounted for 7% of the assessments.

Risk factors found in the assessments were extensive with a Prior History with CPS having been seen 75% of the time and Mental Health Problems having been seen 45% of the time.

Younger children, 0 to 4, suffer the most abuse and the abuse most often experienced is neglect.

Youth who have faced child abuse are far more likely to suffer physical or emotional problems that bring them into conflict with the justice system. Risk of substance abuse problems is far more likely among this cohort than the youth population at large. Abuse can lead children to withdraw from school, not engaging with the positive school culture which is the most effective protective factor against negative outcomes. Research from the Search Institute indicates that problems are most likely to emerge when a child feels “disposable,” a common condition of abused youth.

Legal Understanding

Many youth are encountering the criminal justice system for the first time and lack knowledge about both courtroom procedure and basic American legal principles. This problem is particularly augmented among youth of color whose parents immigrated to the United States with poor English language skills. Parents born abroad often have less knowledge of the American criminal justice system and the legal rights that their child possesses. Further, translation services are limited, meaning that those with poor English comprehension do not understand what is happening around them. Youth who are unfamiliar with the system and do not have a family member with such experience are particularly susceptible to more severe punishments as they are more likely to commit unnecessary courtroom errors or miss opportunities to divert or negotiate.

There is a feeling of dissatisfaction with juvenile legal representation in Maine among many youth in the justice system. Defense counsel is routinely criticized for inattentiveness and for being unsupportive. Some youth felt that their counsel did not listen to them, instead only told them what to do. Another key criticism is a lack of communication between a juvenile’s legal representatives and parents, especially where the language barrier may present a problem. Other youth without prior involvement in the criminal justice system struggle to find juvenile counsel at all.

Data suggests that the Maine Youth Court (MYC) is providing a more effective alternative to remediating juvenile justice. MYC began taking referrals in 2012 and has worked with 152 youth at the West Bath and Cumberland County District Courts. The program reports a 0% recidivism rate. This method of diversion works closely with the youth to develop an appropriate restorative response, such as substance abuse treatment in cases of drug and alcohol consumption. Youth are more involved in the justice process and more supported while in MYC than they would be in a conventional court setting.

Education

Maine student enrollment during the school year 2013-2014 was 184,367 (MDOE Data Warehouse).

The Maine Department of Education (DOE) encourages the development of public preschool programs. The Maine DOE and the Maine Department of Health and Human Services (DHHS) have laid the groundwork for public schools to partner with local early childhood programs in order to maximize funding and meet community needs. Decisions to implement public preschool programs are made by local school units, dependent upon local school board approval. Any school district in Maine may develop a public preschool program, also known as a four-year-old program. For the school year 2006/2007 there was 1,400 four-year-olds enrolled in a program and 4,756 were enrolled in the 2013/2014 school year.

The correlation between early childhood education and later school and life success is well documented. Well-prepared early curriculum socializes children into the wider primary and secondary school system. This effect is most pronounced on marginal or at-risk youth who likely had lesser learning opportunities at home and who would also be more likely to encounter the juvenile justice system in their adolescence. The at-risk cohort needs early childhood support to be prepared for academic success in secondary school, a factor which substantially reduces their chance of criminality.

A key limitation facing Maine schools is the insufficient level of state funding. A 2004 citizen referendum required the state to fund 55% of the cost of public education. This requirement has never been met. Rather school districts are experiencing declining state allocations of funding and have been forced to make up the difference through either program cuts or increasing local property taxes. Without sufficient funding, schools shall find they are unable to offer the necessary programming to help keep youth engaged and out of the juvenile justice system.

School Dropouts and School Exclusions

‘Risk factors’ and ‘protective factors’ are two phrases that are commonly used when examining the relationship between school failure and juvenile delinquency. Risk factors refer to variables that increase the likelihood of a youth to engage in destructive behavior, often leading to poor academic performance. Protective factors, on the other hand, represent the availability of resources to promote the healthy growth of a child, both at home and in the classroom, and when needed, to act as a shield against identified risk factors. The greater the degree of protective factors, the more likely the child shall be to overcome adversity in the home or in a school setting. (Appendix ii)

School Suspensions

County	Enrollment 4 to 17		Enrollment 4 to 17		Enrollment 4 to 17	
	2012	2013	2012	2013	2012	2013
Androscoggin Total	16,005	782	15,782	683	15,630	875
Aroostook Total	10,297	599	10,016	435	9,868	512
Cumberland Total	39,286	1,557	39,097	1,581	39,076	1,425
Franklin Total	4,270	336	4,297	225	4,513	194
Hancock Total	6,760	288	6,656	225	6,599	217
Kennebec Total	17,676	518	17,294	369	17,167	385
Knox Total	4,648	350	4,592	309	4,592	252
Lincoln Total	4,306	91	4,261	67	4,180	70
Oxford Total	9,170	632	9,080	451	8,953	451
Penobscot Total	21,683	769	21,546	576	21,290	689
Piscataquis Total	2,619	124	2,635	84	2,663	100
Sagadahoc Total	5,246	261	5,180	207	5,076	121
Somerset Total	7,855	421	7,711	281	7,529	331
Waldo Total	4,861	254	4,744	170	4,678	218
Washington Total	4,462	79	4,329	51	4,247	25
York Total	28,070	1,620	27,759	1,379	27,484	1,225
		8,681		7,093		7,090

(ME DOE Data Warehouse)

School Expulsions

County	Enrollment 4 to 17	2012	Enrollment 4 to 17	2013	Enrollment 4 to 17	2014
Androscoggin Total	16,005	*	15,782	*	15,630	19
Aroostook Total	10,297	*	10,016	*	9,868	*
Cumberland Total	39,286	10	39,097	*	39,076	15
Franklin Total	4,270	*	4,297	*	4,513	*
Hancock Total	6,760	*	6,656	*	6,599	*
Kennebec Total	17,676	*	17,294	*	17,167	*
Knox Total	4,648	*	4,592	*	4,592	*
Lincoln County	4,306	unk	4,261	unk	4,180	unk
Oxford Total	9,170	*	9,080	*	8,953	*
Penobscot Total	21,683	*	21,546	*	21,290	*
Piscataquis Total	2,619	*	2,635	*	2,663	*
Sagadahoc Total	5,246	*	5,180	*	5,076	*
Somerset Total	7,855	*	7,711	*	7,529	*
Waldo Total	4,861	*	4,744	*	4,678	*
Washington Total	4,462	*	4,329	*	4,247	*
York Total	28,070	14	27,759	12	27,484	13
		59		62		65

(ME DOE Data Warehouse)

MDOE has a small N-size of 10 as part of their due diligence under the Family Education Rights and Privacy Act (FERPA). As a result, any schools or districts with less than 10 suspensions/expulsions would be suppressed

School Dropouts

Studies have shown that the failure to graduate from high school results in lower annual earnings, higher unemployment rates, and a greater risk for incarceration. A New York Times article in 2009 reported the results of a study conducted by Northeastern University that revealed that, “on any given day, about one in every 10 young male high school dropouts is in jail or juvenile detention, compared with one in 35 young male high school graduates.” The report further stated that, “The dropout rate is driving the nation’s increasing prison population...” The annual dropout rate in Maine’s public schools has ranged from 2.7% (2013-14) to 5.1% (2006-07) over the past eight years, with the last four marking the lowest rates in recent years (MDOE Data Warehouse).

Even with the seemingly low 2.7% dropout rate there were 1,564 youth who were not in school. Studies show that youth who are not in school and those who do not finish school are at a higher risk of entering the juvenile justice system than those who stay in and finish school. The dropout rate for minorities in Maine exceeds the overall rate. African-American/Black students dropped out of school during the 2013-2014 school year at a rate of 3.1%.

Dropout rates have typically varied by gender, grade, income, school location, and by race/ethnicity. In the past eight years, the male dropout rate has ranged from 2.9% to 4.4% and the female dropout rate has ranged from 2.0% and 3.3%. The lowest rates for both genders occurred in the 2011-2012 school year. Over the past six school years (2006 – 2011), dropout rates across all grades have decreased by nearly one percentage point and in some cases have exceeded that amount.

During the 2011-2012 school year, the dropout rate for Hispanic students was 6.1%, followed by Black students at 4.5%, Multi-racial students at 1.7%, and 1.5% for White and Asian students respectively. Dropout rates for Black, Hispanic, and White students during this time were the lowest in the past nine school years (DESE, 2013).

Dropout Rate by Race and Ethnicity, 2006-2014

School Year	African-American / Black	American Indian or Native Alaskan	Asian or Pacific Islander (before 2011 only)	Asian (2011 or later only)	Caucasian / White	Hispanic	More than One Race (2011 or later only)	Overall Dropout Rate
2013-14	3.1	3.6	-	**	2.7	5.0	2.6	2.7
2012-13	3.9	5.8	-	1.0	2.5	5.2	3.9	2.6
2011-12	4.3	6.0	-	1.6	3.1	4.3	14.8	3.2
2010-11	6.2	6.4	-	2.2	3.1	3.0	**	3.2
2009-10	4.4	7.5	2.5	-	3.6	4.6	-	3.6
2008-09	4.5	8.8	2.4	-	3.5	4.1	-	3.5
2007-08	4.8	6.3	2.7	-	4.1	6.0	-	4.1
2006-07	6.1	10.7	4.2	-	5.0	6.5	-	5.1

Dropout Rate by Gender, 2006-2014

School Year	Female	Male	Overall Dropout Rate
2013-14	2.2	3.2	2.7
2012-13	2.2	3.1	2.6
2011-12	2.8	3.6	3.2
2010-11	2.6	3.7	3.2
2009-10	3.2	4.0	3.6
2008-09	3.0	4.0	3.5
2007-08	3.5	4.8	4.1
2006-07	4.4	5.7	5.1

(ME DOE Data Warehouse)

Youth Violence and School Safety

A 2013 American Pediatrics Association study has concluded that schools with a higher rate of suspension and expulsion are not safer than schools which utilize restorative responses. It was found that a zero tolerance approach does not improve school climate or reduce future student misbehavior.

In a January 15, 2015 publication, the Maine Department of Education (MDOE) called for a multilayered system of intervention and support to increase student success. It particularly aimed to reduce school reliance on exclusionary discipline and replace such punishments with restorative practices. A strong correlation is suggested between drop out risk factors and effective school climate (Duckenfield et al, 2013). Separate studies determined a link between a positive school climate and both decreased absenteeism and a lower rate of suspension. MDOE emphasizes the importance that staff, students, and parents must all be involved as stakeholders.

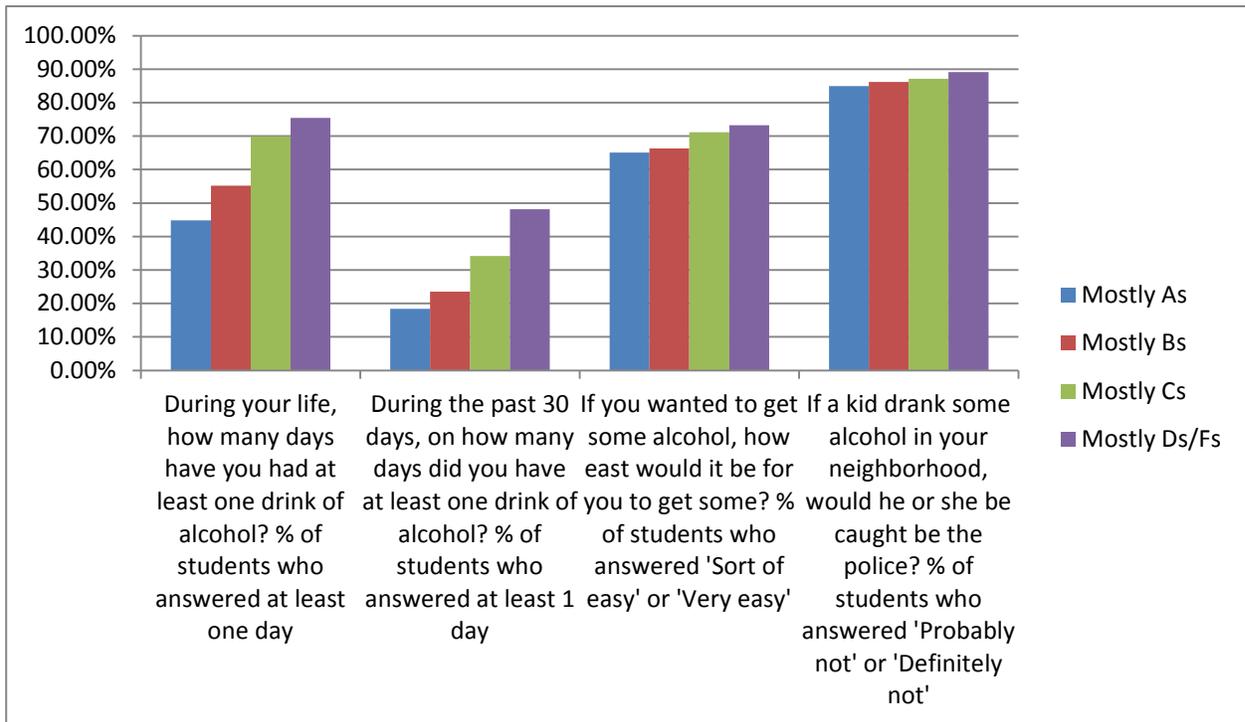
The Maine Integrated Youth Health Survey poses a series of health and safety related questions to students and breaks down responses along average academic performance. The 2013 results found that only 71.3% of students scoring mostly Ds or Fs would agree with the statement “I feel safe at my school.” This result is as compared to 82.1% of C students, 88.7% of B students, and 91.1% of A students. 36.8% of D and F students report having been physically bullied at their school, along with 28.9% of C students, 24.6% of B students, and 19.9% of A students. A pattern emerges demonstrating that students with poorer academic performance feel less safe in their school environment. Across all cohorts, only around 1/3 of students would agree that adults at school help to combat violence and bullying; there is not a sense among students that their teachers and administrators are engaged in creating a safe school environment.

School policies can both exacerbate and mitigate risk of justice system involvement among youth. The presence of law enforcement officers in schools does not tend to produce a safer environment, even the school resource officers (SROs) who spend the bulk of their time in schools. In the article *Breaking the School to Prison Pipeline: Identifying School Risk and Protective Factors for Youth Delinquency* (A Special Education Journal), educational researcher Christine Christle and her colleagues determined, “that school-based policies and practices may exacerbate or mitigate the risks for court involvement among youth: e.g. searches of students, strict rules

outlined in the school handbook and code of student conduct, excessive policing at schools, and high-stakes testing that slates students for failure, grade retention, and dropping out of school.” Coupled with automatic punishments, police presence tends to result in more suspensions, expulsions, and other out-of-class time. Students are thus rendered more at risk of juvenile justice system involvement. A 2011 University of Maryland study found that the introduction of SROs led to an increase in recording of weapons and drug crimes along with a greater number of non-violent crimes reported to law enforcement. When punishment is meted by an SRO, students who misbehave in school are normalized to being punished by law enforcement at a young age and any negative associations from a school disciplinary action are put onto the officer. Punishments for misbehavior are instead most effective when restorative in nature and when given by trained school administrators; however, most schools lack sufficient training and resources to implement these restorative practices at present.

Substance Abuse

Alcohol remains the most prevalent substance consumed by Maine youth. In the 2013 Maine Integrated Youth Health Survey (MIYHS), 75.4% of students who receive mostly Ds or Fs report alcohol consumption. 69.6% of students who receive mostly Cs, 55.2% of students who receive mostly Bs, and 44.8% of students who receive mostly As report the same. Of those who drink, 40.1% of the mostly D and F students report having consumed their first drink before age 13; this number is considerably lower for those averaging As through Cs, closer to 20%. 48.2% of students report having consumed alcohol in the 30 days preceding the survey, and 30.9% report having consumed 5 or more drinks in a row within the same time period.



MIYHS 2013 Academic Performance and Student Health Risk Report

Over 4/5 of students, regardless of average academic performance, do not believe that one would be caught by police in their town for drinking underage. Further, 3/4 of A-average students and 9/10 of D- and F-average

students do not believe that marijuana users would be caught by police in their town. It can be concluded that in general among Maine youth there is not a fear of the legal consequences of substance abuse.

Most Maine students do not believe that marijuana use is harmful nor do they disapprove of their friends' usage. There is a relatively small difference in the number of Maine students who report alcohol consumption and marijuana usage; this difference is greatest amongst a-average students and smallest amongst D- and F-average students, with whom there is less than 1 percentage point of difference between consumers of marijuana and of alcohol in the past 30 days. Use of other drugs is far less than marijuana usage or alcohol consumption; less than 1/3 of D- and F- average students have ever tried other drugs and the numbers are far smaller among more academically high performing students.

Across both genders, it has been found that school connectedness is the strongest protective factor to decrease substance abuse (Resnick et al 1997). Students who are involved and invested in their school community and its activities are less likely to engage in substance abuse. Significantly, this connectedness is lower in schools with a harsh and punitive disciplinary climate (Blum, McNeely et al 2002).

Recidivism

The number of youth involved in the correctional system has declined in recent years. Over the same period, the proportion of minority youth involved in the system has increased, now comprising 6% of diverted youth, 10% of discharged youth, 12% of supervised youth, and 28% of committed youth. Recidivism rates have remained steady for diverted youth since about 2006, while they have fluctuated for discharged and committed youth (2013 Maine Juvenile Recidivism Report).

Recidivism rates among discharged youth trended upwards between the years of 2007 and 2009, from 14.8% to 23.8%.

Youth who recidivate within a two year timeframe are most likely to recidivate within the first three months; over half of recidivating youth do so within nine months.

Androscoggin, Aroostook, and Kennebec counties experience the highest rates of recidivism in Maine while Knox, Oxford, and York all enjoy rates lower than the state average.

According to the Committed Youth Recidivism Report published in May 2012, 69.4% of committed youth are released early to community supervision after spending an average of 11 months committed. Among this cohort, 46.6% returned to a Youth Development Center, although it is significant to note that this is usually for a technical violation and not a new offense. The one year recidivism rate stood at 33% while the one year recommitment rate was 11%. Over half of all youth were originally committed for a felony offense, but less than one quarter were re-adjudicated or convicted for a felony.

Most youth do not recidivate in the first three years following release. Further, nine tenths of those youth who do recidivate commit a second offense of lesser or equal severity to that of their original adjudication. The youngest youth and those youth originally adjudicated for multiple offenses have the overall highest rates of recidivism; those youth categorized as high risk also recidivate at a higher rate, 27.7% as opposed to the average 13.6% (2011 Discharged Youth Report).

Disproportionate Minority Contact (DMC)

Key Findings Of the 2015 Disproportionate Contact Report: *Youth of Color in Maine's Juvenile Justice System*

- DMC is present in 5 of the 6 counties in which it can be measured (Androscoggin, Aroostook, Cumberland, Kennebec, and York.)
- A statewide DMC rate is misleading because most counties have very few youth of color in the base population and the “parity” of these counties mitigates the disproportionality of those counties that do have youth of color.
- The largest disproportionality exists for Black/African-American youth

Black/African-American youth in Androscoggin County were:

- Arrested at more than three times the rates of white youth
- Diverted at less than half the rate of white youth
- Petitioned at one-and-a-third times the rate of white youth
- Detained at one-and-three-quarter times the rate of white youth

Black/African-American youth in Cumberland County were:

- Arrested at almost one-and-a-third times the rate of white youth
- Referred at about one-and-a-third times the rate of white youth
- Diverted at a little more than half the rate of white youth
- Detained at one-and-three-quarter times the rate of white youth

Black/African-American youth in York County were:

- Arrested at two-and-a-half times the rate of white youth.
- Detained at more than one-and-three-quarter times the rate of white youth

Disproportionality also exists for all youth of color

Youth of color in Aroostook County were:

- Detained at more than two-and-a-quarter times the rate of white youth

Youth of color in Kennebec County were:

- Detained at over two-and-a-half times the rate of white youth
- Youth of color in both Androscoggin and Cumberland counties were committed to secure facilities at twice the rate of white youth. This is a relatively new trend, as in prior years DMC was more concentrated at the “front end” of the system. During the last two years of analysis (2011-2012), DMC has become more significant at detention and commitment contact points.
- *DMC in Maine cannot be explained by a difference in offense type or class.* While youth of color were more likely to have been referred with personal offenses and less likely to be referred for property or drug/alcohol offenses, neither this difference nor differences in age, gender, or offense class can fully explain the disproportionality that occurs at the detention contact point.
- *Gateways into detention are different for white youth and youth of color.* White youth were more likely than youth of color to be detained for new offenses while on probation. Youth of color were more likely than white youth to be detained for technical offenses while on conditional release and more likely to be detained for bench warrants

(<http://muskie.usm.maine.edu/justiceresearch/Publications/Juvenile/DMC.FINAL.05.15.2015.pdf>)

Girls at risk of becoming involved or already involved in the system

Maine has several evidence and research-based programs working to build resiliency, self-esteem and confidence in a variety of ways.

- A Company of Girls is an award-winning, nationally recognized after school theater/arts prevention program that encourages the building of self-confidence and self-esteem in order for girls to discover, develop, honor and use their unique and valuable voices.
- Hardy Girls Healthy Women (HGHW) is dedicated to the health and well-being of girls and women and addressing girls' lives in relational and social contexts. They create opportunities, develop programs, and provide services that empower girls.
- Girl Scouts of Maine offers a girl from Kindergarten to 12th grade the opportunity to discover herself and her world, learn to connect with others, and take action to improve life around her. Girl Scout troops are found in 10 Maine counties and there are four resident camps.
- Coastal Studies for Girls is a semester long leadership and science school.
- The Maine Girls Collaborative offers 47 programs throughout the state that are committed to informing and encouraging girls to pursue careers in science, technology, engineering, and mathematics (STEM).
- Chewonki Adventures for Girls teaches wilderness skills that increase confidence and provide the opportunity to understand more fully one's identity through fun, challenge and reflection.
- Girls on the Run works to inspire girls to take charge of their lives and define the future on their terms through running.
- Mainely Girls addresses issues of girls in rural areas by helping communities identify the specific needs of girls and young women in their areas and, in response to those needs, organize programs to improve the environment in which their girls grow to maturity.

There were fewer girls in the juvenile justice system in 2012 than in 2010. However, the 2012 numbers are slightly higher than 2011. Out of 5,489 arrests in 2012, 1,652 were girls (55 more than in 2011). Of the girls arrested, 1,589 were referred to a Juvenile Community Corrections Officer (JCCO) and 673 girls were diverted from the system. Of those referred to the JCCO, 198 were detained at a Youth Development Center and 729 were petitioned to court. Of that number, 339 were adjudicated and 137 were placed on probation and 27 were committed to a Youth Development Center.

Arrests and commitments of girls have been decreasing since 2006; however, it is interesting to note that the diversion of girls has gone down since 2009 when 890 were diverted. In 2012, 673 girls were diverted from the system.

In June of 2013, the University of Southern Maine's Muskie School of Public Service authored a Special Bulletin titled "Girls in the Maine Criminal Justice System." They report that a greater percentage of girls than boys scored in the high-risk category in the Youth Level of Service/Case Management Inventory (YLS/CMI). This tool measures the level of risk and may predict recidivism. From 2006 to 2011 15.4% of girls scored High and 11.5% of boys scored High on the level of risk. The Bulletin also reports that girls have higher risk levels at discharge.

The NCCD Center of Girls and Young Women published a report titled "Girls Do Matter" that offered the following portrait of girls in the system:

- Girls are getting arrested at young ages (40% of girls reported committing their first offense before the age of 13);
- 79% have emotional/mental health issues (Depression, trauma, anger, self-destructive behaviors, or other mental health/clinical diagnoses);
- 70% experience family conflict and/or history of family problems;

- 46% have substance abuse/addiction issues;
- 64% reported prior abuse;
- 49% self-mutilate;
- 34% have history of suicide attempts;
- 35% have a history of prior pregnancy;
- 10% have children;
- 25% have or are recovering from a major illness.

Girls enter the system with greater underlying issues such as mental health, victimization and substance abuse.

The Long Creek Youth Development Center girls' unit dayroom milieu is gender-specific to females. Staff is trained in Moving On, an evidence-based program for at-risk women that teaches alternatives to criminal activity by helping women identify and use their own resources as well as community resources available to them. The program uses treatment models of relational and cognitive-behavioral therapy.

The staff is also trained in Trauma Affect Regulation: Guide for Education and Therapy (TARGET). It is a trauma-focused psychotherapy for adolescents suffering from posttraumatic stress disorder (PTSD). Staff uses Dialectical Behavior Therapy to help the girls manage extreme emotions.

The Center offers programming by Sexual Assault Response, Domestic Violence, and Alcoholics Anonymous to provide education and support as well as an evidence-based program for substance abusers, 7 Challenges, aimed at motivating and supporting change in their substance abuse.

The Wabanaki People of Maine

The Wabanaki People of Maine include the Aroostook Band of Micmac Indians in Presque Isle, the Houlton Band of the Maliseet Indians, the Passamaquoddy Tribe at Indian Township, the Passamaquoddy Tribe at Pleasant Point and the Penobscot Nation on Indian Island. All the tribes have federal recognition.

Like many Native American reservations, Maine reservations are plagued by unemployment and poverty. Youth residing on native lands have been found to have higher rates of delinquent behaviors.

The Maine Tribes are experiencing a growing involvement of tribal members with alcohol and illegal drugs – particularly with prescription medications. This involvement is producing significant adverse impacts on the community in terms of delinquency and criminal activity, domestic violence, child abuse and neglect, and an overall weakening of the bonds of respect and trust that have held Wabanaki people together through centuries of struggle. There also appear to be many overlaps between growing drug activity and the misbehavior of tribal youth. These drug and alcohol issues are the most pressing due to the well-established linkage between substance use and delinquency, criminality, domestic violence, child abuse, and other social problems.

In 2011, Maine youth participated in the Maine Integrated Youth Health Survey (MIYHS). All public schools in Maine with middle school and high school students were solicited to participate in the 2011 MIYHS in order to provide local, objective data. The survey assessed the youth's exposure to risk and protective factors that have been shown to influence the likelihood of academic failure; school dropout, substance abuse, violence, delinquency, and teen pregnancy among youth.

Data indicates that of the 191 Wabanaki high school youth who participated 65.6% perceived the risk from drug use "High Risk." See **Table 1:**

Table 1

	Total			Female			Male		
	%	CI	N	%	CI	N	%	CI	N
Total	54.3%	(53.0%-55.6%)	15,529	46.4%	(44.7%-48.1%)	6,535	61.9%	(60.5%-63.3%)	8,807
---Age---									
14 or younger	67.4%	(56.5%-78.4%)	117	60.8%	(46.3%-75.3%)	47	70.6%	(55.7%-85.6%)	53
15	48.4%	(46.2%-50.6%)	3,449	41.8%	(39.2%-44.3%)	1,619	56.0%	(53.2%-58.8%)	1,793
16	50.0%	(48.0%-52.1%)	3,372	43.9%	(41.2%-46.6%)	1,397	55.4%	(52.6%-58.1%)	1,942
17	58.3%	(56.4%-60.1%)	4,398	50.4%	(47.9%-52.8%)	1,988	66.9%	(64.9%-68.9%)	2,356
18 or older	60.0%	(58.2%-61.7%)	4,092	49.5%	(47.1%-52.0%)	1,455	68.1%	(65.9%-70.3%)	2,610
---Grade---									
Grade 9	0.0%	(0.0%-0.0%)	0	0.0%	(0.0%-0.0%)	0	0.0%	(0.0%-0.0%)	0
Grade 10	49.6%	(47.8%-51.4%)	7,132	42.8%	(40.6%-45.0%)	3,084	56.1%	(54.1%-58.2%)	3,953
Grade 11	0.0%	(0.0%-0.0%)	0	0.0%	(0.0%-0.0%)	0	0.0%	(0.0%-0.0%)	0
Grade 12	59.1%	(57.5%-60.7%)	8,397	50.2%	(48.2%-52.2%)	3,451	67.5%	(65.8%-69.1%)	4,854
---Race/Ethnicity---									
American Indian or Alaskan Native**	65.6%	(60.7%-70.6%)	191	60.4%	(51.5%-69.2%)	77	68.2%	(61.5%-74.9%)	106
Asian**	43.9%	(38.6%-49.2%)	148	37.9%	(31.0%-44.8%)	67	50.1%	(43.9%-56.3%)	79
Black or African American**	54.1%	(48.1%-60.1%)	176	41.8%	(33.4%-50.2%)	65	64.8%	(57.4%-72.2%)	107
Hispanic	62.2%	(58.5%-65.9%)	322	53.3%	(47.9%-58.7%)	129	69.5%	(63.4%-75.6%)	180
Native Hawaiian or Other Pacific Islander**	65.4%	(53.8%-77.1%)	43	41.7%	(20.2%-63.3%)	9	74.8%	(63.3%-86.3%)	32
White**	54.2%	(52.8%-55.5%)	13,790	46.3%	(44.6%-47.9%)	5,815	61.9%	(60.5%-63.4%)	7,856
Multiple races**	53.6%	(49.4%-57.8%)	202	48.2%	(42.2%-54.2%)	94	59.4%	(53.4%-65.5%)	103

Data indicate that of the 113 Wabanaki middle school youth who participated 65.1% perceived drug use as “High Risk.” See **Table 2:**

Table 2

	Total			Female			Male		
	%	CI	N	%	CI	N	%	CI	N
Total	42.3%	(40.3%-44.3%)	5,684	36.4%	(34.1%-38.8%)	2,355	47.7%	(45.2%-50.3%)	3,265
---Age---									
12 or younger	56.8%	(40.8%-72.8%)	63	54.9%	(30.3%-79.5%)	24	59.5%	(35.8%-83.2%)	36
13	38.7%	(36.2%-41.3%)	2,622	34.8%	(31.6%-38.0%)	1,234	43.5%	(40.0%-47.0%)	1,376
14 or older	45.6%	(43.2%-48.0%)	2,965	37.9%	(35.0%-40.8%)	1,078	51.3%	(48.2%-54.3%)	1,842
---Grade---									
Grade 7	0.0%	(0.0%-0.0%)	0	0.0%	(0.0%-0.0%)	0	0.0%	(0.0%-0.0%)	0
Grade 8	42.3%	(40.3%-44.3%)	5,684	36.4%	(34.1%-38.8%)	2,355	47.7%	(45.2%-50.3%)	3,265
---Race/Ethnicity---									
American Indian or Alaskan Native**	56.1%	(47.8%-64.4%)	113	48.4%	(37.7%-59.1%)	43	61.6%	(51.5%-71.7%)	66
Asian**	40.2%	(26.7%-53.6%)	25	27.0%	(9.9%-44.1%)	10	59.8%	(41.3%-78.3%)	15
Black or African American**	57.9%	(49.8%-65.9%)	78	43.0%	(25.9%-60.0%)	19	65.0%	(53.5%-76.4%)	56
Hispanic	55.3%	(47.8%-62.7%)	115	53.5%	(43.3%-63.6%)	57	55.7%	(43.4%-68.0%)	54
Native Hawaiian or Other Pacific Islander**	64.1%	(40.8%-87.5%)	12	41.7%	(7.8%-75.5%)	3	79.3%	(54.4%-100.0%)	9
White**	41.5%	(39.4%-43.6%)	4,796	35.8%	(33.3%-38.3%)	1,997	46.8%	(44.1%-49.5%)	2,756
Multiple races**	43.9%	(36.7%-51.0%)	104	33.1%	(23.3%-42.9%)	39	55.6%	(46.7%-64.4%)	66

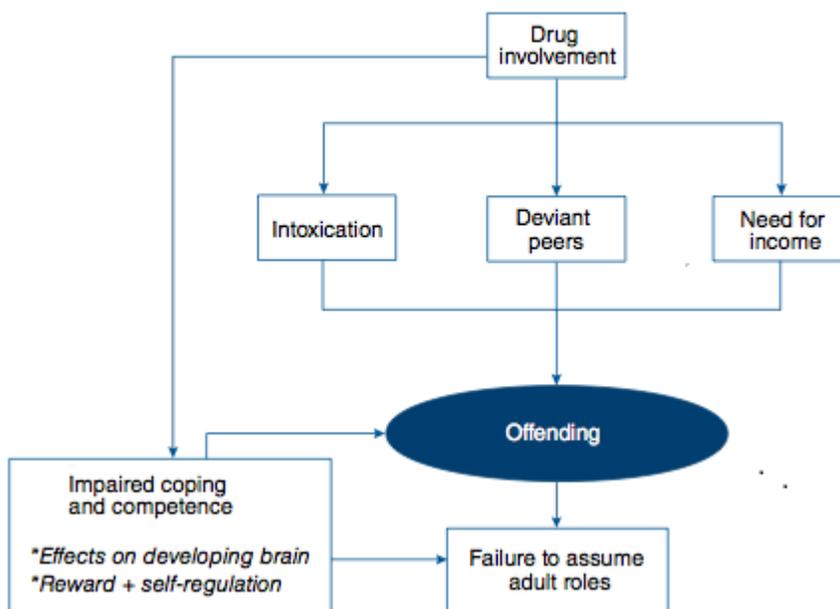
The MIYHS assessment of the level of risk for drug use among the Wabanaki middle and high school youth population was identified as high risk. Additionally, data indicates that these youth are at a higher risk than any other Race/Ethnicity.

The use of alcohol and drugs by young people brings many risks: personal, health, academic, safety, relationships, and the risk of alcohol and drug addiction. One of the most significant risks is the connection between alcohol, drugs, and crime.

According to the December 2010 Office of Juvenile Justice and Delinquency Prevention report, “the nexus between substance use and offending during adolescence has important implications for juvenile justice interventions.” Many of the adolescents who get in trouble with the law have problems with substance use and their offending is tied to their involvement with drugs or alcohol.

Researchers consistently find a strong link between substance use problems and serious delinquency."

Figure 1. Factors That May Link Substance Use and Offending in Adolescents



Transitioning from middle school to high school tends to be a difficult time for Wabanaki children, many of whom choose to leave school before graduation. Dropping out of school leaves youth with large quantities of idle time, directly contributing to higher rates of delinquency. More importantly, school dropout rates directly affect the rates of substance abuse among youth. In a study by Swain and others, data on self-reported substance abuse among majority and minority populations was analyzed and it was concluded that all ethnic groups have similar prevalence rates, but the rates of substance abuse are highest among school dropouts when compared with students remaining in school. Within this context, the high school dropout rates for the tribal children are particularly problematic.

In addition, juvenile justice systems in tribal communities are chronically under-funded and lack comprehensive programs that focus on preventing juvenile delinquency, providing intervention services, and imposing

appropriate sanctions. Law enforcement and justice personnel in Wabanaki communities receive insufficient and inadequate training.

The Passamaquoddy Tribe, the Houlton Band of Maliseet Indians, and the Penobscot Nation maintain tribal courts and a juvenile justice system. The Aroostook Band of the Micmac Indians do not have tribal courts. The Maliseet Indians, Passamaquoddy Tribe and the Penobscot Nation have law enforcement capacity.

The Division of Juvenile Services and the tribal court system have a very good working relationship that allows youth a tribal support system. Information is shared on tribal youth when they enter the State juvenile justice system to provide the best care possible.

State priority juvenile justice areas of need and related goals, objectives, and implementation strategies

The Juvenile Justice Advisory Group is committed to follow the recommendations of the 2009 Juvenile Justice Task Force. The Task Force was comprised of members of Maine’s Executive, Legislative, and Judicial branches of government as well as representatives of various stakeholder organizations, attorneys, and others who serve juvenile justice-involved youth. The mission of the Task Force was to compile the most recent and credible research regarding the most effective practices in preventing and reducing juvenile crime, compare Maine’s current practices to those “best practices,” and develop a State-wide strategy for improving the quality of service provided, reducing barriers to service, and measuring improvements in Maine’s juvenile justice system. The Task Force identified three primary Goals

1. Increase high school graduation rates to 90% by 2016 and 95% by 2020,
2. Reduce reliance on pre-adjudication detention and commitment to Maine’s juvenile correctional facilities by 20% in the next three years, and
3. Build a comprehensive community-based system of services including in-home as well as short-term and long-term residential programs that emphasize connecting youth to their families, schools and communities.

Juvenile Justice Task Force developed recommendations which were presented at a Juvenile Justice Summit in December, 2009 and are blended here with Maine’s Needs and Problems Statements.

Based on the observations and issues identified in the youth crime analysis, the JJAG has identified the following seven areas of need that will be the focus of its plan for the next three years. Each item lists the central problem to be addressed, some additional supporting information, goals designed to address the problem, and the actionable strategies and objectives to implement change.

1. **Maine lacks sufficient, reliable data regarding effectiveness of efforts to prevent and respond to youth’s needs**

[Juvenile Justice Task Force Goal #6. Adopt and implement a quality assurance system, an accreditation system, or a set of standards that ensure quality programs and expedient, effective case management for all detention alternatives, community based programs, and court proceedings.]⁶

Program area #27 - Juvenile Justice System Improvement

Systemic collection of data based on an interdisciplinary analysis of youth with needs in multiple domains shall guide an understanding and coordinated approach to services for youth involved in the juvenile justice system, many of whom may have assessed needs in other systems, including education and mental health. As part of this, data is needed in order to develop a unified approach to juvenile mental health needs versus developmental delinquency and criminality. To implement a more comprehensive and responsive approach to the needs of system-involved youth, data relating to forensic services for seriously dangerous mentally ill youth must be collected. Properly identifying these youth can help address gaps in the systems for youth who are too aggressive for inclusion in current programs, but who are not seriously

⁶ The Juvenile Justice Task Force was convened in April, 2009. The Juvenile Justice Task Force members represented multiple state agencies, branches of government, and sectors of the non-profit and private communities. As a result, these recommendations span across systems and points of entry to address the service of juveniles from early education to aftercare and the transition to adulthood.

criminogenic. Without an understanding of these complex and interrelated needs, maximization of effectiveness is not assured and cost benefits potentially limited.

Youth of color already face structural barriers and disproportionate outcomes in communities, schools and other systems before they come to the attention of law enforcement and corrections. No one group or agency is solely responsible for this, but there is a collective responsibility to close racial gaps and better understand pathways in and out of the juvenile justice system. Data collection and analysis must be consistent with the OJJDP's philosophy of "Rare, Fair and Beneficial" which has been endorsed by the Maine JJAG.

Additional data is needed in these areas. Also, what information is available now is not well understood and not widely disseminated. More must be done to better understand what the data is saying about our young people and to communicate this information to stakeholders and policy makers.

The Maine Juvenile Justice Task Force recommended that all programs and placements used for high and medium risk juvenile justice clients are rigorously evaluated using evidence-based methods and periodically monitored and improved. In addition to community-based alternatives, court proceedings also must be held to a higher standard in terms of efficiency and high quality measurements. Throughout, matters relating to procedural and judicial competency need to be assessed and assured.

Currently, there is no system-wide "dashboard" that displays both available data and that which is still needed along with justification for its necessity in order to ensure effective inter-agency system improvements.

Goals

1. To implement a quality assurance system, an accreditation system, and/or a set of standards that shall promote data collection to ensure quality programs and expedient, effective responses for juvenile misbehavior and delinquency. Such areas shall include: detention alternatives, community based programs, and court proceedings as well as education related policies and practices as they pertain to disciplinary actions and subsequent penetration into the juvenile justice system.
2. To develop and implement a mechanism for information-sharing and program accountability, including the requirement that programs cooperate in the tracking and reporting of outcomes for treated juveniles: engagement, retention, program completion, six months recidivism rates, and positive youth development enhancements.
3. To collect data relating to behavioral health assessment and use this data to proactively provide early access to family-involved treatment when appropriate.

Objectives

1. Create incentives and measurements for programs that demonstrate positive outcomes and provide mechanisms for providers to adopt new research-guided programs, treatment and practices over time.
2. Evaluate all programs used for juvenile offenders, including residential programs, using research-guided client outcome tools. (Community-based performance, performance-based standards, or other best-practice continuous improvement evaluation strategies, such as the Correctional Program Assessment Inventory, should be implemented).

3. Support current efforts by Department of Health and Human Services, Department of Education, and Department of Corrections to rigorously measure and evaluate the effectiveness of programs and placements.
4. Establish a single clearinghouse that has immediate information as to the availability of programs within a continuum of care on a statewide basis. This information should be made available in real time on a secure website to all parties in the juvenile justice system including JCCOs, prosecutors, defense counsel, and courts. The continuum of care shall include effective research-guided care that ranges from initial contact to comprehensive aftercare and includes diversion programs, residential programs, and other alternatives to secure confinement.
5. Provide data to judges with timely, objective and relevant information about the risks, needs, and circumstances of juveniles along with available research-guided options and resources in a manner consistent with state and federal regulations.
6. With an eye for improvements, measure minimum standards for competency and certification that include juvenile law, adolescent mental health issues, adolescent brain development, positive youth development, trauma, asset building, and research-guided correctional risk-reduction principles and strategies for juvenile defense counsel, juvenile prosecutors, and others working with youth.
7. Develop and share, in real time if possible, useable and actionable data relating to the “school to prison” pipeline, including matters relating to DMC and homelessness to the extent that relationships are identified.
8. Develop and implement a data-collection and reporting plan for demographic information with respect to demographic groups of juveniles held in secure facilities (minority; low SES; disability status)

Implementation

1. The JJAG shall collaborate and coordinate with DOC, Education, Public Safety, Judicial Services and others to identify gaps in data collection and data analysis according to a comprehensive and participatory plan.
 2. The focus shall be on systems-improvement in delinquency prevention and on juveniles already involved in the Juvenile Justice System.
 3. The process of gap analysis shall be guided by the Developmental Approach and salient research into delinquency prevention, asset development, trauma informed care, victimization, risk reduction and pathways to desistence.
- 2. Maine lacks comprehensive efforts to assess, identify, and address trauma, mental health, substance abuse, and other needs of youth at risk of becoming involved in the juvenile justice system.**

[Juvenile Justice Task Force Goal #2. By 2011, develop suspension, expulsion, zero tolerance, and truancy policies that reflect best practices.]

Program Area # 27 – Juvenile Justice System Improvement

Although Maine lacks a comprehensive effort to assess, identify and address trauma, mental health, substance abuse, and other needs of youth at risk of becoming involved in the juvenile justice system, there are some mechanisms and projects in place that can be drawn upon to develop a comprehensive approach.

For example, in August of 2012, the Maine Department of Corrections (MDOC) Division of Juvenile Services and the THRIVE Initiative⁷ were awarded a System of Care Expansion Implementation Cooperative Agreement grant to expand the trauma-informed system of care and learning approach to juvenile justice called “Expand ME”. This program has three major Goals

1. Create an infrastructure with juvenile justice for providing trauma informed services
2. Ensure youth involved with juvenile justice are screened, assessed and referred to effective services in a way that promotes family driven and youth guided principles
3. Reinforce trauma-informed system of care practices statewide through training, technical assistance, and social marketing.

To date, the activities of this initiative have been primarily focused in Correctional Regions 1 & 3⁸ but the goal for the next three years shall be to expand this project statewide and involve other stakeholders like the PIER (Portland Identification and Early Referral) Program working on early identification of psychosis in adolescents and Day One, a program that specializes in Substance Abuse Prevention and Treatment. Sections **a** through **d** below outline areas of focus to address this need.

a. Incorporation of schools in the juvenile justice process

Much research has been done which tells us that academic failure, exclusionary discipline practices, and dropout have been identified as key elements in a "school to prison pipeline."

In the article *Breaking the School to Prison Pipeline: Identifying School Risk and Protective Factors for Youth Delinquency* (A Special Education Journal), educational researcher Christine Christle and her colleagues determined that school-based policies and practices may exacerbate or mitigate the risks for court involvement among youth (e.g. searches of students, strict rules outlined in the school handbook and code of student conduct, excessive policing at schools, and high-stakes testing that slates students for failure, grade retention, and dropping out of school). They suggest that climate with such characteristics as supportive leadership, dedicated and collegial staff, school-wide behavior management, and effective academic instruction can help minimize the risks for youth delinquency.

Policies that encourage police presence at schools and automatic punishments (such as three-strikes and zero-tolerance rules) result in suspensions, out-of-class time, and expulsions, placing students at high risk of juvenile justice system involvement.

Schools lack sufficient training and resources for implementing restorative justice consequences that keep children connected at school and moving forward in their educational process.

Confidentiality issues come up when considering whether to involve schools in the juvenile justice process. Sometimes it is useful and sometimes it is not. Schools should not be routinely apprised of when juveniles are facing charges stemming from incidents that did not happen at school. If authorization is provided, schools can be helpful in in the reintegration process.

Students of color and students with disabilities are disproportionately represented when it comes to suspensions and expulsion from school. In Maine .63% of the population of youth aged four to 17 is of color. However, U.S. Department of Education data indicates 34.86% of discipline actions⁹ were for

⁷ THRIVE is Maine’s graduated [System of Care](#) and provides [trainings, technical assistance, and consultation](#) to state and local organizations as well as to community members with the goal of creating [trauma-informed](#) systems.

⁸ Region 1: Cumberland and York Counties; Region3: Aroostook, Penobscot, Piscataquis, Washington, and Hancock Counties

⁹ Corporal punishment, one or more in-school suspensions, one out-of-school suspension, more than one out-of-school suspension, referral to law enforcement (<http://ocrdata.ed.gov>)

students of color in Portland. According to the Maine Department of Education Data Warehouse, of the total students receiving special education services, 51% are youth of color and they are overrepresented in suspensions.¹⁰ 2.1% of the students served under Individuals with Disabilities Act (IDEA) and under Section 504 of the Rehabilitation Act of 1973.

94% of boys committed at Long Creek Youth Development Center in 2014 had disabilities severe enough to require an Individual Education Plan (IEP) for them to obtain educational benefit at school. This is only a small number, in total, but a very high percentage. A similar issue is also indicated in 2013 data.

Some students are held in detention, designed as a very short-term hold-for-court placement with a “right to release,” for several months. However, there is insufficient support for special education services in the detained unit.

Goals

1. Eliminate zero-tolerance and three-strikes policies from all Maine school disciplinary practices
2. Increase programs that teach prosocial skills
3. Increase developmental assets in schools
4. Engage schools more actively in the reentry process for youth leaving the system.

Objectives

1. Train school personnel in restorative justice disciplinary practices
2. Improve data collection and reporting for detained and committed students with respect to demographic groups such as minority, low socioeconomic status (SES), and disability status.
3. Improve identification and programming for students in detention who have IEPs.
4. Improve systems for incorporating school personnel in the programming of students who are incarcerated in the locked juvenile facilities.

Implementation

1. Contract with a research provider to develop and implement a data-collection and reporting plan for demographic information with respect to out-of-school discipline (minority, low SES, and disability status).
2. Provide training in Restorative Disciplinary Practices for schools throughout Maine.
3. Offer train-the-trainer workshops in Restorative Disciplinary Practices for K-12 educators throughout the state:
 - i. Two sessions of two-day trainings (Spring and Fall) at University of Maine locations in: Presque Isle; Augusta; Portland during Year One
 - ii. Two sessions of one-day Trainings (Spring and Fall) at each location in Years Two and Three
4. Trainers in each region will provide local training for schools in each region to implement Restorative Disciplinary Practices.
5. Develop task force to include educators and DOC staff members working in the locked facilities to address barriers that prevent/inhibit services delivered by public school personnel to youth held in

¹⁰ one or more in-school suspensions, one out-of-school suspension, more than one out-of-school suspension

detention. Specifically: Host a kickoff think tank, and facilitate quarterly follow-up meetings to create the plan in Year One; Develop and implement the plan in years Two and Three.

6. Improve data collection with respect to demographic groups like minority students, low (SES), and disability status for students who are suspended/expelled from Maine's schools.

b. Create more safe living environments for youth who cannot return home

The Maine Department of Health and Human Services (DHHS) is currently working to provide placements for youth engaged in the juvenile justice system when they are unwilling or unable to return home. Specifically, DHHS is:

- Redesigning its foster care system and shall incorporate this objective in that plan.
- Exploring more flexible short term and long term residential options and models for youth who cannot return home.
- Re-writing Section 97 (Residential Treatment Services) in collaboration with the Office of MaineCare Services.

c. Promote universal use of the Juvenile Reporting Form.

Several years ago, Maine State Police Sergeant Jonathan Shapiro created a form to assist law enforcement officers in gathering and forwarding critical information gathered during contact with a juvenile. (Appendix iii) This form serves two important functions:

1. Collection of data to assess whether law enforcement responses have been effective at resolving and/or preventing future delinquent behavior; and
2. Preservation of information that can be forwarded to JCCO's, crisis counselors, case managers, defense attorneys, prosecutors, and/or judges.

JJAG members have worked closely with the Maine Criminal Justice Academy and Maine Chiefs of Police Association to develop a training module that includes information regarding adolescent development and relevant portions of the Maine Juvenile Code. One of the items included in the mandatory juvenile justice training is a discussion of the Juvenile Reporting Form and its value to law enforcement in developing and revising internal policies as well as its value to other juvenile justice professionals.

Goal

Consistency across Maine law enforcement in its use of this form and development of policies for how the form shall be shared among juvenile justice professionals.

Objectives

1. The Juvenile Reporting Form shall be standard practice with most juveniles, especially those that appear to need more comprehensive intervention.
2. Law enforcement agencies shall develop policies regarding when the form shall be completed.

Implementation

1. All Maine law enforcement officers are required to receive mandatory training (2 hours) in juvenile justice issues as a condition of officer certification or recertification in 2015.
2. Continue to promote the Juvenile Reporting Form and assist law enforcement agencies with implementing its use.

d. Implement early identification of at-risk youth

Youth “at-risk” status may begin to develop even before birth. Brain development may be compromised due to maternal drug use, environmental factors resulting in fetal exposure to high levels of toxic stress experienced by the mother, poverty, domestic violence, poor nutrition, and other factors. As one indicator of significant stressors on children, Maine data concerning reports to the Child Abuse and Neglect Central Reporting System puts the number of families reported for suspected abuse at about 19,000 per year. In 2014, 72% of the children in families where maltreatment has been “substantiated” were under the age of 9. In the classic Adverse Childhood Experiences study, 5 of the 10 negative childhood experiences identified were variants of abusive treatment. Others included domestic violence, absence of a parent, mental illness, and a jailed or substance abusing parent. The study found that as more of these experiences were added, the risk of poor physical and behavioral health increased as well.

According to information from the U.S. Centers for Disease Control and Prevention – Child Maltreatment section:

“Studies have found abused and neglected children to be at least 25 percent more likely to experience problems such as delinquency, teen pregnancy, and low academic achievement (Kelley et al. 1997). Similarly, a longitudinal study found that physically abused children were at greater risk of being arrested as juveniles. This same study also found that abused youth were less likely to have graduated from high school and more likely to have been a teen parent (Langsford et al., 2007). A National Institute of Justice study indicated that being abused or neglected as a child increased the likelihood of arrest as a juvenile by 59 percent. Abuse and neglect also increased the likelihood of adult criminal behavior by 28 percent and violent crime by 30 percent (Widom & Maxfield, 2001).” A CDC initiative calls for the creation of partnerships to ensure “Safe, Stable and Nurturing Relationships” in order to reduce child maltreatment and improve family functioning.”

The Annie E. Casey Foundation’s Maine Kids Count measures many family and child indicators including poverty. According to the most recent data, on average, 20% of Maine’s children under age 18 live in poverty. The range of poverty experienced is from a low of about 14% to more than 30% in our most rural counties. The Maine Kids Count report states that, “poverty plays a key role in children’s well-being and is related to every KIDS COUNT indicator. Children who live in poverty, especially those who live in poverty for long periods of time, are at an increased risk for poor health, cognitive, social, and educational outcomes. They are more likely to have physical, behavioral, and emotional health problems; to have difficulty in school; to become teen parents; and, as adults, to earn less.”

In his report on *Risk Factors for Delinquency: An Overview* published by OJJDP, Michael Shader, PhD offers this list of family risk factors for “Early Onset” (aged 6 to 11) of problem behavior: low socioeconomic status/poverty; antisocial parents; poor parent-child relationship; harsh, lax, or inconsistent discipline; broken home; separation from parents; abusive parents; and neglect.

The Defending Childhood Project in Maine has joined with the Children’s Trauma Response Initiative, a four-year grant-funded project with the goal of reaching children who have been exposed to violence or other types of trauma, and connecting them with evidence-based treatment close to home. Building a strong network of care throughout Maine, offering community educational workshops for first-responders,

educators, care providers, and others as well as clinical evidence-based training opportunities for mental health clinicians is needed.

Other initiatives in Maine include Child Abuse and Neglect Prevention Councils located in nearly every county providing evidence-based parenting education and other family support services and who work closely with the Maine Children's Trust. The Maine Resilience Building Network formed in 2012 in order to promote understanding of the consequences of Adverse Childhood Experiences and to form "a collective of individuals and organizations from throughout Maine (to) focus on resilience in people and communities. Resilience is the ability to overcome stresses and adversity. Resilience is built through supportive relationships, positive experiences, and by learning skills. Resilience is unique in each person." Among the Network's initiatives is one that will increase the awareness of educators in the effects of trauma, and the resulting troubling behavior of children. Some schools are developing "trauma sensitive" environments.

Goals

To recognize an at-risk child at the earliest age possible and act on this information for the youth's benefit.

Objectives

1. The Maine Juvenile Justice Advisory Group (JJAG) shall work with multiple partners to advance the understanding of the consequences of childhood trauma, especially as those experiences impact on school performance, substance use, and delinquent behavior.
2. JJAG shall work with others to identify strategies to intervene appropriately with children with behavioral challenges and to build "resilience".

Implementation

1. Co-sponsor of a regional training on Adverse Childhood Experiences and Resiliency for a professional and community audience.
 2. Develop two articles on childhood trauma and increased risk for behavioral problems in its newsletter annually.
 3. Include on its Facebook page links to articles, videos and/or event announcements that help to further understanding of trauma and resilience at least once per month.
 4. Shall schedule a presentation for all members on Adverse Childhood Experience / Childhood Trauma at one of its meetings.
 5. Include information for legislators in its Annual Report about childhood trauma, its consequences and the efforts that the JJAG is making to increase awareness and promote prevention strategies.
- 3. Maine lacks a strategy and resources to promote child, youth & family wellness as an effective means of preventing future trauma, ACEs, and delinquent behavior.**

[Juvenile Justice Task Force Goal #3. By 2014, increase by 50% the number of children and youth in Maine who have access to quality early childhood education and proven prevention strategies throughout adolescence. (See footnote 1)]

Program Area # 27 – Juvenile Justice System Improvement

a. Increase family engagement in responding to youth’s needs

Maine has multiple strategies in place to educate families, policy makers and the broader community about the value of investing in early childhood education and family support.

Created by Statute in 2008, the Maine Children’s Growth Council defines its work in this way: “Early childhood is a complicated time when growth is rapid, when parents are needed to provide a safe, nurturing environment, and when communities are called on to support the family. And we all know that getting things right the first time is easier and less costly than trying to fix them later.¹¹ Imagine the cost of tearing down walls and ceilings to repair a house’s foundation! The Maine Children’s Growth Council¹² works to make certain Maine is prepared for its future by doing what’s right and investing in a high-quality, coordinated early childhood system.” And defines the road to success as follows:

“A comprehensive early childhood system¹³ gathers high-quality health, education, economic, and community supports into a coordinated response aimed at the success of young children and their families. While some progress has been made, Maine’s early childhood family support, health, education and community systems remain fragmented, silo-funded, and a drain on our social and state capital. Inadequate investments in early childhood prevention, intervention and resources continue to yield high long-term costs. It is not clear that Maine is leveraging its current resources to the best possible result. As a consequence, these issues negatively affect children’s school readiness, the ability of families to work productively, and, ultimately, Maine’s economic prosperity.”

In 2012 business leaders in Maine formed the Maine Early Learning Investment Group (MELIG)¹⁴ with the intention of creating a “donor advised fund” to support the growth of early learning initiatives in Maine. On their website they report that: “Recently released studies have shown that quality pre-kindergarten education may hold the key to a successful future. Currently, 60 percent of Maine school districts offer programs for 4-year-olds. But for the other 40 percent, the reason why they don’t is a familiar story — money.”

Regulations on Family Engagement promulgated by the Maine Department of Education for public preschools require:

Programs identify how they shall engage in a process of partnership-building with families to establish mutual trust and to identify child strengths, goals, and necessary services and supports.

Programs have written policies and procedures that demonstrate intentional practices designed to foster strong reciprocal relationships with families, including, but not limited to: application information, family orientation, parent conferences, parent education-specifically around literacy and numeracy, newsletters, PTA participation, home visits, family events, program evaluations, and these policies and procedures are to be translated in a language understandable to parents/guardians.

Another initiative, Maine’s G.E.A.R. Parent Network, a state wide program of Crisis & Counselling Centers, provides resources, support and workshops for parents of children with emotional and behavioral health needs – including bullying.¹⁵ Through parent-to-parent sharing of experiences and knowledge, G.E.A.R. empowers parents of children with behavioral health needs to build on their family’s strengths and to advocate for their family’s needs.

¹¹ <http://www.maineccgc.org/story-child-development/getting-right-early/>

¹² <http://www.maineccgc.org/about/>

¹³ <http://www.maineccgc.org/story-child-development/solution/>

¹⁴ <http://melig.org/>

¹⁵ <http://www.gearparentnetwork.org/>

The Maine Children's Trust¹⁶ is a state-wide coordinator of child abuse and neglect prevention strategies and has been working for several years to initiate and expand the Strengthening Maine Families program. Aimed at providers of early childhood education, this approach was developed by the Center for the Study of Social Policy which describes the approach this way:¹⁷

"The Strengthening Families approach seeks to create a child abuse and neglect prevention framework that can help program developers, policymakers, and advocates embed effective prevention strategies into existing systems. It begins with shifting the focus of child abuse and neglect prevention efforts from family risks and deficits to family strengths and resiliency. The reluctance of families to participate in programs that identify them as 'at risk' is well documented and amounts to a significant barrier in interventions designed to reduce abuse and neglect. A more universal, evidence-based model built on promoting resilience is much more attractive to parents and, therefore, could be an effective way of reaching many more families long before a risk of child abuse or neglect emerges."

Goals and Objectives

1. To advocate for the continued expansion of quality early childhood education programs, including public preschools, Head Start and other community providers.
2. To support the need to engage with families of young children in a "partnership" that shall ensure positive school experiences for young children.

Implementation

1. Promote awareness of initiatives to prevent abuse, promote healthy family environments, connect parents to schools and child care centers, and promote protective factors.
2. Use social media, the JJAG newsletter, and information delivered to the Legislature to promote awareness of relevant trainings on topics related to family strengthening, positive youth development, trauma recovery / resilience.

b. Youth in transition from secure confinement to community

Youth who are released from institutional confinement are more likely to succeed if they have access to services that can help them thrive in a non-institutional environment.

Committed residents are often discharged back to families with issues like domestic violence, substance abuse, mental health disabilities, and poverty. Often they are returned to a neighborhood with few supportive programs, a high crime rate, and a poorly performing school. Public safety is compromised when a youth runs from an out-of-home placement. If he or she is not provided supportive services upon reentering their community, they are at great risk to recidivate into criminal behavior.¹⁸

In 2012, 50% of the youth transitioning to the community from Long Creek and Mountain View Youth Development Centers returned to the facility due to new criminal conduct and/or violating the Community Reintegration Plan developed prior to release. In order to address this high rate of return and

¹⁶ <http://www.mechildrenstrust.org/>

¹⁷ <http://www.cssp.org/>

¹⁸ *Back on Track: Supporting Youth Reentry from Out-of-Home Placement to the Community* Youth Reentry Task Force of the Juvenile Justice and Delinquency Prevention Coalition

to reduce violations/new criminal conduct, the Department of Juvenile Services has created Community Reintegration Specialist (CRS) positions to ensure a more successful transition back into the community.

The Division of Juvenile Services (DJS) follows best practice in that reentry begins at the time of admission to an out-of-home placement and continues beyond the youth's release and reintegration into the community. This reintegration continuum consists of three overlapping phases: 1) in facility, 2) the transition out of facility and into community, and 3) in community. The Reintegration Plan is developed and a CRS utilizes this approach to provide youth with a systematic continuity of care throughout the phases of the reintegration continuum.

The CRS works with youth in the facilities prior to release in order to develop a prosocial relationship with the youth and his/her community support team. The CRS will then continue to work with youth during passes, leave, furloughs, and employment for the first 3-6 months after release.

The DJS makes use of assessments to classify youth and match them to appropriate services. This practice includes developing a consolidated facility and community case plan that incorporates family and social networks, social controls, and services focused on risk and protective factors. Key components in the community include graduated sanctions and incentives, realistic and enforceable post-release conditions, and links to community resources and non-correctional youth-serving systems, such as education, child welfare, employment, housing, behavioral health, and physical health services.

Goals

1. To ensure successful transition by ensuring the youth and his/her community support team are actively participating in the Community Reintegration release plan.
2. To eliminate returns for violations of the Community Reintegration plan and to minimize new criminal conduct as much as possible.

Objectives

1. Community Reintegration Specialists (CRS) shall develop a prosocial relationship with the youth and his/her community support team
2. CRS shall work with youth during passes, leave, furloughs, employment and for the first 3-6 months after release

Implementation

1. The CRS meets with Residents on a weekly basis to develop Re-entry plan
2. The CRS transports Re-entry youth to work and meetings with supervisors/co-workers to address any issues
3. The CRS coordinates/supervises community service projects off-grounds on a weekly basis
4. The CRS engages in recreational activities inside and outside the facility with Re-entry youth
5. The CRS supervises Re-entry youth during Passes with families and community support team members
6. The JJAG will encourage CRS to work with schools to transfer credits and help youth effectively re-enroll in school.

c. Promote Positive Youth Aspirations and Behaviors

Information from court personnel and others indicate that many youth appearing before the juvenile courts in Maine lack clearly defined goals, motivations, aspirations, and pathways consistent with social connectedness and pro-social development. Youth in juvenile court have been observed as having low aspiration levels, low ideas of self, and a lack parental guidance. Perhaps the biggest reason that youth stay in school or leave directly correlates to not having friends at school, feelings of isolation, and feeling like they don't belong. Work needs to be done to identify these at-risk youth, provide guidance, and assist in the formation of friendships. Adults should continue to provide opportunities for youth to shine in their own way. Youth identifying with adults in school usually have better results. It is when the youth feels disposable that we have problems. Such charged and adjudicated youth tend to be disengaged from their schools, families, and other supportive institutions of socialization. By the time such youth are arrested and referred to courts, opportunities for engagement have been "missed" and it is difficult to instill aspirations as part of a court-imposed program.

"In 1990, Search Institute released a framework of 40 Developmental Assets which identifies a set of skills, experiences, relationships, and behaviors that enable young people to develop into successful and contributing adults. Over the following two decades, the Developmental Assets framework and approach to youth development became the most frequently cited and widely utilized in the world, creating what Stanford University's Shallice Damon described as a "sea change" in adolescent development.

Data collected from Search Institute surveys of more than four million children and youth from all backgrounds and situations has consistently demonstrated that the more Developmental Assets young people acquire, the better their chances of succeeding in school and becoming happy, healthy, and contributing members of their communities and society.

[There are a] limited number of "gateway assets" through which young people more readily acquire the full complement of 40 assets to become academically, socially, and emotionally well-prepared for life in the complex and rapidly changing world of the 21st Century? [The Asset development] framework [is] a foundation for measuring and monitoring non-cognitive skills and social resources that undergird efforts to improve young people's readiness for life after high school, including expanding their options for college and career and preparing them to be contributing citizens in a democratic society." (Note: this is a slightly modified quotation from the Search Institute Website, with modifications noted in brackets)

In order to promote youth aspirations consistent with the reduction in recidivism and fewer court reappearances, the JJAG shall employ the research from the Search Institute relating to the 40 Developmental Assets. If youth have clusters of Developmental Assets, socially nurtured as part of a Developmental Approach, it has been found that they experience fewer challenges related to substance abuse, mental health, juvenile delinquency and other obstacles and they tend to engage in positive youth experiences, education and other programs that shall help to create social frameworks consistent with pro-social and measureable aspirations. Maine has been on the forefront of research in this area through its "Diversion to Assets" program. Findings from the University of New England and the Rand Corporation confirm that pro-social engagement and fewer delinquent acts are achievable, as aspirations, motivations, and engagement are promoted using the structure afforded by assessing the 40 Developmental Asset domains (Appendix iv.) and structuring support programs that measurably increase assets in defined areas. JJAG has supported this approach and research through funding for this program. "Diversion to Assets"

was initially a Maine Children’s Cabinet initiative that is now embedded at the Spurwink Institute¹⁹, a not-for-profit service provider. Engaging youth and families in a concomitant process that they choose, understand and embrace is crucial to this model.

The Adverse Childhood Experience research²⁰ and similar research in Maine have demonstrated that Maine juvenile-justice involved youth are vulnerable and the “Thrive” SAMHSA Systems of Care trauma-informed care work in Juvenile Corrections and other social settings in Maine has expanded this knowledge by analyzing approaches and outcomes at the system, program and individual levels. ACEs and trauma are significant obstacles to some youth. A focus on positive youth outcomes, asset development, resiliency and aspirations is a promising strategy to mitigate these factors.

Goal

To ensure that each youth who enters the juvenile justice system shall demonstrate, or at least leave with, a positive youth development, asset building opportunity that shall promote developmental aspirations and opportunities.

Objective

Raise awareness to issues of positive youth development and asset building with practitioners and policy makers.

Implementation

1. Review the research from the Search Institute relating to the 40 Developmental Assets and recommend areas where improvements may be necessary
2. Review the results of the “Diversion to Assets” program as it pertains to Maine justice involved youth.
3. Encourage methodology to inform this effort with the youth and family voice.
4. Convene forums or other methods to disseminate this information, with a specific focus on youth aspirations.
5. Provide Technical Assistance in this topic to Schools, Social Service Agencies, Family Organizations, Youth Organizations and others, as may be requested.
6. Provide surveys or other methods to assess the levels and types of aspirations exhibited by youth appearing before the Maine Courts and to measure improvements in this area over time

4. Maine lacks a unified approach to juvenile mental health vs. criminality in defining and addressing delinquent behavior

[Juvenile Justice Task Force Goal # 8. By September, 2010, detail a statewide system for in-home and out-of-home services and placements for youth in the juvenile justice system that ensures high-quality programming that is sufficient and accessible. (See footnote 1)]

Program Area # 27 – Juvenile Justice System Improvement

The following sections outline areas of focus to address this need:

¹⁹ <http://www.spurwink.org/>

²⁰ <http://www.acestudy.org/>

a. **Improve Juvenile Defense Attorney Training and Education**

Providing competent counsel for juveniles is an ongoing challenge in Maine, as it is in most states. We know that youth who come into the juvenile justice system are particularly vulnerable. Even if they are technically competent to stand trial, they suffer from limited experience and judgement as they move through the system and their emotional immaturity inevitably creates barriers to managing their behavior and making the best decisions. We also know that adolescents have a heightened sense of right and wrong, and those juveniles who go through the system feeling that they have been well and fairly represented by counsel are significantly more likely to access rehabilitative services.

The first purpose of Maine's Juvenile Code²¹ is, "(t)o provide for each juvenile subject to these provisions, such care and guidance, preferably in the juvenile's own home, as shall best serve the juvenile's welfare and the interests of society." Attorneys coming out of law school are much better prepared to represent adult defendants than juvenile defendants. Criminal law courses provide a solid foundation for defending against the suggestion that holding a juvenile accountable serves the interest of society by training students to assert constitutional challenges, devise evidentiary strategies, and set cases up for appeals. Some schools offer clinical programs that familiarize the student with the realities of providing a defense. Competent juvenile defense, however, requires more than this; understanding and addressing the "welfare of the child" requires an entirely different set of education and skills related to building a relationship with the adolescent, understanding adolescent brain development, and understanding at least the basic concepts of psychological diagnosis and assessment, family dynamics, types of mental health treatment, and types of services available.

A number of organizations (Maine Association of Criminal Defense Lawyers, The Maine Commission on Indigent Legal Services, Maine Law School, Juvenile Justice and Protective Custody Section of the Maine Bar Association) have provided training for juvenile defense attorneys over the past years. Despite this support, however, juveniles report with some frequency that they do not have adequate access to their attorneys, that they are not kept informed about their case, that they are unaware of the name or phone number of their attorney, never received a copy of their discovery materials to review, and do not feel that their attorney really cares about their case.

Most attorneys who represent juveniles do so only on a very part time basis and do not have the opportunity to practice the necessary skills. Some do not understand that the purposes of the Juvenile Code are very different than the Criminal Code. Some are not particularly interested in developing a relationship with juvenile defendants.

Goal

Each juvenile who comes into the justice system shall have representation by an attorney who has a firm grasp of criminal law and procedure and the Juvenile Code.

Objectives

1. Attorneys shall have an understanding of issues related to the welfare of the child, including the importance of building a relationship with the juvenile,
2. Attorneys shall have an understanding adolescent brain development, and

²¹ <http://legislature.maine.gov/statutes/15/title15ch0sec0.html>

3. Attorneys shall have an understanding the basic concepts of psychological diagnosis and assessment, family dynamics, types of mental health treatment and types of services available.

Implementation

1. Survey detained and committed youth regarding their relationship with their attorneys.
2. Survey attorneys on the Juvenile Code, child welfare, the developmental approach, basic concepts of psychological diagnosis and assessment, family dynamics, types of mental health treatment and types of services available.
3. Capture data from the Corrections Information System (CORIS) on detained and committed youth.
4. Search for and analyze sign-in records at the youth detention centers to determine the number of attorney visits.

b. Improve education for mental health hospital, residential treatment centers, and Crisis

While very skilled at delivering clinical care for juveniles within their respective settings often physicians and clinicians are unfamiliar with the workings of State Medicaid services guidelines and law enforcement parameters. Youth with behaviors that border between criminality and mental illness often end up stuck in the hospital emergency department due to a lack of understanding of the Medicaid rules or law enforcement guidelines and parameters or the appropriate referral protocols to residential treatment facilities. Most juveniles with mental health issues who become involved in the juvenile justice system do not meet the criteria for inpatient hospitalization.

Goals

1. Psychiatric hospitals, residential treatment programs, crisis programs, first responders, and schools shall have the knowledge to:
 - a. Access appropriate treatment resources
 - b. Gain understanding of potential risks and benefits of detention
2. Develop outcome measures and or policy language for expectations in policy (longer term goal)

Objectives

1. Create data-driven presentation communicating up-to-date information
 - a. How are mental health issues in juvenile different from those in adults?
2. Schedule two hour trainings with psychiatric hospitals
 - a. Explore placement options for youth who cannot return home
3. Schedule two hour training to present to residential monthly advisory group
 - a. Strengthening Partnerships Between Law Enforcement, Community Mental Health Services, and Families for More Effective Integration of Youth After Discharge
4. Schedule two hour training for monthly crisis provider meeting
 - a. Strategies For Working More Effectively With Psychiatric Hospitals, Schools and Residential Treatment Facilities
5. Schedule two hour training with first responder group
 - a. Orientation to Behavioral Health Services and Strategies for Effective Collaboration

6. Develop a plan to present to schools
 - a. Convene a collaboration of School Special Education Personnel, Assistant Principals and first Responders that shall present at the annual Maine Principals Association meeting and other such organizations about the importance of collaborating on Effective Behavioral Health Issues for Juveniles in the State of Maine.
7. Develop a plan to continue to support community learning
 - a. Community learning could be defined as an instance where professionals, lay-persons, and family members come together to learn about a particular issue from one another. One example is an initiative called Community Partnerships for the Protection of Children (CPPC). This is a collaborative effort to implement a “community child welfare approach” where parents, DHHS/Office of Child and Family Services, Schools, Police, Faith Communities, residents, businesses and Services providers work collaboratively to Implement Child Welfare. This initiative was originally developed by the Center for the Study of Social Policy and now has affiliates in the communities of Portland, South Portland, Westbrook and Biddeford.
 - b. This program focuses on families in the community who are experiencing the highest levels of stress, and are at risk of or are already experiencing child abuse and neglect in the home. The goal of the initiative is to reduce the number of families that might need Child Protective Services intervention.
 - c. This model could be replicated for juvenile justice matters from a preventative standpoint.

c. Increasing forensic services before disposition if indicated.

The Maine Juvenile Code authorizes diagnostic evaluation of juveniles at specified points in the juvenile justice system:

1. For the purposes of determining whether a juvenile should be bound over (transferred) to the adult criminal justice system
2. For the purpose of assisting the court in imposing disposition following an order of adjudication
3. By agreement of the parties when such an evaluation shall be of assistance in carrying out the purposes of the Maine Juvenile Code
4. Prior to disposition when a juvenile has been adjudicated of gross sexual assault. In this instance, a diagnostic evaluation is mandatory
5. For the purpose of determining whether a juvenile is competent to proceed in the juvenile justice system

Consequently, a forensic evaluation may be obtained prior to adjudication or after adjudication but prior to disposition.

Anecdotally, it appears that some youth penetrate Maine’s juvenile justice system deeply without having had any forensic or clinical evaluation of the individual’s risks and needs. The JJAG believes that Maine’s juvenile justice system would be more effective at reducing future delinquent acts, improving outcomes for youth, and limiting an offender’s involvement in the juvenile justice system (and perhaps criminal justice system as well) if a comprehensive evaluation is obtained to assist the court in determining what disposition shall best serve the purposes of the Maine Juvenile Code.

In contrast to those cases where a youth's mental health needs have not been identified and/or remediated, there is also concern that some youth who engage in delinquent behaviors that are not the result of mental health and/or substance abuse conditions are "pathologized" and treatment services are provided that shall not effectively reduce the risk of future criminal conduct or improve outcomes for the individual offender. Providing mental health or substance abuse services without a clear indication that such services shall be effective is not only an inappropriate use of valuable resources, but such practices also reduce the likelihood that appropriate and effective intervention shall be administered.

There are screening tools available to accomplish screening at first point of contact. It is what to do with those that are screened and for whom red flags are raised. We need to be careful not to make those youth more likely to enter the system.

Goal

Youth adjudicated delinquent will undergo a forensic evaluation prior to receiving mental health and/or substance abuse treatment.

Objectives

1. Develop collaboration among the courts, attorneys, Maine Department of Corrections and the Maine Criminal Indigent Legal Services to increasing the frequency of forensic evaluations
2. Change court culture from one that promotes disposing of juvenile petitions as quickly as possible to one that seeks to impose the most effective intervention even if more time is required, especially in those cases where an adjudication has occurred
3. Develop financial resources to devote to obtaining forensic evaluations

Implementation

1. Determine whether youth adjudicated delinquent are currently being referred to mental health and/or substance abuse treatment without receiving a forensic evaluation to determine whether the delinquent behavior is likely to be reduced if the youth receives mental health and/or substance abuse treatment
2. Request data from the Maine Department of Corrections regarding the percentage of youth who enter the "deep end" of the juvenile justice system without having previously had a forensic evaluation or other assessment of the individual's risk of future criminal conduct and intervention needs
3. Publish and/or share data with attorneys and judges regarding the number/percentage of youth who have been ordered to receive services without prior forensic evaluation
4. Encourage use of such evaluations for those youth whose behavior may or may not be the result of unmet mental health and/or substance abuse treatment needs
5. Monitor outcomes for those youth who have forensic assessments prior to the court's disposition in comparison to those who are ordered to undergo mental health and/or substance abuse services without having received a forensic evaluation

d. Increase use of Restorative Justice practices

The Juvenile Justice Advisory Group, in an effort to facilitate the diversion of juveniles from the criminal justice system, supports the implementation of restorative practices. Restorative Practice is a holistic philosophy which consists of the accountability and reintegration of the juvenile offender, is victim focused, and repairs the harm done. Restorative practices are viewed by the JJAG as a successful, practical, and fiscally responsible method of accomplishing the JJTF recommendations of increasing graduation rates, reducing expulsion and suspension rates, and developing alternatives to detention. Four key areas of focus for the implementation of restorative practices in Maine are program development in schools and communities, education of the public in restorative practices, public advocacy to initiate legislative and justice system support for the promising practice, and lastly as a methodology of managing and leading communities in both the public and private sector.

Juvenile Community Review Boards (JCRB), Conferencing and Circles each provide an opportunity for the victim, whether a person or a community, to be made “whole” and for the offender to understand the impact of his or her actions and make it “right.”

Of note is the JJAG supported JCRB of Old Orchard Beach. The purpose and mission of the JCRB is to function both as an alternative to and an extension of the traditional criminal justice and school disciplinary system. The JCRB supports and assists RSU 23 and the Old Orchard Beach community at large by maintaining a positive and safe school/community culture by providing alternatives to exclusively punitive discipline for youth who participate in actions that harm the school and the greater community. The board functions under victim-centered restorative philosophies and practices that hold the offender accountable. They are focused on repairing the harm done, reintegrating the offender and victim into the community and school environment, and facilitating the development of the competencies of involved juveniles so that they become successful members of society. The JCRB acts as a bridge linking key juvenile justice, mental health, social services, and school professionals in a collaborative matrix that facilitates communication and unifies corrective/therapeutic action by all responsible stakeholders.

With the assistance of the JJAG, the Maine Department of Corrections and the Maine Restorative Justice Institute, the JCRB model is currently in the process of spreading to several other communities in southern Maine.

The Maine JCRB was developed as a concept in 2011 and the program was operationalized in 2013. A significant obstacle to address was the ability to share information across domains and in the actual restorative circle. The issue was addressed with vetted waivers that were signed by both the parent/guardian and juvenile. Unfortunately, Maine enacted a statute in 2014 that seemed to prohibit information sharing even with a signed waiver. The JCRB was crippled by this new legislative development and immediately halted all activity. After several months of vigorous review and debate, the Attorney Generals’ Office of Maine found, “that the perceived contradiction and prohibition of information sharing between Maine statutes Title 15 sec. 3308-A and Title 15 sec 3301 (6-A) was nonexistent.” In other words, the standard of obtaining a valid written/signed waiver from the parent/guardian and juvenile was sufficient to proceed with the restorative process as previously outlined.

Restorative justice practices show promise as an approach to discipline rehabilitative and preventative rather than punitive in nature. They have been implemented with JJAG funding in Old Orchard Beach

and Saco schools. The Schools are using community circles, solution circles, academic circles, and fishbowl circles with very good results.

Goal

Support implementation of Restorative Practices at every appropriate opportunity in the juvenile justice system and schools.

Objectives

- 1 Develop Youth Courts in areas where data indicate the most need
- 2 Develop Juvenile Community Review Boards where data indicate the most need
- 3 Develop Restorative discipline in schools where data indicate the most need
- 4 Develop Restorative Circles where data indicate the most need
- 5 Develop Restorative Conferences where data indicate the most need

Implementation

- 1 Provide training on restorative practices for schools and the juvenile justice system
- 2 Support implementation of restorative practices for schools and the juvenile justice system with the Restorative Justice Institute of Maine, Maine Department of Education and Maine Department of Corrections
- 3 Prepare potential legislation to be included in the Juvenile Code

e. Develop and promote standards for transporting and holding youth in secure custody

A lack of staff supervision of *hold for court* and *committed* juveniles in the holding areas of the District Courts has resulted in bullying, assaults, fighting, and inappropriate sexual misconduct as well as a lack of separation of male and female juveniles while in those holding areas. Data on incidents occurring while these juveniles are in secure detention at District Court is weak. The staff members who transport juveniles do not seem to have adequate training on adolescent brain development or the developmental approach and they seem to be unaware of the special needs of the juvenile.

Goals

1. Transportation of hold for court and committed juveniles to and from court shall be provided by security staff from the juvenile detention facility and/or Sheriff's Department
2. Security staff from the juvenile detention facility shall be present in the secure holding area of the district court to provide supervision of the hold for court and committed juveniles while awaiting their court appearance

Objectives

1. Development of a protocol for investigating incidents that take place during transportation to and from court as well as incidents that occur in the secure holding area
2. Promote continuous supervision of hold for court and committed juveniles by sheriffs

Implementation

1. A Memorandum of Understanding shall be developed between the juvenile detention facilities and Sheriff's Office to establish a working order to have supervision provided in the secure holding area of the district court by security staff from the juvenile detention facilities.
 2. Juvenile Community Correctional Officers may be used to provide supervision in secure holding areas.
 3. Effective Police Interaction with Youth training shall be made available to the Sheriff's deputies responsible for transportation of juveniles to and from court.
 4. Provide training on adolescent brain development and the developmental approach.
- 5. Raise public awareness and improve understanding of the challenges and needs of Maine's most vulnerable youth.**

There is a lack of understanding and awareness among stakeholders and the public regarding the challenges and needs of Maine's most vulnerable youth. Public opinion often influences perceptions of youth and those involved in the juvenile justice system in ways that can lead to changes in policies and legislation not beneficial to youth. By educating lawmakers, the public, and other stakeholders about the challenges youth face today and the negative impact the system can have on juveniles, we plan to create a juvenile justice system that is "rare, fair and beneficial."

The juvenile legal system and court process for juveniles and families is confusing and confounding due to a lack of knowledge, assistance, and/or language barriers. A focus group was held with youth at the Long Creek Youth Development Center to get a better understanding, from their perspective, of how the juvenile justice system works and what could be done to improve it. One of the biggest issues that they raised was a lack of understanding of the process, their rights, and in some cases even their charges.

Maine has had a steady growth in urban immigrant populations over the last few years that has brought an influx of various languages and cultures. Very often, parents rely on their children to interpret for them. There have been instances in which a youth at the door of the juvenile justice system receives a notification of interview letter that the youth tells parents is one praising his school performance. Later, when the youth and family don't appear for the interview, the youth may be arrested.

The reduction in federal funding has affected many evidence-based programs that help identify and assist at-risk youth and families. Maine has lost a significant amount of funding in the last 10 years which has caused many programs to stop providing services and residential treatment programs to shut down, leaving detention or commitment as the only option in many juvenile cases.

Goals

1. The JJAG shall be the "go-to" group for issues related to juvenile justice
2. The JJAG shall work to promote evidence-based programs that are funded in part by the JJAG

Objectives

1. Develop a JJAG Quarterly Newsletter
 - "Five Facts in Forty Seconds" campaign (Appendix iv)
 - One Page Informational Resource Sheet
 - Juvenile/Parent Card
 - "Court Expectations" Pamphlet
 - Website and Social Media Development
 - Community Development
 - Local Media Outreach

Implementation

- 1 Develop a Quarterly Newsletter; distributed to state Legislators, Judges, Juvenile Service Providers and other government agencies involved in the juvenile justice system. It shall include content specific to juvenile justice in the State of Maine, updates and information about programs currently funded by the JJAG and eventually invite system-involved youth to contribute content such as personal or op-ed pieces and artwork.
- 2 "5 Facts in 40 Seconds Campaign"; juvenile justice "fact sheets" to be distributed on a regular, recurring schedule at the State House to engage lawmakers and inform them about the current state of the juvenile justice system.
- 3 One Page Informational Resource Sheet; for parents and juveniles involved in the juvenile justice system. It shall contain information on various resources (legal, mental health, educational, etc...) they can access for assistance.
- 4 Juvenile/Parent Card; index card sized publication shall have a place for juveniles and parents to save important contact information, (juvenile counsel, JCCO, and next court date) and helpful tips. It shall be perforated so one half shall be for the juvenile to keep and one for the parent so both have the information readily available if needed.
- 5 "Court Expectations" Pamphlet; for juveniles and parents/guardians involved in the system and expected to go to court. It shall contain information on what to expect when arriving, actors in the courtroom, courtroom etiquette, and information about court appointed juvenile defense attorneys.
- 6 Website & Social Media; the website and Facebook page shall continue to be updated.
- 7 Community Development; work with sub-grantees and others to increase awareness about evidence based practices and to assist them with identifying other potential funding sources to increase long-term sustainability, to develop fact sheets about the projects funded by the JJAG, to organize a grantees meeting or listserv for sharing information about programs and resources, and to identify opportunities to tell their stories through local media and/or social media.
- 8 Local Media Outreach; invite local media to report on JJAG related/sponsored events to increase exposure and awareness; develop a press list with a focus on local weekly or monthly community

papers in the areas served by the grantees to better publicize how JJAG support is playing a part in fostering better outcomes for youth in those communities.

6. Address Disproportionate Minority Contact (DMC) in Maine's justice system

Maine's 2012 Department of Public Safety data indicates that 20.7% of children arrested by police were Black/African-American. The OJJDP Statistical Briefing Book indicates that Maine has a population of 273,533 children between 11 and 17 years old with 3,081 self-identified as being Black/African-American. Black/African-American children make up 1.12% of the population of Maine children under the age of 18.

Trend data indicates that minority children move through the system at rates not equal to non-minority children. Black/African-American youth in Androscoggin County are arrested more than three times as often, diverted less than half as often, detained nearly two times more often and committed more than twice as often as white youth.

It should be noted that disproportionality is not consistent across gender lines. While males of color are more likely to be detained than white males, a higher proportion of white females are detained than females of color at a rate of 29% to 24%.

Other counties with statistically significant data (Cumberland, York, Kennebec, and Penobscot) have smaller rates. However, they are still disproportionate. This new data has brought to light the fact that Black/African-American youth in Kennebec County are detained nearly three times as often as white youth (Appendix vi). The justice system, from police to judges, is becoming aware of the issue. All players are in need of training covering adolescent brain development and effective interactions with minority youth. Our immigrant and refugee families and communities need training on their rights and how the juvenile system works. The latest data indicate disparity in DMC with urban vs rural communities and socioeconomic status. Information about these inequities within the justice system must be shared and plans developed to address them.

There is widespread perception among youth of color and their parents that the system is racially biased against them. The quantitative data does seem to support their conclusion—five out of the six counties with sufficient minority population to calculate statistically significant results displayed disproportionality in the rate of youth of color in the justice system. Many youth of color accept responsibility for their actions, but feel nonetheless that they are targeted by the system. A lack of support from the youth's school augments these problems as instead, an antagonistic or strained relationship often develops once a student enters the juvenile justice system. At a time when such youth most need support, they are unable to find it; strong criticism is also levied against juvenile counsel for being inattentive and unsupportive.

Among families of color, white youth are understood to receive better deals and preferential treatment. White youth receive better plea deals and are committed at a lesser rate than youth of color, both of which are borne out by analysis of quantitative data. Juvenile Community Corrections Officers are also believed to treat their white charges differently than youth of color; most youth of color qualify their relationship with their JCCO as poor. White youth are allowed more leeway by their JCCOs while on probation: one youth of color recalls being taken in on a probation violation and detained for three days while a white youth guilty of the exact same violation was released. Youth of color also perceive that white youth receive preference in the scarce programming offered at correctional facilities and in release to residential programs.

Many youth of color express a lack of knowledge about courtroom proceedings and the intricacies of the American justice system. Coupled with less-than-ideal legal support, these youth are frequently left not knowing their basic rights. Parents express similar frustrations, especially those who themselves immigrated to the United States and may have more knowledge about systems in their own countries of origin than those of America. Language barrier can be a major issue in this regard as skilled translators are not always

available, so youth of color and families with limited English comprehension are left not understanding the proceedings taking place around them.

There is a pressing need for more training and counseling at almost every level of the system. Youth of color need qualified and understanding legal counsel that can introduce them to the intricacies of the juvenile justice system and ensure both youth and families understand proceedings. Greater levels of counseling for youth of color while detained are needed to address the risk factors that contributed to pulling them into the system in the first place. Finally, re-entry support is desperately needed to help decrease recidivism rates among youth of color and ensure a healthy transition back into school and work life. One parent of a committed youth of color commented that, “Long Creek Youth Development Center does not transform youth.” This statement ought to be of greatest concern moving forward; all of our facilities must become effective transformational vehicles to help successfully reintegrate all youth into society.

Cultural differences, communication, and first generation immigrants have been identified as contributing mechanisms to disproportionality in the juvenile justice system. Maine must ensure that interventions selected are based on identifying and addressing these root causes. Further Maine must ensure that the intervention focus on courts and police to address root causes is grounded in evidence based programming.

Goal

To ensure that all justice-involved youth experience a fair, equitable, and responsive justice system across race, ethnicity, gender, geography, and offense.

Objectives

1. To inform refugee and immigrant families and youth about courtroom proceedings and the intricacies of the American justice system.
2. To better equip police officers to communicate effectively with the young people they encounter and increase the likelihood that interactions with youth will result in positive outcomes.
3. To support the Lewiston and Portland communities in developing community based partnerships

Implementation

1. *Strategies For Youth* will be implemented in Lewiston, Maine in the fall of 2015 and Portland, Maine in the spring of 2016
 - a. Policing The Teen Brain Training
 - i. 4 day train-the-trainer training conducted by a psychologist with a specialty in adolescent development, a former police commander, a current patrol officer, and SFY staff,
 - a. Provision of curriculum and materials for distribution for future use,
 - ii. Two coached trainings in which SFY provides a psychologist and an SFY police training coach to present the training on two future, separate occasions.
 - iii. Quarterly curricular updates for officers conducting future trainings.
 - b. Assessment of County Law Enforcement Agencies (LEA)
 - i. Assessment Reports detail strengths, identify trends, and provide suggestions.
 - c. Policy Review & Recommendations
 - i. Conduct in-depth review of policies and procedures and produce report, recommendations, and policy models.

- d. Juvenile Justice Jeopardy
 - i. Games Customized to Youth Offending Data of Lewiston, Maine
 - Game Customization to Local Issues & ME Law
 - Age Charts
 - Do's & Don't's with Police Handout
 - Education/Earnings Charts
 - Customized Evaluation Forms & Summaries
 - Day on-site train-the-Game Leader & pilot demonstration effort with 2 groups of youth.
 2. Community Forums will take place in Lewiston and Portland refugee communities to educate families and family serving agencies on the juvenile justice system.
 3. *Effective Police Interactions with Youth* trainings will be held in the six counties in which DMC can be measured: Androscoggin, Aroostook, Cumberland, Kennebec, Penobscot and York.

7. Reallocate the resources Maine devotes to the treatment and management of adjudicated youth to be more effective in addressing the needs of these youth.

[Juvenile Justice Task Force Goal #5. Reduce reliance on traditional methods of commitment and pre-adjudication detention by fifty percent (50%) in the next five years and, #9. By September, 2010, develop a plan to identify an on-going mechanism for providing flexible funding for youth who are served by multiple state agencies, utilizing resources from the public, private, and non-profit sectors. This plan shall also include funding options for in-home and out-of-home services and placements for youth in the juvenile justice system. (See footnote 1)]

Program Area # 27 – Juvenile Justice System Improvement

While there is a strong underlying philosophy that secure detention should be only is utilized as a last resort, both qualitative and quantitative information still point to the use of detention for juveniles that do not necessarily present a risk to public safety, or would fail to appear in court. According to a Maine Department of Corrections report in the 1st quarter of 2015, 115 youth were admitted into detention. The average daily population during the quarter was 106.4 and the average daily population of youth detained on technical violations was 14.9. The more "telling" number in terms of technicals, is the proportion of youth admitted during any given quarter for a technical. It was 41% in the 3rd quarter of 2012 and 42% in the 1st quarter of 2015 (in other words, relatively unchanged).

Judges, prosecutors and Juvenile Community Corrections Officers (JCCO) report that juveniles with severe mental health problems and youth who are charged with a technical violation are detained due to a lack of another more suitable placement.

Judges are routinely left with no option except to place a youth in secure detention or to commit the youth because there is no viable alternative placement available in the community. The factual situations vary from case to case, but commonly involve a youth with a low level offense, significant mental health and/or behavioral difficulties, little or no family support, and no access to the few community placements available because the youth does not meet the stringent requirement of the Intensive Temporary Residential Treatment program and therefore does not have funding for a placement. While a home-based placement with in-home services is usually preferred, many youth with more serious problems need to be in a residential setting while they develop the skills and self-control necessary to reside in a normal community. The number of these resources that are available to adolescents has declined steeply over the past 10 years often making incarceration the most viable option for protecting public safety and ensuring the safety of a juvenile.

The Maine Juvenile Justice Task Force states that “Evidence-based community programs, particularly those designed for youth, yield higher returns than the initial cost” and are “very effective in reducing the chances that a youth [shall] come into contact with the juvenile or criminal justice system.” Community-based programs for youth, which are more cost-effective than secure confinement, can reap \$13 in benefits to public safety for every dollar spent. Evidence-based programs such as Functional Family Therapy (FFT), Aggression Replacement Training (ART), Multi-Systemic Therapy (MST), and Multidimensional Treatment Foster Care (MTFC) have been shown to reap \$10.69, \$11.66, \$13.36, and \$10.88, respectively, in benefits to public safety for every dollar spent. In addition to evidence-based programs, programs based in the community that rely on the principles of restorative justice, youth development and promising practices in juvenile justice bolster the rehabilitation of a juvenile in less expensive and more effective ways.

A sample of judges, prosecutors, defense attorneys, and Juvenile Community Corrections Officer (JCCOs) surveyed by JJAG said that, on average, 48% of youth detained or committed to a secure facility would be better served elsewhere. The overutilization of incarceration and detention and underutilization of community-based alternatives to detention is still a problem in Maine. Juvenile justice system-involved youth in Maine are far too often separated from parents and other family members both physically and emotionally. The Maine Department of Corrections Division of Juvenile Services must focus its resources on more high-risk juvenile offenders. MDOC is unable to do so due to a significant number of referrals of youth categorized as low-risk. There are limited or no effective community-based diversion programs in many communities throughout the state.

Only a robust continuum of community-based programs can ensure that Maine’s youth receive individualized treatment appropriate to their offenses. It is imperative that Maine encourage and support the expansion and development of a broad range of community-based programs aimed at identifying and addressing factors leading to its youth’s initial and continued involvement in the juvenile justice system. Maine can look to research-informed and evidence-based practices to guide program creation and expansion.

Due to the expense and limited effectiveness of secure confinement, there is a nation-wide trend to redirect funds from residential facilities to smaller, research-guided, community-based services. Of 443 studies that were conducted about the juvenile justice system, 63.4% of them reported that youth who received interventions featuring community-based treatment were less likely to recidivate than their peers who were not offered such an intervention. Problems including increased recidivism rates, peer contagion, high costs, and adverse effects on mental health have all fueled the movement away from secure confinement to community-based individualized treatment services.

The development and maintenance of a community-based services system is a necessary prerequisite to a reduction in reliance on secure confinement. In order for that system to provide cost-effective and outcome-based improvements, however, the programs that are developed and supported must rely on sound research and follow emerging and proven principles of good practice. A study by the Washington State Institute for Public Policy found that certain evidence-based practices yield a much greater return in fiscal savings and increased safety. Functional Family Therapy, a family-based intervention program, returns \$6.81 for every dollar spent, and Multi-Systemic Therapy produced \$13.36 in savings for every dollar spent.

Goal

To build a continuum of community-based programs, including residential programs, that shall ensure that Maine's youth receive individualized treatment appropriate to their circumstances (criminogenic needs, adverse childhood experiences, developmental assets) and offenses.

Objectives

1. Maine shall encourage and support the expansion and development of a broad range of developmentally appropriate community-based programs aimed at identifying and addressing the factors leading to its youth's initial and continued involvement in the juvenile justice system. The process shall include a review of the frequency and duration of detention and committed statuses, their costs and their relationship to public safety. This will include access to quality residential programs that can serve the needs of this population, providing support and treatment.
2. Information regarding this continuum shall be published and made available to the juvenile justice system personnel.

Implementation

1. Assess the available community based resources in terms of appropriateness, accessibility, and effectiveness.
2. A plan to "fill the gaps" shall be developed, based on priority needs, by geography and other factors.
3. Surveys of Judges, JCCOs, Prosecutors, Defense Counsel, youth, and others shall be undertaken to inform this process.
4. Information shall be published and functionaries trained regarding availability and utilization.
5. Outcomes, including those related to DMC, Diversion, and Detention, shall be tracked to ensure that culturally competent, developmentally appropriate, and effective resources are offered and delivered to the "right youth" at improved rates over time.

8. Increase support among stakeholders and policy makers for federal funding and reauthorization of the JJDPA

The Juvenile Justice and Delinquency Prevention Act of 2002 (JJDPA) is the single most important piece of federal legislation affecting Maine's at risk youth and youth juvenile justice system. The Act set the standards which guide Maine state and local juvenile justice systems and provides direct funding for programming, research, training, technical assistance, and evaluation.

By simply having the opportunity to take part in the JJDPA, Maine becomes part of a planning and advisory system which is dedicated to training, technical assistance, model programs, research, and evaluation to support state and local efforts in juvenile justice and delinquency prevention work.

Though the JJDPA continues to support states with a continuing resolution, the funding amount is dwindling. Since the year 2000 we have lost 50% of Title II Formula Grant funding, 100% of Title V Community Delinquency Prevention Grant funding and 100% of the Juvenile Accountability Block Grant funding.

**Juvenile Justice Advisory Group
Funding 2000 to 2014**

Fiscal Year	Title II Formula	Title V Community Delinquency Prevention	Juvenile Accountability Block Grant
2003	\$756,000	unknown	\$1,191,500
2004	*\$856,000	\$100,000	\$392,900
2005	*\$855,000	\$100,000	\$357,000
2006	\$648,000	\$56,250	\$314,700
2007	\$600,000	\$75,250	\$310,400
2008	\$600,000	\$48,360	\$328,900
2009	\$600,000	\$33,486	\$371,800
2010	\$600,000	\$84,945	\$354,800
2011	\$600,000	\$50,000	\$276,279
2012	\$400,000	-0-	\$167,214
2013	\$404,145	-0-	\$127,693
2014	\$400,000	-0-	-0-

** Supplemental Awards made in addition to Formula*

Goal

Funding and reauthorization of the Juvenile Justice and Delinquency Prevention Act of 1974, as amended.

Objective

To develop an awareness of the Act and its impact on youth and families in Maine.

Implementation

Informing members of Congress, especially Maine’s Congressional Delegation, Maine State Legislators, stakeholders and the public about the benefits that the Act has brought to Maine and the losses that we have suffered due to the reduction in funding.

Coordination of State Efforts

With diminishing resources, the JJAG focuses on cost-effective strategies around prevention, restorative justice, alternatives to incarceration, behavioral health needs, system improvement, education, and training. JJAG funded youth programs are strength-based and use the developmental approach. More and more state, local, and community-based agencies are becoming trauma informed and understand the role of adverse childhood experiences in a youths life and work to build assets and reduce risks.

Improving the juvenile justice system requires partnerships with all entities working with youth and families. State and local agencies are working with community-based youth serving agencies to provide options and services to youth. Department of Corrections is moving to provide community-based programming as an alternative to detention. The courts, the DOC, police departments, families, community members and community-based youth serving agencies are working together on Juvenile Community Review Boards. Police and the DOC are working

together in a community service projects for first time, low-risk offenders. A successful evidence-based diversion program partners with: police, the DOC, and community-based youth serving agencies.

Very often the challenge of different funding streams with a differing focus and requirements prevents a smooth implementation of an idea or program however the creative work of dedicated people generally make things work.

SAG Membership

The Juvenile Justice Advisory Group serves as a supervisory board.

	Name	Represents	F/T Govt	Youth Member	Appointment	Residence
1	Stoodley, Barry, Chair bstoodley@gmail.com	E			10/17/2013	Unity
2	Barrows, Teresa Teresa.barrows@maine.gov	H	X		designee	Augusta
3	Chester, Ned nchester@maine.rr.conm	B			10/12/2011	Portland
4	Comec-McCourt, Abigail abby.mccourt@hotmail.com		x	Youth	12/24/12	Phippsburg
5	DeMerritt, Nickole nickole.m.demeritt@courts.maine.gov	B	X	Youth	4/23/2013	Scarborough
6	Dutton, Dalene director@fivetownctc.org	H, D			10/12/2011	Morrill
7	Gallagher, Bryn bryn.gallagher@maine.edu	G		Youth	Pending	Portland
8	Goodwin, Jacinda jacinda.goodwin@maine.gov	G	X		Designee	Windsor
9	Haydym, Marta martahaydym@gmail.com	G		Youth	Pending	Windham
10	Heikkinen, Amber amber.heikkinen@maine.edu			Youth	4/20/2013	Stratton
11	LaVerdiere, Charles charles.laverdiere@maine.gov	B	X		4/22/2010	Skowhegan
12	Longworth, Margaret mlongworth@ohimaine.org	D,H			3/12/2015	Orland
13	Megathlin, Kaitlyn kemegathlin@gmail.com	G		Youth	Pending	Cumberland
14	Makin, Pender pmakin@windhamraymondschools.org	C, G, H	X		4/23/2013	Windham
15	Mosher, Tessa tessa.mosher@maine.gov	B	X		4/23/2013	New Sharon
16	Muhitira, Christian muhitiracej@hotmail.com			Youth	8/27/2013	S. Portland
17	O'Neill, Colin colin.o'neill@maine.gov	B	X		Designee	Augusta
18	Park, Kelsey kelsmpark@gmail.com	E		Youth	Pending	Lewiston
19	Potts, Robert robert.d.potts@maine.edu			Youth	Pending	Orono
20	Shapiro, Jonathan jonathan.j.shapiro@maine.gov	B	X		designee	Alfred
21	Thibeault, Christine thibeault@cumberlandcounty.org	B	X		10/12/2011	Casco
22	Walsh, Patrick pwalsh@brmaine.org	D, H			3/12/2015	Belfast

Key: The State Advisory Group is the State Supervisory Board

- A. Locally elected official representing general purpose local government
- B. Representatives of law enforcement and juvenile justice agencies
- C. Representatives of public agencies concerned with delinquency prevention or treatment.
- D. Representatives of private nonprofit organizations.
- E. Volunteers who work with juvenile justice.
- F. Youth workers involved with programs that are alternatives to confinement.
- G. Persons with special experience and competence in addressing problems related to school violence and vandalism and alternatives to suspension and expulsion.
- H. Persons with special experience and competence in addressing problems related to learning disabilities, emotional difficulties, child abuse and neglect and youth violence

Formula Grants Program Staff

Staffing and Management Plan

The primary staff for the JJDP Formula Grant Program is the State’s Juvenile Justice Specialist. The JJDP program is located in the central office of the Department of Corrections. This location facilitates supervision, coordination of program efforts with other departments, such as the Division of Juvenile Services, the Division of Policy in the Legislature, Information Services, and the Division of Administrative and Financial Services, all of which provide staff time to the JJDP program.

Name	Title	Funding Source	% Time to JJDP Grant
Kathryn McGloin	JJ Specialist	50% State/50% Fed	100%
Brenda Baker	Finance	State	2%
Mitch Boynton	Finance	State	2%
Colin O’Neill	Ass. Comm. DJS	State	2%
Jason Carey	Adm. Assoc. DJS	State	50%
Nathan Gagnon	Compliance Monitor	Federal by Program Area	100%

Description of Duties for Juvenile Justice and Delinquency Prevention Staff

Juvenile Justice Specialist

This position is responsible for all technical management and developmental support for the JJAG, which is, in turn, responsible for managing federal funds provided under the Juvenile Justice and Delinquency Prevention Act, for ensuring state compliance with the mandates and requirements of, the Act, and for advising the Governor and the Legislature on juvenile justice issues. In addition, the specialist may be assigned other duties by the Commissioner, Maine Department of Corrections.

1. Federal requirements

- Annual Formula, Juvenile Accountability Block, and Title V grants applications as applicable
- Annual comprehensive state Plan for Juvenile Justice
- Annual performance reports for Title II, Title V and JABG as applicable
- Technical assistance requests
- Liaison with the Office of Juvenile Justice and Delinquency Prevention
- Ensure JJAG familiarity with the Act and with federal activities sufficient to enable them to perform their technical responsibilities.
- Requests for Proposals (RFPs)
 - Draft Requests for Proposals (RFPs)
 - Advertise and distribute RFPs
 - Receive and screen applications
 - Coordinate committee review of applications
 - Draft contracts and coordinate approval
- Monitor and evaluate subgrantee activity
- Staff support for JJAG committees
 - Executive
 - Legislative
 - Youth Engagement
 - Grants
 - Disproportionate Minority Contact (DMC)
 - Marketing and Outreach
 - System Improvement
 - Training and Education: Delinquency Prevention
- Staff support for all functions of JJAG
- Coordination of DMC activities
- Attend regional and national training events

2. Support of Chair and Vice Chair

3. Technical management

- Office management
 - Staff supervision and team development
 - Data storage and retrieval system
- Financial management
 - Budget development (federal and state)
 - Planning and control of expenditures
 - Coordination with DOC business section
- Grants management
 - Coordinate quarterly cash payments
 - Coordinate communication among subgrantees, DOC, JJAG and OJJDP

- Monitor performance under contracts
- Supervision and support of subcontracts with TA and direction
- Public Relations
 - Public presentations
 - Respond to requests for assistance
- 4. Supervision and support of JJAG staff: Office Assistant, Compliance Monitor, and Interns

Juvenile Justice Compliance Monitor

The Compliance Monitor monitors, evaluates, and reports on the statewide level of compliance with regard to the Juvenile Justice and Delinquency Prevention Act of 1974 and the Maine Juvenile Code Title 15. This involves the deinstitutionalization of status offenders, removal of juveniles from adult serving facilities, sight and sound separation of juveniles from adult offenders, disproportionate minority contact and reporting mandates related to the JJDP.

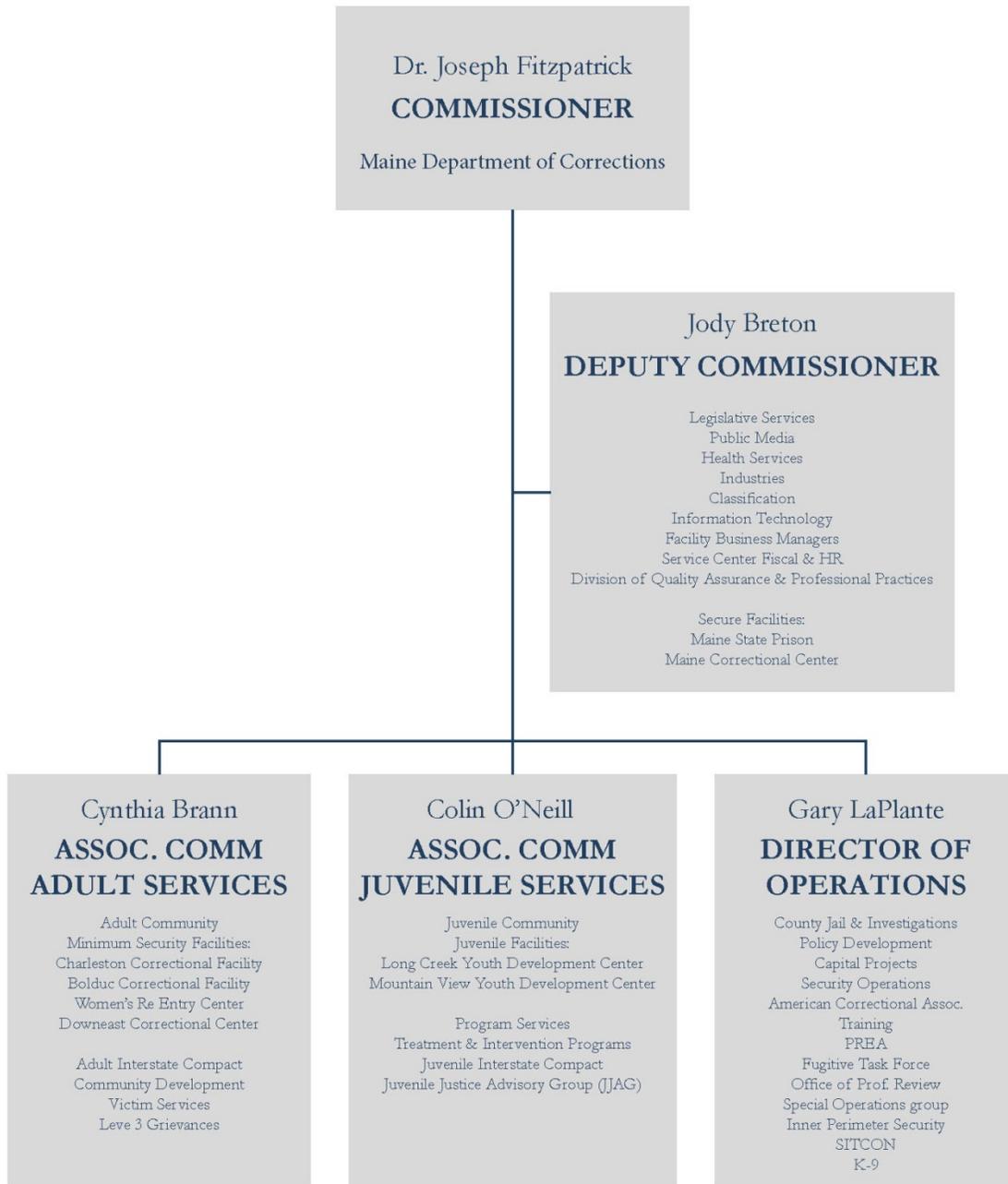
- Monitors contracts issued to service providers by the JJAG and funded by Title II Formula Grant, Title V Prevention Grant, Juvenile Accountability Block Grant, and Federal Earmarks.
- Reports to the Juvenile Justice Specialist within the Department of Corrections. The Juvenile Justice Compliance Monitor also works in conjunction with the Juvenile Justice Advisory Group (JJAG).

The Compliance Monitor's responsibilities include, but are not limited to, the following:

- Compile and verify juvenile lockup data that is submitted on a monthly basis from law enforcement agencies that maintain an approved secure detention cell. Per Maine Law Title 15 chapter 375 34-A M.R.S.A. section 1208, the Department of Corrections has the responsibility to inspect and approve all detention facilities. Maintain the database.
- Compile, verify and prepare the statistical data submitted for the purpose of preparing the Department's annual report based on the requirements of the JJDP. Maine submits their report based on a calendar year and will forward it to the Office of Juvenile Justice and Delinquency Prevention before March 31 of each year.
- Identify municipal lockups and county jails that maintain a DOC approved secure/non-secure holding area for juveniles. On an annual basis, utilizing the monthly reports submitted, do an on-site visitation to these facilities to verify the accuracy of the submitted data.
- Utilize the on site visit; verify the documentation required under Maine Title 15, and the Juvenile Justice and Delinquency Prevention Act.
- Assist these agencies whenever possible in updating their Policies and Procedures to bring them into compliance with Maine law and the JJDP.
- Identify agencies that have public authority to detain/arrest juveniles suspected of committing an adult crime. Verify through correspondence and on-site visits that these facilities do not place juveniles in secure detention.
- Assist in any efforts to establish timely, accurate, and comprehensive reporting systems to track juvenile detention in order to meet the requirements of the JJDP and Maine Title 15.
- Assist the Juvenile Justice Specialist by providing confirmed lockup data to the members of the JJAG, as needed or requested.
- Serve as liaison, in conjunction with the Juvenile Justice Specialist, with the Department of Health and Human Services which serves as the licensing agent for alternative housing for juveniles such as foster homes, group homes and attendant care facilities.
- Identify the alternative to secure detention facilities, classify them as secure or non-secure, and determine if they need to be added to the monitoring universe.
- Revise and maintain the Juvenile Compliance Monitor's Manual to reflect any changes in monitoring and reporting procedures that may be instituted by the OJJDP or the State.
- Establish and maintain both formal and informal contacts throughout the state criminal justice system for the purpose of gathering information related to the overall level of compliance with the provisions of the OJJDP, and any difficulties related to compliance on an ongoing basis.

- Provide technical assistance to any related law enforcement agency, task force or service provider participating in alternative lockup programs for juvenile offenders, as needed.
- Review/audit contracts issued to service providers by the JJAG. Provide written report to JJS and service provider within 10 days.
- Attend organizational meetings with public/private service providers and lend technical assistance and/or support as needed.
- Attend relevant training sessions, workshops, and conferences related to juvenile justice compliance monitoring as determined by the Juvenile Justice Specialist and the JJAG.
- Serve as a trainer/instructor to state and municipal law enforcement agencies with regard to juvenile lockup procedures, JJDPa and the Maine Juvenile Code.
- Record information gathered while conducting on site visitations to generate a final report of compliance/noncompliance to the appropriate personnel within 10 days. This should include, but not be limited to, identifying noncompliance areas, suggestion(s) on correction and a time frame to implement the corrective action. A follow-up visitation should be made after the corrective action has been completed.
- Provide data to the JJAG or the Juvenile Justice Specialist concerning the level of compliance/noncompliance of agencies who apply for funding in order to determine that agencies level of compliance with the JJDPa.
- Maintain the highest standards of professionalism and confidentiality at all time.
- Assist with any other duties assigned by the JJAG Chairperson, Juvenile Justice Specialist or appropriate Department of Corrections Administrator in conjunction with the JJAG chairperson.

Organizational Chart of DSA



Programs Administered by the Designated State Agency, Maine Department of Corrections:

- Advanced Trauma Solutions
- The Carleton Project – Alternative Education
- Spurwink Services - Functional Family Therapy
- Catholic Charities of Maine - Functional Family Therapy
- University of Maine - Forensic Evaluations
- Hornby Zeller Associates- Evaluation (SAMSHA Grant)
- Learning Works - Back on Track (Cognitive Behavioral Therapy)
- Learning Works - Service Works (Restorative Justice...focus on community service)
- Learning Works – Youth Build Alternative (Alternative education)
- Community Health & Counseling Services - Multi-Dimensional Treatment Foster Care
- New Beginnings Shelter - shelter services
- Opportunity Alliance - Wraparound
- Wing's - Wraparound
- The Shaw House - emergency shelter and outreach
- Multi Systemic Therapy (MST) contracts with: Counseling Services, Inc., Tri-County Mental Health Services, Kennebec Behavioral Health, Aroostook Mental Health Center and Maine Behavioral Healthcare
- Opportunity Alliance - Detention Response
- Community Health and Counseling Services - HCT Services
- Restorative Justice of the Mid Coast - Restorative Justice
- THRIVE – Trauma Informed Systems of Care expansion (SAMSHA)
- University of Southern Maine Muskie School of Public Service - Training and evaluation (recidivism study)
- Restorative Justice Institute of Maine- Restorative Justice
- The Root Cellar- Community Service
- Spurwink Services- Diversions to Assets
- Hornby Zeller Associates- Research and Evaluation
- Goodwill Industries- Alternative Education

PREA (Prison Rape Elimination Act)

**Certification Regarding Adoption and Full Compliance with
the National Standards to Prevent, Detect, and Respond to Prison Rape
2015**

Pursuant to 42 U.S.C. §15607(e)(2), I certify to the U.S. Department of Justice (DOJ):

As the date of signature of this certification (in no case later than May 15, 2015), the State/jurisdiction named below has adopted, and is in full compliance with, the National Standards to Prevent, Detect, and Respond to Prison Rape, 28 C.F.R. Part 115.

If, after the date of signature of this certification, credible information should come to the attention of the undersigned (or his or her successor) that casts reasonable doubt on the accuracy of this certification as of the date of signature, the same shall conduct a reassessment and determine whether this certification was accurate as of the date of signature. If the certification is determined not to have been accurate, the undersigned or a designee will:

- 1. Within 15 days, notify DOJ via the email address below of the existence of the inaccuracy; and
- 2. Within 15 days of providing such notice,
 - a. Submit an Assurance signed by the Chief Executive (using the form provided by DOJ) indicating that the State/jurisdiction will expend not less than 5% of its covered DOJ grant funds for FY 2015 to adopt, and achieve full compliance with, the National Prison Rape Standards (28 C.F.R Part 115), so as to ensure that a certification may be submitted in future years; or
 - b. Agree to return 5% of its covered DOJ grant funds for FY 2015 as calculated by DOJ.

Paul R. LePage
Signature of Chief Executive

PAUL R. LePAGE
Printed name of Chief Executive

MAINE
Name of State/jurisdiction

MAY 15, 2015
Date

This form must be received by the Department of Justice, PREA Management Office, by May 15, 2015. A signed, electronic version of this form may be sent to: PREACompliance@usdoj.gov.

A false statement in this certification or in the grant application that it supports may be subject to criminal prosecution, including under 18 U.S.C. § 1001 and 42 U.S.C. § 3795a. DOJ grants, including certifications provided in connection with such grants, are subject to review by the DOJ component that issued the grant and/or by the DOJ Office of the Inspector General.

Overview of state efforts and plans to promote youth development and well-being and prevent negative consequences, including delinquency, and explain how the youth justice work funded through this award fits into the state’s overall efforts.

The state of Maine is by statute responsible for all juveniles who receive a summons to ensure there is a process in place to review their case. In order to promote youth development is to start from the beginning of the referral process and to perform a risk assessment and screen out the level of risk for each juvenile. The state of Maine has a system in place to promote/ require a preliminary interview to help divert all low risk kids and first time offenders to prevent them from going deeper into the system. Funding is used for evidence based treatment programs and interventions within schools and programs in the community for high risk offenders to address criminogenic risks. The Youth Level of Service Inventory Case Management Inventory (YLS/CMI) risk assessment tool is used to determine which areas out of the 7 or 8 that can influence criminal behavior or pose as a risk. Examples of influences include parental guidance, education, peer influence, after school events, and substance abuse. For example, in the past year there were over 37,000 referrals in the state of Maine and as a result, 40 children ended up committed. The YLS/CMI risk assessment tool was then used to determine the risks of those 40 committed juveniles. Probation officers try to proactively to reinforce prosocial behaviors by rewarding the adolescents for their good behavior.

The JJAG encourages readers to review the recommendations from;

1. The National Research Council's *Reforming Juvenile Justice: A Developmental Approach*
(http://www.nap.edu/openbook.php?record_id=14685)
2. The National Research Council's *Implementing Juvenile Justice Reform*
(http://www.nap.edu/openbook.php?record_id=18753)
3. The *Attorney General's National Task Force on Children Exposed to Violence*
(<http://www.justice.gov/defendingchildhood/cev-rpt-full.pdf>)
4. The *Attorney General's Advisory Committee on American Indian/Alaska Native Children Exposed to Violence*
(http://www.justice.gov/sites/default/files/defendingchildhood/pages/attachments/2015/03/23/ending_violence_so_children_can_thrive.pdf)
5. The Correctional Education Guidance Package
(<http://www2.ed.gov/policy/gen/guid/correctional-education/index.html>)
6. The *School Discipline Consensus Project*
(http://csjjusticecenter.org/wp-content/uploads/2014/06/The_School_Discipline_Consensus_Report.pdf)

Appendices

Appendix i – About the Juvenile Justice System

Appendix ii – Risk and Protective Factors

Appendix iii – Juvenile Reporting Form

Appendix iv – 40 Developmental Assets

Appendix v – 5 Facts in 40 Seconds

Appendix vi – Relative Rate Index Charts

Appendix i

In Maine, juveniles entering the justice system are processed in District Courts that operate as Juvenile Courts. Maine has 117 local police departments, 16 county sheriffs' departments (15 county jails), the Maine Warden Service and the Maine State Police. According to the Maine Juvenile Code, juvenile offenders arrested by any of these agencies may not be detained without the prior approval of a Juvenile Community Corrections Officer (JCCO). JCCOs are under the jurisdiction of the State Department of Corrections.

State and municipal police and county sheriffs enforce Maine's laws. All have general law enforcement duties, with county sheriffs and state police sharing responsibility for Maine's large rural areas.

Maine has 37 municipal police departments with lockups and eight of the sixteen counties have jails that may hold juveniles for varying limited periods of time. There are 25 court holding facilities that may hold juveniles. The MDOC has responsibility for all juvenile detention and operates the two juvenile facilities, both of which hold both detained and committed juveniles. Long Creek Youth Development Center is in the southern part of the state (South Portland) with an operating design capacity of 163 beds, 30 of which constitute detention space. Mountain View Youth Development Center in Charleston (central part of the state and serving northern Maine) has a design capacity of 140 with a 30-bed detention unit.

The Penobscot Nation, the Passamaquoddy Tribes two reservations, and the Houlton Band of the Maliseet Indians each have the authority to enforce all laws of the State on their reservations. Law enforcement officers appointed by the tribes possess the same powers and are subject to the same duties as other corresponding law enforcement officers (Maine Title 30 Sec. §6210).

By Maine statute (Title 30 Sec. §6204), all Indians, Indian nations, tribes, and bands of Indians are subject to the laws of the State and to the civil and criminal jurisdiction of the courts of the State.

The Passamaquoddy, Houlton Band of the Maliseet Indians, and the Penobscot Nation tribal courts have jurisdiction on their reservation over person or property juvenile crimes "involving conduct that, if committed by an adult, would fall within the exclusive jurisdiction of the Tribe under...juvenile crimes as listed in Title 15 Sec. §3103 if committed by a juvenile member of the tribe..." (Title 30 Sec. §6209).

The Division of Juvenile Services works closely with the Penobscot Nation, the Passamaquoddy Tribe, and the Houlton Band of Maliseet Indians to meet the needs of tribal juveniles in the State system.

When juveniles are arrested for allegedly committing a delinquent act and detention is requested by the law enforcement agency, the case is immediately referred to a JCCO who must determine whether or not detention is warranted. If detention is not warranted the JCCO may order conditional or unconditional release. The Maine Juvenile Code states that "Detention, if ordered, must be in the least restrictive residential setting that will serve the purposes of the Maine Juvenile Code..." If the juvenile is detained, the official who ordered detention, "shall petition the Juvenile Court for a review of the detention in time for the detention hearing to take place within 48 hours following the detention..."

Subsequent to a preliminary investigation, the JCCO might decide that ongoing supervision is not required either in the interests of the public or of the juvenile, or that both will best be served by providing services voluntarily accepted by the juvenile. In that case, the JCCO might not request that a petition be filed. Informal adjustment or a sole sanction, such as restitution and/or community service, might be found appropriate.

If the JCCO finds that the facts are sufficient, that JCCO, "shall request the prosecuting attorney to file a petition." Juvenile cases are heard in District Courts. Thirty-four district court judges hold court in seven regions in twenty-eight locations around the state. Judges are nominated by the Governor to serve seven-year terms and confirmed by the

legislature. Maine's highest court, the Supreme Judicial Court, has general administrative and supervisory authority over the Judicial Branch. Its head, the Chief Justice, designates a Superior Court Chief Justice and District Court Chief Judge and Administrative Court Chief Judge to oversee the day-to-day administrative operations of those courts, and also appoints the State Court Administrator.

Local non-profit agencies are contracted by the MDOC to provide juvenile detention alternative services such as Day Reporting, diversion programs, community service programs, Juvenile Community Review Boards, and Youth Courts. Maine has one attendant care site in Aroostook County. These services are available to juveniles referred by JCCOs in lieu of detention, before adjudication, or for a period of time after detention.

The Maine Juvenile Code prohibits secure detention of status offenders and non-offenders. The parents of truants may be subject to sanctions and runaways may be taken into “interim care” by a law enforcement officer, but “under no circumstances... be held involuntarily for more than 6 hours.” The statute (Chapter 15, §3501) expressly prohibits placement of such juveniles in a jail or other secure facility. Other similar behavior, such as possession or transportation of liquor, may result in a referral to the JCCO, summons to court and fines or community service, but youth are not securely detained for status offenses in Maine.

The Department of Corrections and Department of Health and Human Services (DHHS) work to assure that all youth who come to the attention of the Division of Juvenile Services are screened and evaluated for any mental health issues and linked to appropriate treatment. With reduced services and funding, some youth are missed. The JJAG continues to work to bring this much needed service to all youth who come into contact with the Division of Juvenile Services.

Mental health professionals, employees of the Children’s Services Division of DHHS, and non-profit agencies working at the facilities oversee the behavioral health program at Long Creek and Mountain View serving both committed and detained youth. A mental health screening protocol has been developed and screening tools identified. All youth committed are screened resulting in individualized intervention plans. The Massachusetts Youth Screening Instrument (MAYSI-2) is used on detained juveniles at the youth development centers.

Mental health program coordinators in each of the four regions coordinate mental health services for youth under supervision in the community. Although they work for DHHS, they are located in the Department of Corrections Juvenile Division’s Regional offices and participate in joint training to assure that employees of both Departments understand the roles and responsibilities of each other as well as the needs of the youth in the system.

Other services provided youth in the juvenile justice system through collaboration with DHHS/Substance Abuse and Mental Health Services (SAMHS) include a Juvenile Substance Abuse Treatment Network. The Network provides screening and treatment services for youth in the community as well as those in correctional facilities.

The Departments of Corrections and Health and Human Services have identified standard assessment and treatment specifically for youth who sexually offend at Long Creek and Mountain View Youth Development Centers. The Juvenile Sex Offender Assessment Protocol-II (J-SOAP-II) is being used as part of a comprehensive risk assessment in a systematic review of risk factors that have been identified in the professional literature as being associated with sexual and criminal offending.

Research in the field of positive youth development is leading juvenile justice programs to focus more on strength based approaches to holding youth accountable for their actions, and ultimately for their lives. The “Diversion to Assets” program in Maine is available in five local communities where juvenile crime is high and the diversion rates are low in order to build a program that diverts first-time offenders into relationships with caring adults in the community. Referrals to the programs come from the local police and/or the JCCO. The goal is to hold juveniles accountable for

building a safe and productive life by providing community-based supports that will continue to support their healthy development.

In 2011, Maine became a Juvenile Detention Alternative Initiative (JDAI) site working with the Anne E. Casey Foundation to change Maine's juvenile justice system. Like the Foundation, we believe that all, "youth should have opportunities to develop into healthy, productive adults as a result of policies, practices, and programs that maximize their chances for personal transformation, protect their legal rights, reduce their likelihood of unnecessary or inappropriate incarceration, and minimize the risks they pose to their communities."

Maine continues to work toward the JDAI goal of eliminating the inappropriate or unnecessary use of secure detention, minimizing re-arrest and failure-to-appear rates pending adjudication ensuring appropriate conditions of confinement in secure facilities, redirecting public finances to sustain successful reforms, and reducing racial and ethnic disparities.

Appendix ii

Risk Factors for the Perpetration of Youth Violence

Research associates the following risk factors with perpetration of youth violence (DHHS 2001; Lipsey and Derzon 1998; Resnick et al. 2004):

Individual Risk Factors

- History of violent victimization
- Attention deficits, hyperactivity or learning disorders
- History of early aggressive behavior
- Involvement with drugs, alcohol or tobacco
- Low IQ
- Poor behavioral control
- Deficits in social cognitive or information-processing abilities
- High emotional distress
- History of treatment for emotional problems
- Antisocial beliefs and attitudes
- Exposure to violence and conflict in the family

Family Risk Factors

- Authoritarian childrearing attitudes
- Harsh, lax or inconsistent disciplinary practices
- Low parental involvement
- Low emotional attachment to parents or caregivers
- Low parental education and income
- Parental substance abuse or criminality
- Poor family functioning
- Poor monitoring and supervision of children

Peer/Social Risk Factors

- Association with delinquent peers
- Involvement in gangs
- Social rejection by peers
- Lack of involvement in conventional activities
- Poor academic performance
- Low commitment to school and school failure

Community Risk Factors

- Diminished economic opportunities
- High concentrations of poor residents
- High level of transiency
- High level of family disruption
- Low levels of community participation

- Socially disorganized neighborhoods

Protective Factors for the Perpetration of Youth Violence

Most research is preliminary. Studies propose the following protective factors (DHHS 2001; Resnick et al. 2004):

Individual/Family Protective Factors

- Intolerant attitude toward deviance
- High IQ
- High grade point average
- Positive social orientation
- Religiosity
- Connectedness to family or adults outside the family
- Ability to discuss problems with parents
- Perceived parental expectations about school performance are high
- Frequent shared activities with parents
- Consistent presence of parent during at least one of the following: when awakening, when arriving home from school, at evening mealtime or going to bed
- Involvement in social activities

Peer/Social Protective Factors

- Commitment to school
- Involvement in social activities

Appendix iii

Juvenile Reporting Form

Police Juvenile Reporting Form

Case Number:	ATN/CTN:
Officer: First Name Last Name	Contact Information: Phone Number - Phone Number
Date:	Time: Hours
Location of Incident: Street / Road Address, Town/City: Town/City State: Zip Code:	
JUVENILE INFORMATION:	
Name: First Name MI Last Name DOB: / /	
Height: ' " Weight: Eyes: Hair:	
Scars, Marks, Tattoos: <input type="checkbox"/> Yes <input type="checkbox"/> No If yes describe: Unlimited Text	
Juvenile's general health/ injuries describe: Unlimited text	
PARENT(S)/GUARDIAN(S)-(DENOTE RELATIONSHIP) BIOGRAPHICAL INFORMATION:	
Name: First Name MI Last Name DOB: / / Relationship to Juvenile:	
Contact Information: Phone Number - Phone Number	
Address: Street / Road Address, Town/City: Town/City State: Zip Code:	
Name: First Name MI Last Name DOB: / / Relationship to Juvenile:	
Contact Information: Phone Number - Phone Number	
Address: Street / Road Address, Town/City: Town/City State: Zip Code:	
Parent/Guardian Contacted: <input type="checkbox"/> Yes <input type="checkbox"/> No Time: Hours	
Location: Street / Road Address, Town/City: Town/City State: Zip Code:	
Method of Contact:	
Who else lives in the home – List all members: Unlimited text	
INCIDENT SUMMARY	
Describe specific behavior(s) that generated the police response: Unlimited Text	
Emergency Evaluation: <input type="checkbox"/> Yes <input type="checkbox"/> No Explain: Unlimited Text	
VOLUNTARY INFORMATION	
Is the child currently receiving services (counseling)? <input type="checkbox"/> Yes <input type="checkbox"/> No	
<input type="checkbox"/> FFT (Functional Family Therapy)	<input type="checkbox"/> Wraparound Maine
<input type="checkbox"/> MST (MultiSystemic Therapy)	<input type="checkbox"/> Family Counseling (Not FFT nor MST)
<input type="checkbox"/> MultiDimensional Treatment Foster Care	<input type="checkbox"/> Treatment Foster Care (Not MTFC)
<input type="checkbox"/> Trauma-Focused CBT	<input type="checkbox"/> Residential Care Group Home or RTC
<input type="checkbox"/> MH Case Management	<input type="checkbox"/> Juvenile Risk Reduction Program
<input type="checkbox"/> Substance Abuse Treatment (Out-Patient)	<input type="checkbox"/> Individual MH Treatment (Not TF-CBT)
<input type="checkbox"/> Section 24 Services	<input type="checkbox"/> ACT Team
<input type="checkbox"/> CAP (Community Alternatives Program)	<input type="checkbox"/> Other:

Revised: 1/5/15

Police Juvenile Reporting Form

<input type="checkbox"/> HCT/Home Based Family Services	<input type="checkbox"/> Other:		
Describe the above and / or additional services the child is receiving: Unlimited Text			
List Case Managers:			
First Name Last Name	Telephone No: - -		
First Name Last Name	Telephone No: - -		
First Name Last Name	Telephone No: - -		
First Name Last Name	Telephone No: - -		
VOLUNTARY JUVENILE ASSESSMENT QUESTIONS			
List all medications being taken by the child: Unlimited Text			
Last time medication was taken and name of medication: Unlimited Text			
What is the child's diagnosis: Unlimited Text			
Would you (parent/guardian) consider the juvenile a threat to self or others? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes explain: Unlimited Text			
How many times has your child had a crisis evaluation:			
Does the child use drugs / alcohol? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> UNK/Suspected Describe: Unlimited Text			
What school does the child attend: Name of School Grade:			
Address: Street / Road Address, Town/City: Town/City State: Zip Code:			
Are the juveniles' associates/friends in trouble with the law/school? <input type="checkbox"/> Yes <input type="checkbox"/> No			
CHECK BEHAVIORS THE CHILD HAS DISPLAYED:			
<input type="checkbox"/> Bullies	<input type="checkbox"/> Threatens		
<input type="checkbox"/> Intimidates	<input type="checkbox"/> Used a Weapon		
<input type="checkbox"/> Physically Cruel to People	<input type="checkbox"/> Physically Cruel to Animals		
<input type="checkbox"/> Stolen Property	<input type="checkbox"/> Broken into Someone's Home/Car		
<input type="checkbox"/> Lies (Cons)	<input type="checkbox"/> Stays Out Past Curfew		
<input type="checkbox"/> Runs Away	<input type="checkbox"/> Truant From School		
<input type="checkbox"/> Plays with Fire	<input type="checkbox"/> Acts out sexually		
<input type="checkbox"/> Destroyed Property			
VOLUNTARY PARENT QUESTIONS:			
Do you have concerns for your child? <input type="checkbox"/> Yes <input type="checkbox"/> No			
Please Explain: Unlimited Text			
What additional services do you feel would help you/juvenile/family? Unlimited Text			
POLICE JUVENILE FORM RELEASE – Check all that apply			
<input type="checkbox"/> JCCO	<input type="checkbox"/> DA's Office	<input type="checkbox"/> DHHS	<input type="checkbox"/> Hospital
<input type="checkbox"/> Crisis	<input type="checkbox"/> Crisis Response Services of York County/permitted information only (Material		

Revised: 1/5/15

Police Juvenile Reporting Form

Narrative: Unlimited Text

Revised: 1/5/15

Appendix iv

Search Institute

40 Developmental Assets® for Adolescents (ages 12-18)

Search Institute® has identified the following building blocks of healthy development—known as Developmental Assets®—that help young people grow up healthy, caring, and responsible.

External Assets

Support

1. Family support—Family life provides high levels of love and support.
2. Positive family communication—Young person and her or his parent(s) communicate positively, and young person is willing to seek advice and counsel from parents.
3. Other adult relationships—Young person receives support from three or more nonparent adults.
4. Caring neighborhood—Young person experiences caring neighbors.
5. Caring school climate—School provides a caring, encouraging environment.
6. Parent involvement in schooling—Parent(s) are actively involved in helping young person succeed in school.

Empowerment

1. Community values youth—Young person perceives that adults in the community value youth.
2. Youth as resources—Young people are given useful roles in the community.
3. Service to others—Young person serves in the community one hour or more per week.
4. Safety—Young person feels safe at home, school, and in the neighborhood.

Boundaries & Expectations

1. Family boundaries—Family has clear rules and consequences and monitors the young person's whereabouts.
2. School Boundaries—School provides clear rules and consequences.
3. Neighborhood boundaries—Neighbors take responsibility for monitoring young people's behavior.
4. Adult role models—Parent(s) and other adults model positive, responsible behavior.
5. Positive peer influence—Young person's best friends model responsible behavior.
6. High expectations—Both parent(s) and teachers encourage the young person to do well.

Constructive Use of Time

1. Creative activities—Young person spends three or more hours per week in lessons or practice in music, theater, or other arts.
2. Youth programs—Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in the community.
3. Religious community—Young person spends one or more hours per week in activities in a religious institution.
4. Time at home—Young person is out with friends “with nothing special to do” two or fewer nights per week.

Internal Assets

Commitment to Learning

1. Achievement Motivation—Young person is motivated to do well in school.
2. School Engagement—Young person is actively engaged in learning.
3. Homework—Young person reports doing at least one hour of homework every school day.
4. Bonding to school—Young person cares about her or his school.
5. Reading for Pleasure—Young person reads for pleasure three or more hours per week.

Positive Values

1. Caring—Young person places high value on helping other people.
2. Equality and social justice—Young person places high value on promoting equality and reducing hunger and poverty.
3. Integrity—Young person acts on convictions and stands up for her or his beliefs.
4. Honesty—Young person “tells the truth even when it is not easy.”
5. Responsibility—Young person accepts and takes personal responsibility.
6. Restraint—Young person believes it is important not to be sexually active or to use alcohol or other drugs.

Social Competencies

1. Planning and decision making—Young person knows how to plan ahead and make choices.
2. Interpersonal Competence—Young person has empathy, sensitivity, and friendship skills.
3. Cultural Competence—Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds.
4. Resistance skills—Young person can resist negative peer pressure and dangerous situations.
5. Peaceful conflict resolution—Young person seeks to resolve conflict nonviolently.

Positive Identity

1. Personal power—Young person feels he or she has control over “things that happen to me.”
2. Self-esteem—Young person reports having a high self-esteem.
3. Sense of purpose—Young person reports that “my life has a purpose.”
4. Positive view of personal future—Young person is optimistic about her or his personal future.

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Appendix v 5 Facts in Forty Seconds

This information about Maine youth is brought to you by the Juvenile Justice Advisory Group.
www.mainejjag.org

5 FACTS IN 40 SECONDS

- **Maine schools had 1,521 youth drop out of school during the 2012-13 school year.**¹
- **Leaving school is the single most significant predictor of negative youth outcomes. Youth who leave school are twice as likely to be unemployed; three times as likely to live in poverty; twice as likely to become the parent of a dropout; and more likely to end up in prison.**²
- **54.1% of Maine's prison population did not graduate from high school.**³
- **In 2012, there were 5,279 Maine 16 – 19 year olds who were not in school and not working.**⁴
- **Disengaged youth are at a higher risk of entering the justice systems.**⁵

¹ State of Maine Department of Education, *Graduation and Dropout Rates 2012-2013*, Data Warehouse Online
http://dw.education.maine.gov/DirectoryManager/WEB/Maine_Report/DropoutDT.aspx

^{2,3,5} University of Southern Maine, Muskie School Of Public Service, *The Maine Juvenile Justice Task Force Report 2010* online at:
http://muskie.usm.maine.edu/justiceresearch/JuvenileJusticeTaskForce/Task_Force_Report.html

⁴ Maine Kids Count Data Book from the Maine Children's Alliance online at: <http://mainechildrenalliance.org/2013-maine-kids-count-data-book.php>

Appendix vi

Relative Rate Index

Androscoggin

2010

	Relative Rate Index Compared with : White							
	White	Black or African-American	Hispanic or Latino	Asian	Native Hawaiian or other Pacific Islanders	American Indian or Alaska Native	Other/Mixed	All Minorities
2. Juvenile Arrests	1.0	2.36	**	1.06	*	*	*	1.63
3. Refer to Juvenile Court	1.0	0.98	**	**	*	*	*	1.04
4. Cases Diverted	1.0	0.62	**	**	*	*	*	0.64
5. Cases Involving Secure Detention	1.0	1.12	**	**	*	*	*	1.46
6. Cases Petitioned	1.0	1.24	**	**	*	*	*	1.19
7. Cases Resulting in Delinquent Findings	1.0	0.73	**	**	*	*	*	0.73
8. Cases resulting in Probation Placement	1.0	2.05	**	**	*	*	*	2.83
9. Cases Resulting in Confinement in Secure Juvenile Correctional Facilities	1.0	**	**	**	*	*	*	**
10. Cases Transferred to Adult Court	**	**	**	**	*	*	*	**
Group meets 1% threshold?	Yes	Yes	Yes	Yes	No	No	No	Yes

Key:

Statistically significant results:

Results that are not statistically significant

Group is less than 1% of the youth population

Insufficient number of cases for analysis

Missing data for some element of calculation

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Androscoggin

2011

Relative Rate Index Compared with : White								
	White	Black or African-American	Hispanic or Latino	Asian	Native Hawaiian or other Pacific Islanders	American Indian or Alaska Native	Other/Mixed	All Minorities
2. Juvenile Arrests	1.0	3.59	**	**	*	*	*	2.38
3. Refer to Juvenile Court	1.0	0.94	**	**	*	*	*	0.96
4. Cases Diverted	1.0	0.34	**	**	*	*	*	0.48
5. Cases Involving Secure Detention	1.0	1.85	**	**	*	*	*	2.06
6. Cases Petitioned	1.0	1.48	**	**	*	*	*	1.45
7. Cases Resulting in Delinquent Findings	1.0	0.58	**	**	*	*	*	0.58
8. Cases resulting in Probation Placement	1.0	1.61	**	**	*	*	*	1.74
9. Cases Resulting in Confinement in Secure Juvenile Correctional Facilities	1.0	3.02	**	**	*	*	*	3.32
10. Cases Transferred to Adult Court	**	**	**	**	*	*	*	**
Group meets 1% threshold?	Yes	Yes	Yes	Yes	No	No	No	No

Key:

Statistically significant results:

Results that are not statistically significant

Group is less than 1% of the youth population

Insufficient number of cases for analysis

Missing data for some element of calculation

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Androscoggin

2012

Relative Rate Index Compared with :	White							
	White	Black or African-American	Hispanic or Latino	Asian	Native Hawaiian or other Pacific Islanders	American Indian or Alaska Native	Other/Mixed	All Minorities
2. Juvenile Arrests	1.0	3.70	**	**	*	*	*	2.45
3. Refer to Juvenile Court	1.0	0.80	**	**	*	*	*	0.90
4. Cases Diverted	1.0	0.28	**	**	*	*	*	0.38
5. Cases Involving Secure Detention	1.0	2.36	**	**	*	*	*	2.52
6. Cases Petitioned	1.0	1.30	**	**	*	*	*	1.20
7. Cases Resulting in Delinquent Findings	1.0	0.90	**	**	*	*	*	0.92
8. Cases resulting in Probation Placement	1.0	0.73	**	**	*	*	*	0.75
9. Cases Resulting in Confinement in Secure Juvenile Correctional Facilities	1.0	2.70	**	**	*	*	*	2.85
10. Cases Transferred to Adult Court	**	**	**	**	*	*	*	**
Group meets 1% threshold?	Yes	Yes	Yes	Yes	No	No	No	Yes

Key:

Statistically significant results:

Results that are not statistically significant

Group is less than 1% of the youth population

Insufficient number of cases for analysis

Missing data for some element of calculation

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Aroostook

2010

Relative Rate Index Compared with :	White							
	White	Black or African-American	Hispanic or Latino	Asian	Native Hawaiian or other Pacific Islanders	American Indian or Alaska Native	Other/Mixed	All Minorities
2. Juvenile Arrests	1.0	**	**	*	*	1.33	*	0.63
3. Refer to Juvenile Court	1.0	**	**	*	*	**	*	**
4. Cases Diverted	1.0	**	**	*	*	**	*	0.91
5. Cases Involving Secure Detention	1.0	**	**	*	*	**	*	**
6. Cases Petitioned	1.0	**	**	*	*	**	*	0.57
7. Cases Resulting in Delinquent Findings	1.0	**	**	*	*	**	*	**
8. Cases resulting in Probation Placement	1.0	**	**	*	*	**	*	**
9. Cases Resulting in Confinement in Secure Juvenile Correctional Facilities	1.0	**	**	*	*	**	*	**
10. Cases Transferred to Adult Court	**	**	**	*	*	**	*	**
Group meets 1% threshold?	Yes	Yes	Yes	No	No	Yes	No	Yes

Key:

Statistically significant results:

Results that are not statistically significant

Group is less than 1% of the youth population

Insufficient number of cases for analysis

Missing data for some element of calculation

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Regular font

*

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Aroostook

2011

Relative Rate Index Compared with :	White							
	White	Black or African-American	Hispanic or Latino	Asian	Native Hawaiian or other Pacific Islanders	American Indian or Alaska Native	Other/Mixed	All Minorities
2. Juvenile Arrests	1.0	**	**	*	*	**	*	0.30
3. Refer to Juvenile Court	1.0	**	**	*	*	**	*	**
4. Cases Diverted	1.0	**	**	*	*	**	*	**
5. Cases Involving Secure Detention	1.0	**	**	*	*	**	*	2.91
6. Cases Petitioned	1.0	**	**	*	*	**	*	1.30
7. Cases Resulting in Delinquent Findings	1.0	**	**	*	*	**	*	**
8. Cases resulting in Probation Placement	1.0	**	**	*	*	**	*	**
9. Cases Resulting in Confinement in Secure Juvenile Correctional Facilities	1.0	**	**	*	*	**	*	**
10. Cases Transferred to Adult Court	**	**	**	*	*	**	*	**
Group meets 1% threshold?	Yes	Yes	Yes	No	No	Yes	No	Yes

Key:

Statistically significant results:

Results that are not statistically significant

Group is less than 1% of the youth population

Insufficient number of cases for analysis

Missing data for some element of calculation

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Aroostook

2012

Relative Rate Index Compared with :	White							
	White	Black or African-American	Hispanic or Latino	Asian	Native Hawaiian or other Pacific Islanders	American Indian or Alaska Native	Other/Mixed	All Minorities
2. Juvenile Arrests	1.0	**	**	*	*	0.92	*	0.41
3. Refer to Juvenile Court	1.0	**	**	*	*	**	*	**
4. Cases Diverted	1.0	**	**	*	*	**	*	**
5. Cases Involving Secure Detention	1.0	**	**	*	*	**	*	**
6. Cases Petitioned	1.0	**	**	*	*	**	*	**
7. Cases Resulting in Delinquent Findings	1.0	**	**	*	*	**	*	**
8. Cases resulting in Probation Placement	1.0	**	**	*	*	**	*	**
9. Cases Resulting in Confinement in Secure Juvenile Correctional Facilities	1.0	**	**	*	*	**	*	**
10. Cases Transferred to Adult Court	**	**	**	*	*	**	*	**
Group meets 1% threshold?	Yes	Yes	Yes	No	No	Yes	No	Yes

Key:

Statistically significant results:

Results that are not statistically significant

Group is less than 1% of the youth population

Insufficient number of cases for analysis

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Cumberland

2010

Relative Rate Index Compared with :	White							
	White	Black or African-American	Hispanic or Latino	Asian	Native Hawaiian or other Pacific Islanders	American Indian or Alaska Native	Other/Mixed	All Minorities
2. Juvenile Arrests	1.0	1.27	**	0.38	*	*	*	0.66
3. Refer to Juvenile Court	1.0	1.25	**	**	*	*	*	1.51
4. Cases Diverted	1.0	0.42	**	**	*	*	*	0.62
5. Cases Involving Secure Detention	1.0	1.80	**	**	*	*	*	2.55
6. Cases Petitioned	1.0	1.53	**	**	*	*	*	1.36
7. Cases Resulting in Delinquent Findings	1.0	0.78	**	**	*	*	*	0.78
8. Cases resulting in Probation Placement	1.0	**	**	**	*	*	*	1.34
9. Cases Resulting in Confinement in Secure Juvenile Correctional Facilities	1.0	**	**	**	*	*	*	**
10. Cases Transferred to Adult Court	**	**	**	**	*	*	*	**
Group meets 1% threshold?	Yes	Yes	Yes	Yes	No	No	No	Yes

Key:

Statistically significant results:

Results that are not statistically significant

Group is less than 1% of the youth population

Insufficient number of cases for analysis

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Cumberland

2011

Relative Rate Index Compared with :	White							
	White	Black or African-American	Hispanic or Latino	Asian	Native Hawaiian or other Pacific Islanders	American Indian or Alaska Native	Other/Mixed	All Minorities
2. Juvenile Arrests	1.0	1.37	**	0.51	*	*	*	0.76
3. Refer to Juvenile Court	1.0	1.46	**	**	*	*	*	1.52
4. Cases Diverted	1.0	0.65	**	**	*	*	*	0.75
5. Cases Involving Secure Detention	1.0	1.60	**	**	*	*	*	2.19
6. Cases Petitioned	1.0	1.15	**	**	*	*	*	1.05
7. Cases Resulting in Delinquent Findings	1.0	0.71	**	**	*	*	*	0.95
8. Cases resulting in Probation Placement	1.0	**	**	**	*	*	*	1.00
9. Cases Resulting in Confinement in Secure Juvenile Correctional Facilities	1.0	**	**	**	*	*	*	4.07
10. Cases Transferred to Adult Court	**	**	**	**	*	*	*	**
Group meets 1% threshold?	Yes	Yes	Yes	Yes	No	No	No	No

Key:

Statistically significant results:

Results that are not statistically significant

Group is less than 1% of the youth population

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Cumberland

2012

Relative Rate Index Compared with :	White							
	White	Black or African-American	Hispanic or Latino	Asian	Native Hawaiian or other Pacific Islanders	American Indian or Alaska Native	Other/Mixed	All Minorities
2. Juvenile Arrests	1.0	1.33	**	0.32	*	*	*	0.71
3. Refer to Juvenile Court	1.0	1.19	**	**	*	*	*	1.53
4. Cases Diverted	1.0	0.64	**	**	*	*	*	0.86
5. Cases Involving Secure Detention	1.0	1.99	**	**	*	*	*	1.49
6. Cases Petitioned	1.0	1.08	**	**	*	*	*	0.88
7. Cases Resulting in Delinquent Findings	1.0	1.64	**	**	*	*	*	1.50
8. Cases resulting in Probation Placement	1.0	**	**	**	*	*	*	**
9. Cases Resulting in Confinement in Secure Juvenile Correctional Facilities	1.0	**	**	**	*	*	*	**
10. Cases Transferred to Adult Court	**	**	**	**	*	*	*	**
Group meets 1% threshold?	Yes	Yes	Yes	Yes	No	No	No	Yes

Key:

Statistically significant results:

Results that are not statistically significant

Group is less than 1% of the youth population

Insufficient number of cases for analysis

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Kennebec

2010

Relative Rate Index Compared with :	White							
	White	Black or African-American	Hispanic or Latino	Asian	Native Hawaiian or other Pacific Islanders	American Indian or Alaska Native	Other/Mixed	All Minorities
2. Juvenile Arrests	1.0	2.45	**	**	*	*	*	0.79
3. Refer to Juvenile Court	1.0	**	**	**	*	*	*	**
4. Cases Diverted	1.0	**	**	**	*	*	*	0.70
5. Cases Involving Secure Detention	1.0	**	**	**	*	*	*	2.99
6. Cases Petitioned	1.0	**	**	**	*	*	*	0.89
7. Cases Resulting in Delinquent Findings	1.0	**	**	**	*	*	*	**
8. Cases resulting in Probation Placement	1.0	**	**	**	*	*	*	**
9. Cases Resulting in Confinement in Secure Juvenile Correctional Facilities	1.0	**	**	**	*	*	*	**
10. Cases Transferred to Adult Court	**	**	**	**	*	*	*	**
Group meets 1% threshold?	Yes	Yes	Yes	Yes	No	No	No	Yes

Key:

Statistically significant results:

Results that are not statistically significant

Group is less than 1% of the youth population

Insufficient number of cases for analysis

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Kennebec

2011

Relative Rate Index Compared with :	White							
	White	Black or African-American	Hispanic or Latino	Asian	Native Hawaiian or other Pacific Islanders	American Indian or Alaska Native	Other/Mixed	All Minorities
2. Juvenile Arrests	1.0	2.34	**	**	*	*	*	0.80
3. Refer to Juvenile Court	1.0	**	**	**	*	*	*	**
4. Cases Diverted	1.0	**	**	**	*	*	*	**
5. Cases Involving Secure Detention	1.0	**	**	**	*	*	*	**
6. Cases Petitioned	1.0	**	**	**	*	*	*	**
7. Cases Resulting in Delinquent Findings	1.0	**	**	**	*	*	*	**
8. Cases resulting in Probation Placement	1.0	**	**	**	*	*	*	**
9. Cases Resulting in Confinement in Secure Juvenile Correctional Facilities	1.0	**	**	**	*	*	*	**
10. Cases Transferred to Adult Court	**	**	**	**	*	*	*	**
Group meets 1% threshold?	Yes	Yes	Yes	Yes	No	No	No	

Key:

Statistically significant results:

Results that are not statistically significant

Group is less than 1% of the youth population

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Kennebec

2012

Relative Rate Index Compared with :	White							
	White	Black or African-American	Hispanic or Latino	Asian	Native Hawaiian or other Pacific Islanders	American Indian or Alaska Native	Other/Mixed	All Minorities
2. Juvenile Arrests	1.0	2.16	**	**	*	*	*	0.74
3. Refer to Juvenile Court	1.0	**	**	**	*	*	*	**
4. Cases Diverted	1.0	**	**	**	*	*	*	**
5. Cases Involving Secure Detention	1.0	**	**	**	*	*	*	**
6. Cases Petitioned	1.0	**	**	**	*	*	*	**
7. Cases Resulting in Delinquent Findings	1.0	**	**	**	*	*	*	**
8. Cases resulting in Probation Placement	1.0	**	**	**	*	*	*	**
9. Cases Resulting in Confinement in Secure Juvenile Correctional Facilities	1.0	**	**	**	*	*	*	**
10. Cases Transferred to Adult Court	**	**	**	**	*	*	*	**
Group meets 1% threshold?	Yes	Yes	Yes	Yes	No	No	No	Yes

Key:

Statistically significant results:

Results that are not statistically significant

Group is less than 1% of the youth population

Insufficient number of cases for analysis

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Penobscot

2010

Relative Rate Index Compared with :	White							
	White	Black or African-American	Hispanic or Latino	Asian	Native Hawaiian or other Pacific Islanders	American Indian or Alaska Native	Other/Mixed	All Minorities
2. Juvenile Arrests	1.0	1.33	**	**	*	1.40	*	0.76
3. Refer to Juvenile Court	1.0	**	**	**	*	**	*	**
4. Cases Diverted	1.0	**	**	**	*	**	*	0.62
5. Cases Involving Secure Detention	1.0	**	**	**	*	**	*	1.55
6. Cases Petitioned	1.0	**	**	**	*	**	*	1.38
7. Cases Resulting in Delinquent Findings	1.0	**	**	**	*	**	*	**
8. Cases resulting in Probation Placement	1.0	**	**	**	*	**	*	**
9. Cases Resulting in Confinement in Secure Juvenile Correctional Facilities	1.0	**	**	**	*	**	*	**
10. Cases Transferred to Adult Court	**	**	**	**	*	**	*	**
Group meets 1% threshold?	Yes	Yes	Yes	Yes	No	Yes	No	Yes

Key:

Statistically significant results:

Results that are not statistically significant

Group is less than 1% of the youth population

Insufficient number of cases for analysis

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Penobscot

2011

Relative Rate Index Compared with :	White							
	White	Black or African-American	Hispanic or Latino	Asian	Native Hawaiian or other Pacific Islanders	American Indian or Alaska Native	Other/Mixed	All Minorities
2. Juvenile Arrests	1.0	0.90	**	**	*	1.07	*	0.66
3. Refer to Juvenile Court	1.0	**	**	**	*	**	*	**
4. Cases Diverted	1.0	**	**	**	*	**	*	**
5. Cases Involving Secure Detention	1.0	**	**	**	*	**	*	**
6. Cases Petitioned	1.0	**	**	**	*	**	*	**
7. Cases Resulting in Delinquent Findings	1.0	**	**	**	*	**	*	**
8. Cases resulting in Probation Placement	1.0	**	**	**	*	**	*	**
9. Cases Resulting in Confinement in Secure Juvenile Correctional Facilities	1.0	**	**	**	*	**	*	**
10. Cases Transferred to Adult Court	**	**	**	**	*	**	*	**
Group meets 1% threshold?	Yes	Yes	Yes	Yes	No	Yes	No	Yes

Key:

Statistically significant results:

Results that are not statistically significant

Group is less than 1% of the youth population

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Penobscot

2012

Relative Rate Index Compared with :	White							
	White	Black or African-American	Hispanic or Latino	Asian	Native Hawaiian or other Pacific Islanders	American Indian or Alaska Native	Other/Mixed	All Minorities
2. Juvenile Arrests	1.0	2.26	**	**	*	**	*	0.77
3. Refer to Juvenile Court	1.0	**	**	**	*	**	*	**
4. Cases Diverted	1.0	**	**	**	*	**	*	1.24
5. Cases Involving Secure Detention	1.0	**	**	**	*	**	*	**
6. Cases Petitioned	1.0	**	**	**	*	**	*	0.42
7. Cases Resulting in Delinquent Findings	1.0	**	**	**	*	**	*	**
8. Cases resulting in Probation Placement	1.0	**	**	**	*	**	*	**
9. Cases Resulting in Confinement in Secure Juvenile Correctional Facilities	1.0	**	**	**	*	**	*	**
10. Cases Transferred to Adult Court	**	**	**	**	*	**	*	**
Group meets 1% threshold?	Yes	Yes	Yes	Yes	No	Yes	No	Yes

Key:

Statistically significant results:

Results that are not statistically significant

Group is less than 1% of the youth population

Insufficient number of cases for analysis

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York

2010

Relative Rate Index Compared with :		White						
	White	Black or African-American	Hispanic or Latino	Asian	Native Hawaiian or other Pacific Islanders	American Indian or Alaska Native	Other/Mixed	All Minorities
2. Juvenile Arrests	1.0	2.16	**	**	*	*	*	0.60
3. Refer to Juvenile Court	1.0	0.99	**	**	*	*	*	1.13
4. Cases Diverted	1.0	**	**	**	*	*	*	1.21
5. Cases Involving Secure Detention	1.0	**	**	**	*	*	*	1.62
6. Cases Petitioned	1.0	**	**	**	*	*	*	0.93
7. Cases Resulting in Delinquent Findings	1.0	**	**	**	*	*	*	**
8. Cases resulting in Probation Placement	1.0	**	**	**	*	*	*	**
9. Cases Resulting in Confinement in Secure Juvenile Correctional Facilities	1.0	**	**	**	*	*	*	**
10. Cases Transferred to Adult Court	**	**	**	**	*	*	*	**
Group meets 1% threshold?	Yes	Yes	Yes	Yes	No	No	No	No

Key:

Statistically significant results:

Results that are not statistically significant

Group is less than 1% of the youth population

Insufficient number of cases for analysis

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York

2011

Relative Rate Index Compared with :	White							
	White	Black or African-American	Hispanic or Latino	Asian	Native Hawaiian or other Pacific Islanders	American Indian or Alaska Native	Other/Mixed	All Minorities
2. Juvenile Arrests	1.0	3.06	**	0.62	*	*	*	0.95
3. Refer to Juvenile Court	1.0	0.98	**	**	*	*	*	1.21
4. Cases Diverted	1.0	0.73	**	**	*	*	*	0.74
5. Cases Involving Secure Detention	1.0	2.19	**	**	*	*	*	2.07
6. Cases Petitioned	1.0	1.10	**	**	*	*	*	0.97
7. Cases Resulting in Delinquent Findings	1.0	**	**	**	*	*	*	**
8. Cases resulting in Probation Placement	1.0	**	**	**	*	*	*	**
9. Cases Resulting in Confinement in Secure Juvenile Correctional Facilities	1.0	**	**	**	*	*	*	**
10. Cases Transferred to Adult Court	**	**	**	**	*	*	*	**
Group meets 1% threshold?	Yes	Yes	Yes	Yes	No	No	No	Yes

Key:

Statistically significant results:

Results that are not statistically significant

Group is less than 1% of the youth population

Insufficient number of cases for analysis

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York

2012

Relative Rate Index Compared with :	White							
	White	Black or African-American	Hispanic or Latino	Asian	Native Hawaiian or other Pacific Islanders	American Indian or Alaska Native	Other/Mixed	All Minorities
2. Juvenile Arrests	1.0	2.39	**	0.46	*	*	*	0.75
3. Refer to Juvenile Court	1.0	1.14	**	**	*	*	*	1.30
4. Cases Diverted	1.0	0.77	**	**	*	*	*	1.09
5. Cases Involving Secure Detention	1.0	2.49	**	**	*	*	*	2.40
6. Cases Petitioned	1.0	1.29	**	**	*	*	*	1.07
7. Cases Resulting in Delinquent Findings	1.0	**	**	**	*	*	*	**
8. Cases resulting in Probation Placement	1.0	**	**	**	*	*	*	**
9. Cases Resulting in Confinement in Secure Juvenile Correctional Facilities	1.0	**	**	**	*	*	*	**
10. Cases Transferred to Adult Court	**	**	**	**	*	*	*	**
Group meets 1% threshold?	Yes	Yes	Yes	Yes	No	No	No	Yes

Key:

Statistically significant results:

Results that are not statistically significant

Group is less than 1% of the youth population

Insufficient number of cases for analysis

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Statewide

2010

Relative Rate Index Compared with :	White							
	White	Black or African-American	Hispanic or Latino	Asian	Native Hawaiian or other Pacific Islanders	American Indian or Alaska Native	Other/Mixed	All Minorities
2. Juvenile Arrests	1.0	1.86	**	0.35	*	*	*	0.83
3. Refer to Juvenile Court	1.0	1.07	**	1.12	*	*	*	1.40
4. Cases Diverted	1.0	0.58	**	0.59	*	*	*	0.76
5. Cases Involving Secure Detention	1.0	1.60	**	2.51	*	*	*	1.96
6. Cases Petitioned	1.0	1.30	**	1.24	*	*	*	1.13
7. Cases Resulting in Delinquent Findings	1.0	0.89	**	**	*	*	*	0.92
8. Cases resulting in Probation Placement	1.0	0.84	**	**	*	*	*	0.98
9. Cases Resulting in Confinement in Secure Juvenile Correctional Facilities	1.0	0.79	**	**	*	*	*	1.14
10. Cases Transferred to Adult Court	**	**	**	**	*	*	*	**
Group meets 1% threshold?	Yes	Yes	Yes	Yes	No	No	No	Yes

Key:

Statistically significant results:

Results that are not statistically significant

Group is less than 1% of the youth population

Insufficient number of cases for analysis

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Statewide

2011

Relative Rate Index Compared with :	White							
	White	Black or African-American	Hispanic or Latino	Asian	Native Hawaiian or other Pacific Islanders	American Indian or Alaska Native	Other/Mixed	All Minorities
2. Juvenile Arrests	1.0	2.40	**	0.50	*	*	*	1.04
3. Refer to Juvenile Court	1.0	1.00	**	0.86	*	*	*	1.21
4. Cases Diverted	1.0	0.50	**	0.68	*	*	*	0.64
5. Cases Involving Secure Detention	1.0	2.06	**	2.50	*	*	*	2.29
6. Cases Petitioned	1.0	1.27	**	1.11	*	*	*	1.14
7. Cases Resulting in Delinquent Findings	1.0	0.72	**	**	*	*	*	0.82
8. Cases resulting in Probation Placement	1.0	0.86	**	**	*	*	*	1.14
9. Cases Resulting in Confinement in Secure Juvenile Correctional Facilities	1.0	2.93	**	**	*	*	*	3.14
10. Cases Transferred to Adult Court	**	**	**	**	*	*	*	**
Group meets 1% threshold?	Yes	Yes	Yes	Yes	No	No	No	Yes

Key:

Statistically significant results:

Results that are not statistically significant

Group is less than 1% of the youth population

Insufficient number of cases for analysis

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Statewide

2012

Relative Rate Index Compared with :	White							
	White	Black or African-American	Hispanic or Latino	Asian	Native Hawaiian or other Pacific Islanders	American Indian or Alaska Native	Other/Mixed	All Minorities
2. Juvenile Arrests	1.0	2.39	**	0.29	*	*	*	1.00
3. Refer to Juvenile Court	1.0	0.88	**	**	*	*	*	1.17
4. Cases Diverted	1.0	0.58	**	**	*	*	*	0.77
5. Cases Involving Secure Detention	1.0	2.44	**	**	*	*	*	2.36
6. Cases Petitioned	1.0	1.29	**	**	*	*	*	1.05
7. Cases Resulting in Delinquent Findings	1.0	0.90	**	**	*	*	*	0.91
8. Cases resulting in Probation Placement	1.0	1.04	**	**	*	*	*	1.07
9. Cases Resulting in Confinement in Secure Juvenile Correctional Facilities	1.0	1.79	**	**	*	*	*	2.43
10. Cases Transferred to Adult Court	**	**	**	**	*	*	*	**
Group meets 1% threshold?	Yes	Yes	Yes	Yes	No	No	No	Yes

Key:

Statistically significant results:

Results that are not statistically significant

Group is less than 1% of the youth population

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Appendix vii

Budget Detail Worksheet and Budget Narrative

2015	Program Area	State Match	OJJDP Federal Share	Total Funds
	Planning and Administration - 23	\$40,000	\$40,000	\$80,000
	State Advisory Group Allocation - 31		\$20,000	\$20,000
	Indian Tribe Programs - 22		\$15,000	\$15,000
	Compliance Monitoring - 6		\$85,000	\$85,000
	Disproportionate Minority contact - 10	\$95,000	\$140,000	\$235,000
	Systems Improvement - 19		\$100,256	\$100,000
	Totals	\$40,000	\$400,256	\$535,256

2016	Program Area	State Match	OJJDP Federal Share	Total Funds
	Planning and Administration - 23	\$40,000	\$40,000	\$80,000
	State Advisory Group Allocation - 31		\$20,000	\$20,000
	Indian Tribe Programs - 22		\$30,000	\$30,000
	Compliance Monitoring - 6		\$85,000	\$85,000
	Disproportionate Minority contact - 10	\$95,000	\$85,000	\$180,000
	Systems Improvement - 19		\$125,000	\$125,000
	Totals	\$135,000	\$400,000	\$535,000

2017	Program Area	State Match	OJJDP Federal Share	Total Funds
	Planning and Administration - 23	\$40,000	\$40,000	\$80,000
	State Advisory Group Allocation - 31		\$20,000	\$20,000
	Indian Tribe Programs - 22		\$30,000	\$30,000
	Compliance Monitoring - 6		\$85,000	\$85,000
	Disproportionate Minority contact - 10	\$95,000	\$85,000	\$180,000
	Systems Improvement - 19		\$125,000	\$125,000
	Totals	\$135,000	\$400,000	\$535,000

Budget Narrative

The planning and administrative costs (\$40,000 Title II & \$46,094 State funding) cover:

- Fully burdened salary of a full-time juvenile Justice Specialist
 - Salary - \$47,824 (SY2015)
 - Benefits, FICA - \$38,275

The State Advisory Group costs (\$20,000):

- JJAG member attendance at meetings (10 meetings x 10 members, mileage @ \$0.44 = \$7,000)
 - Members make use of conference calls and Adobe Connect-no cost
- CJJ Conference registration, per diem and lodging (federal per diem rates apply) for three (\$6,000)
- Membership to the Coalition for Juvenile Justice (\$4,750)
- Publication of the Annual Report to the Governor (No cost- electronic report)
- Youth Committee stipends (\$25.00/meeting = \$2,250)

The Tribe Programs funding (\$15,000):

- Juvenile justice initiative(s) for Maine's three sovereign nations

The Compliance Monitor costs (\$85,000):

- Fully burdened salary of a full-time Monitor
 - Salary – \$35,859
 - Benefits, FICA - \$35,784
- Travel to monitor for compliance and provide technical assistance at jails, lockups, courts and others (\$8,357)
 - \$.44/mile, federal per diem rates
- Effective Police Interactions with Youth training (\$5,000)

The Systems Improvement costs (\$100,256):

- Training in targeted areas for members and stakeholders (\$ 20,000)
- Marketing to raise awareness of the Group (\$7,000)
- Contract to develop and implement data-collection and reporting plans (\$40,000)
- Technical assistance to schools (\$25,000)
- Collate and publish data for attorneys and judges (\$7,256)
- Quarterly newsletter for juvenile justice system stakeholders (\$1,000)

