

# MAINE STATE LEGISLATURE

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Maine

JJAG

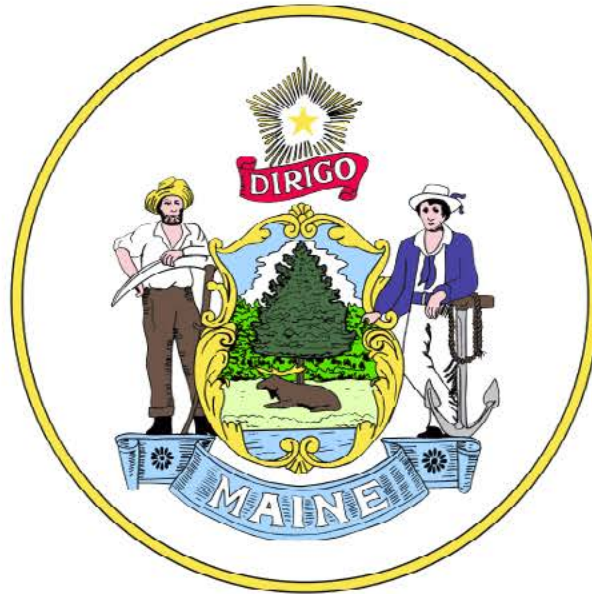


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State of Maine  
Juvenile Justice Advisory Group  
2012-2013 Annual Report



“The mission of the Maine Juvenile Justice Advisory Group is to advise and make recommendations to state policy makers and to promote effective system level responses that further the goals of the Juvenile Justice and Delinquency Prevention Act.”

To: The Honorable Paul R. LePage, Governor and the Maine State Legislature Juvenile Justice Advisory Group (JJAG) Annual Report for 2012/2013

## About the JJAG

The Juvenile Justice and Delinquency Prevention Act (Act) was enacted in 1974 and authorized creation of state juvenile justice advisory groups. Maine's Juvenile Justice Advisory Group was established by Governor Joseph Brennan Executive Order in 16FY 81/82 by and was authorized in 1984 by state statute, 34-A MRSA Section 1209, making 2013 the 31st full year of Maine's participation in federal programs supported by the Act.

JJAG members are appointed by the Governor for four-year terms. Group members serve in a voluntary capacity, providing input and direction to the state legislature and Governor on issues concerning juvenile justice. The JJAG serves as the state advisory group to the federal Office of Juvenile Justice and Delinquency Prevention (OJJDP) and provides assurances to that office that Maine is meeting the standards mandated by the Juvenile Justice and Delinquency Prevention Act. The Department of Corrections is the JJAG's administrative and fiscal agent. The JJAG has a staff of three: a Juvenile Justice Specialist, a Compliance Monitor, and an Administrative Assistant. The JJAG participates in the Maine State Government Summer Intern Program which provides for a research opportunity for a college student and the JJAG.

The JJAG's primary responsibilities include: (1) preparation and development of a statewide three-year juvenile justice and delinquency prevention plan; (2) allocation of juvenile justice and delinquency prevention grants funds provided to the state under the federal Act; (3) monitoring activities and accomplishments of funded state projects; and (4) overseeing Maine's compliance with the core protections of the Act.

The JJAG's priorities are guided by its three year plan. The plan identifies community needs, funding priorities, research directions, and legislative policy. The JJAG's current strategic plan involves the following priorities:

- To promote effective, system level responses that further the goals of the Juvenile Justice Delinquency Act;
- To promote the development of gender specific services for Maine's juvenile justice system;
- To ensure that youth are not detained for lack of appropriate alternatives;
- To reduce delinquency and youth violence by providing community members with skills, knowledge, and opportunities to foster a healthy and nurturing environment that supports the growth and development of productive and responsible citizens;
- To provide information and training to legislators, juvenile justice professionals, and the general public to benefit youth and all those involved with Maine's juvenile justice system; and
- To maintain compliance with the core requirements of the JJDP Act and to monitor the compliance of JJAG grantees.



<b>Maine JJAG Membership</b>	
Berry, Kamden	Student, The Real School, Youth Member
Boger, Mark	Director, Juvenile Interstate Compact MDOC
Boucher, Rachel	Student, The Real School, Youth Member
Brown, Richard	Chief Executive Officer, Charlotte White Ctr.
Vice Chair, Chester, Esq., Edwin	Juvenile Defense Attorney, Chester & Vestal
Commee-McCourt, Abby	Sgt. Maine Army National Guard, Youth Member
DeMerritt, Nickole	Assistant Clerk, Portland District Court, Youth Member
Dutton, Dalene	Executive Director, Five Town Communities That Care
Fitzpatrick, Joseph	Associate Commissioner, Division of Juvenile Services, MDOC
Foss, James	Jail Administrator, Retired
Goodwin, Jacinda	Education Specialist: Truancy, Dropout, Alternative Ed & McKinney Vento (homeless) Education State Coordinator, DOE
Heikkinen, Amber	Student, Youth Member
Knapp, Carla	Director of Organizational Development Native American Services Boys & Girls Clubs of America
LaVerdiere, Hon. Charles	Chief Judge, Maine District Court
Liberty, Sheriff Randall A.	Kennebec County Sheriff's Office
Longsworth, Margaret	Director of Clinical Services, OHI
Makin, Pender	Director, The Real School
Mosher, Tessa	Director, Victim Services MDOC
Muhitira, Christian	Cumberland County Youth Advisory Council, Youth Member
Nichols, Dan	Associate Developer, City of Augusta
O'Neill, Colin	Assistant Director of Treatment
Sandy, Lisa	Director of Admissions, ME Academy of Natural Science
Shapiro, Jonathan J.	Sgt., Maine State Police
JJAG Chair, Stoodley, Bartlett	Juvenile Justice Advisory Group
Thibeault, Esq., Christine	Assistant District Attorney, Cumberland County Courthouse
Tweed, Dr. Lindsey	Child & Adolescent Psychiatrist, DHHS
Vestal, Paul	JJAG Member at Large
Walsh, Patrick	Director, Prevention Services, Broadreach Family & Community Services
Staff: Kathryn McGloin, Juvenile Justice Specialist	Jason Carey, JJAG Assistant

# Juvenile Justice & Delinquency Prevention Act (Act) CORE REQUIREMENTS:

Funds for this program are made available by the U.S. Department of Justice, Office of Justice Programs, Office of Juvenile Justice and Delinquency Prevention (OJJDP) through the Formula Grants Program.

The Formula Grants Program supports state and local delinquency prevention and intervention efforts and juvenile justice system improvements. Through this program, OJJDP provides funds directly to states, territories, and the District of Columbia to help them implement comprehensive state juvenile justice plans based on detailed studies of needs in their jurisdictions.

Pursuant to Section 223(a)(21)(A) and (B) of the Act, states shall, to the extent practicable, give priority in funding to evidence-based programs and activities. The JJAG supports only evidenced-based practices and programs.

Maine's Comprehensive Three Year Plan for Juvenile Justice & Delinquency Prevention 2012-2014  
([online at mainejjag.org](http://mainejjag.org))

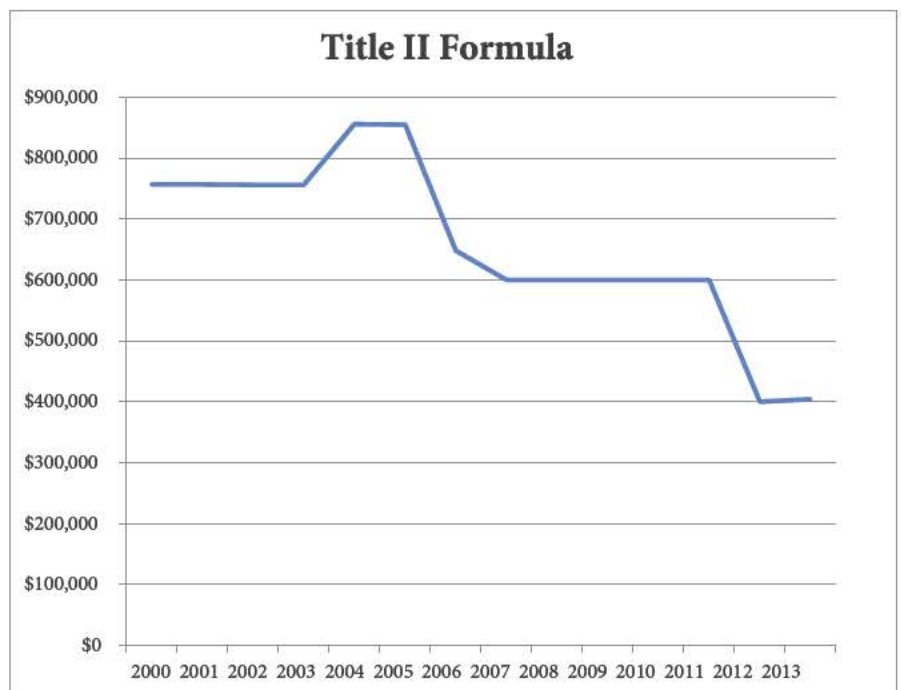
## Abstract

The Maine Juvenile Justice Advisory Group is committed to continually assessing our Disproportionate Minority Contact (DMC) data as we work toward intervention to find the most appropriate strategies to address DMC. The JJAG will work to expand the understanding of positive youth development and strength-based principles among the community at large and in the programs it funds and supports. It will continue to explore and provide support to effective programs and strategies that provide structured alternatives to detention. It will advocate for adoption of alternatives to school suspension and expulsion practices and reconsideration of zero-tolerance policies by supporting Dr. Greene's Collaborative & Proactive Solutions. The JJAG will support of Restorative Justice and practices in the State. The JJAG will continue to support only evidenced-based and evidence informed practices and program assessments that have solid research backing their efficacy. The JJAG will work to assure the creation of standards of practice for attorneys who represent juveniles. It will continue to provide judges, legislators, juvenile justice professionals and the public with training and reliable information regarding "what works" so that scarce resources are only spent on effective services.

## Federal Act: Three Funding Categories

### OJJDP Title II, Formula Grant Funds

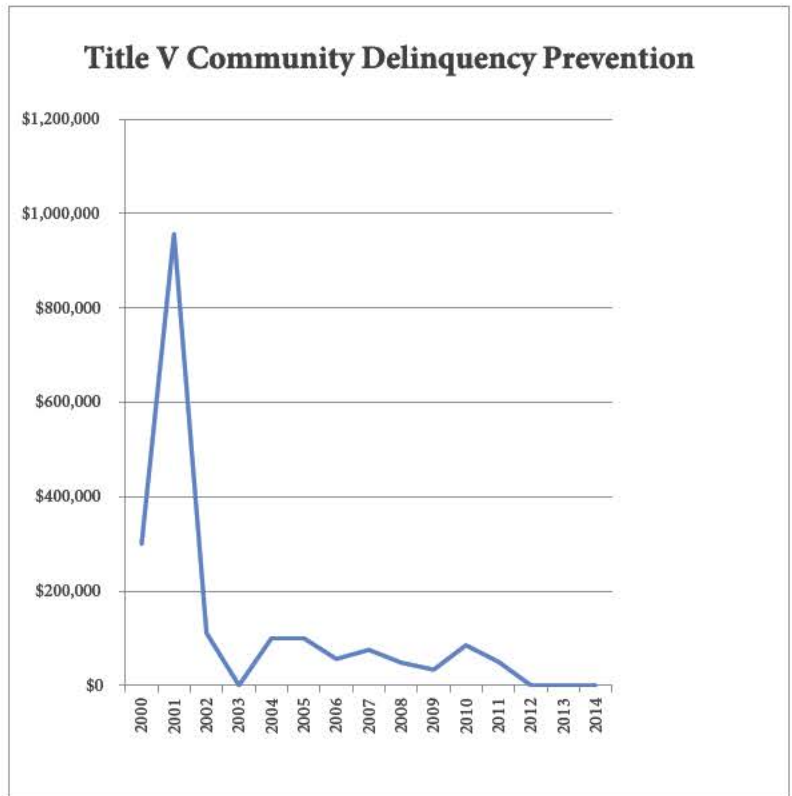
The Act provides each state with formula grants that are allocated on the basis of each state's population under the age of 18. These grant funds support a variety of juvenile justice and delinquency prevention programs and services as long as the state remains in compliance with the core protections of the Act. Maine's Title II Formula Grant allocation for 2012 was \$600,000 and \$400,000 in 2013.



## \$0 by Congress and the President in 2012 and 2013

### Title V – Delinquency Prevention Funds

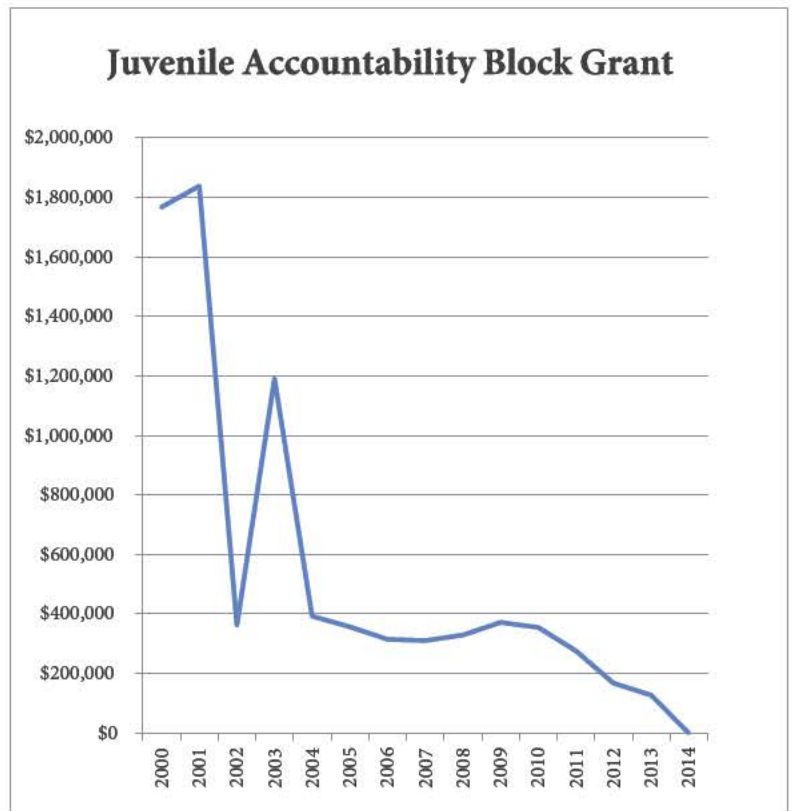
Since 1994, the Title V Community Prevention Grants Program has supported the development and implementation of a comprehensive, research-based approach to delinquency prevention that helps communities nationwide foster positive changes in the lives of children and families. The Title V program focuses on helping youth avoid involvement in delinquency through reducing the risk factors and enhancing the protective factors in their schools, communities, and families. This program is authorized by Section 501 through 505 of the Juvenile Justice and Delinquency Prevention Act of 1974, as amended (42 U.S.C. §5781-5784)



### Juvenile Accountability Block Grant (JABG)

The Act provides each state with a Block Grant that provides financial assistance to eligible governmental agencies who develop projects designed to prevent juvenile delinquency. In addition to these projects Maine supports juvenile services systems change with the 2011 \$276,279 allocation. Maine's 2012 allocation is \$167,214 and 2013 is \$127,693.

This program is authorized under the Omnibus Crime Control and Safe Streets Act of 1968, as amended (42 U.S.C. §3796ee et. seq.)



## Monitoring for Compliance to the Juvenile Justice and Delinquency Prevention Act of 2002 (Act)

The JJAG monitors for compliance to the four core protections of the Act. The four core protections addressed are:

1. Deinstitutionalization of status offenders
2. Removal of juveniles from adult jails and lockups
3. Separating adult offenders from juveniles in institutions
4. Reduce the disproportionate number of juvenile members of minority groups who come into contact with the juvenile justice system

**Compliance with the Act** serves two purposes: 1) **protects youth**, and 2) **ensures state eligibility** for federal delinquency prevention funds.

In order to receive funding under the Act, participating states must develop and implement a strategy for achieving and maintaining compliance with the core protections as part of its annual Formula Grants Comprehensive Plan for Juvenile Justice and Delinquency Prevention. A state's level of compliance with each of the core protections determines eligibility for its continued participation in the Formula Grant program.

The Maine Juvenile Code, Title 15, mirrors the Core Protections of the Act and Title 34- Section 1208 gives the Department of Corrections authority to monitor jails and lockups.

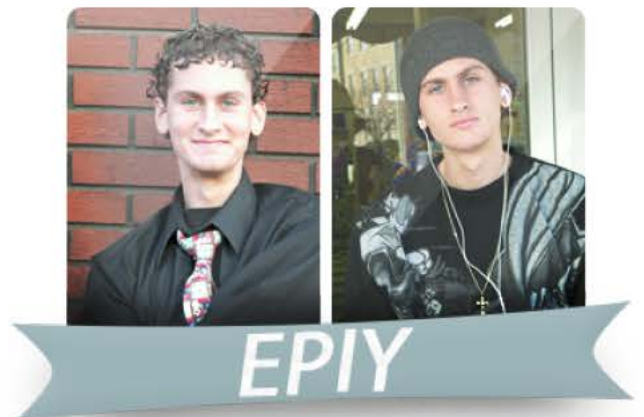
Our approach is to educate all police departments, jails and development centers on the core protections of the Act and to be available to provide technical assistance where and whenever needed.

### Effective Police Interactions with Youth Training

This training helps officers to be better equipped to communicate effectively with the young people they encounter and increases the likelihood that interactions with youth will result in positive outcomes. Participants learn about the problem of disproportionate contact that minority youth have in the juvenile justice system, discuss approaches for collaborating with youth officers, and identify the benefits of taking a more supportive approach when dealing with youth.

#### Objectives

- Increase the capacity of law enforcement officers to communicate effectively with youth and improve mutual respect and understanding.
- Reduce the number of youth referrals into the juvenile justice system by encouraging and enhancing the use of appropriate discretion by front-line officers.
- Increase the capacity of law enforcement officers to work more effectively with youth in diverse circumstances and with diverse backgrounds.







Juvenile Justice  
*Advisory Group*



Delinquency Prevention  

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Juvenile Justice Systems Improvement

Programs funded by JJAG in 2012 & 2013 served 3,665 youth

## 2012-2013 JJAG Subgrantees

### Broadreach Family & Community Services (Rockland, Thomaston, South Thomaston, Owls Head, Cushing, Rockport, St. George/Tenants Harbor, Union, Warren, Friendship, Port Clyde, and Spruce Head)



With JJAG support, Broadreach Family & Community Services and Five Towns Communities that Care are collaborating to deliver STARLINKS to provide juvenile delinquency prevention programming to over 300 middle-school youth throughout the Knox County communities. Youthlinks, a program of Broadreach and a long-time JJAG partner, provides asset-building service-learning programming to youth (aged 11- 17 years) in the six coastal Knox County towns served by Regional School Unit 13.

Youthlinks works in partnership with local schools, businesses and community-based organizations to design and deliver its free after school and summer programs. The programs provide structured opportunities for youth to volunteer with nonprofit agencies, explore their community and connect with caring adults. Youthlinks programs give youth the opportunity to use skills and knowledge they already possess and gain new skills and knowledge while addressing a real need in their community. Programs help youth to build leadership, problem-solving, critical thinking and communication skills. The programs provide youth with individual attention, high adult-youth ratios and intensive facilitation by Youthlinks staff and volunteers. After school programs include such diverse activities as training dogs at local animal shelters, recording oral histories of seniors at area nursing homes, maintaining land trust hiking trails and preparing and serving meals at a local soup kitchen. Youthlinks draws upon a wealth of organizational experience and community partnerships in supporting youth to create positive change throughout the communities of mid-coast Maine.

Youthlinks after-school programs are offered Monday- Thursday at Rockland District Middle School, Oceanside High School, the Youthlinks office, as well as at multiple sites throughout the community. These programs are designed to meet the varying needs and interests of a diverse population of youth. Each Youthlinks program has a written curriculum and targeted learning objectives aligned with Maine's Common Core Learning Standards and the SEARCH Institute developmental asset framework. Youthlinks delivers twenty-four distinct middle school "clubs" during six 6-week after school sessions each year, as well as six weeks of one week summer camp. Youthlinks after-school programs provide at least 82 program slots per session and 492 program slots per year.

Program records for the past 48 months document overwhelmingly positive results: over 90% of participants successfully completed programming and demonstrated a decrease in substance abuse or other antisocial behaviors. 96% of youth, parents and teachers surveyed expressed a strong satisfaction in the program. During the 2012-2013 program year, 190 unique middle school students (37% of the student population) completed one or more Youthlinks sessions. Youthlinks is currently delivering the second of six 6-week after-school sessions scheduled for the 2013-2014 school year. All eight clubs being delivered are fully enrolled, as were all eight clubs provided in the Early Fall 2013 session. So far this school year, 83 youth have enrolled in afterschool programming.

Last week, Jason, a Youthlinks graduate stopped in to visit, while home from his freshmen year at the University of Maine. When asked how his freshmen year was treating him he replied, "Oh some of these kids are so lost. All they want to do is party. They don't know how many opportunities are out there for them." A staff person leaned in and asked, "And how about you Jason, do you party?" "No," Jason replied with a firm voice, "I don't do that stuff. I'm a Youthlinks kid." This is our success story - youth with a sense of themselves and their own worth, youth with a vision for the future - Youthlinks kids!



## **Dr. Ross Greene's CPS Model, Cooperative & Proactive Solutions (Statewide)**

Since 2004, the Juvenile Justice Advisory Group has been the driving force for implementation of Dr. Ross Greene's Cooperative & Proactive Solutions (CPS) approach in Maine, beginning with implementation at Mountain View Youth and Long Creek Youth Development Centers, a 3-year project in Sanford and continuing with specific schools in Lovell, Durham, Freeport, the Sebecook Valley, S. Berwick, Lisbon, Kennebunk, Georgetown, Bar Harbor, Rangeley Lakes, Cape Elizabeth, Farmington, York, and Sidney.

Research has shown that the CPS model is superior to standard reward and punishment procedures in community based and residential environments. It is useful for eliminating restraint and seclusion procedures, reducing staff and resident injuries in residential environments, and teaching the skills necessary for residents to become better able to respond to the issues that have historically resulted in poor outcomes.

Given the tremendous challenges schools face in understanding and helping students with social, emotional, and behavioral challenges – and the implications this has for poor outcomes, including involvement in the juvenile detention system – the JJAG has funded this programming.

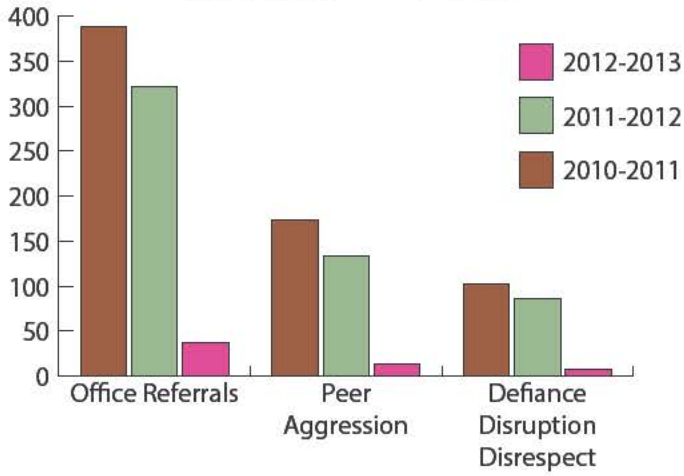
The goal of this project is to have participating schools serve as implementation models for schools throughout the state, and the schools that are nearing the completion of training are well-positioned to fulfill that goal.

Dr. Greene provided intensive supervision in the CPS model during the 2010 to 2013 school years. The training was delivered through a combination of on-site and tele- or video- conference supervision, with a primary focus on students who are frequently accessing school discipline and/ or are at high risk for dropping out of school due to social, emotional, or behavioral challenges. Data-collection and data-analysis for the project was overseen by Dr. Thomas Ollendick, Professor in the Department of Psychology at Virginia Tech.

These projects followed Dr. Greene's JJAG-funded work in the two youth developmental facilities (Long Creek and Mountain View) of the Maine Department of Corrections, which produced fundamental changes in the way in which incarcerated youth are understood and treated in Maine and was associated with significant reductions in recidivism, use of restraint and seclusion, and staff and resident injuries.

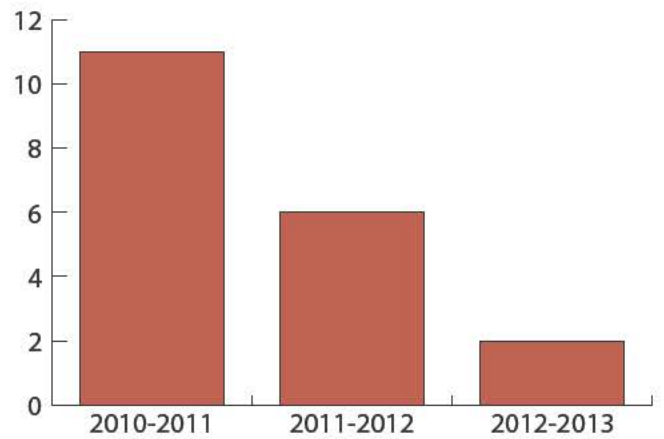


### Discipline Referrals

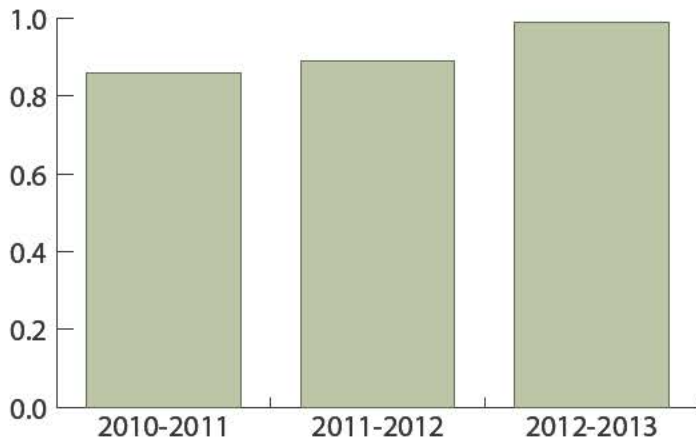


# CPS Results

### Suspensions



### Meeting Behavioral Expectations



## Five Town Communities That Care (Appleton, Camden, Rockport, Hope, and Lincolnville)

5TCTC's Math and Literacy Mentors is a selective preventative intervention targeting middle school students who exhibit both low commitment to school and poor academic success. Each of these risk factors have been shown to leave youth at higher risk for school dropout, delinquency, and violence (as well as for substance abuse and teen pregnancy). The program serves students in the catchment area for Camden Hills Regional High School (CHRHS) in the midcoast, and is delivered at the CHRHS sending schools (Appleton Village School, Camden-Rockport Middle School, Hope Elementary School, and Lincolnville Central School).

The program first identifies students who do not feel that school is meaningful or relevant and who feel they have little say in their educational process. We further narrow this pool by excluding students who are still performing at grade level, and students who have a documented learning or cognitive disability that makes performing at grade level unlikely. From the resulting pool of ~ 60 students, we enroll 50 students each year (we begin with grade 8 students and work our way down to those in grade 6).

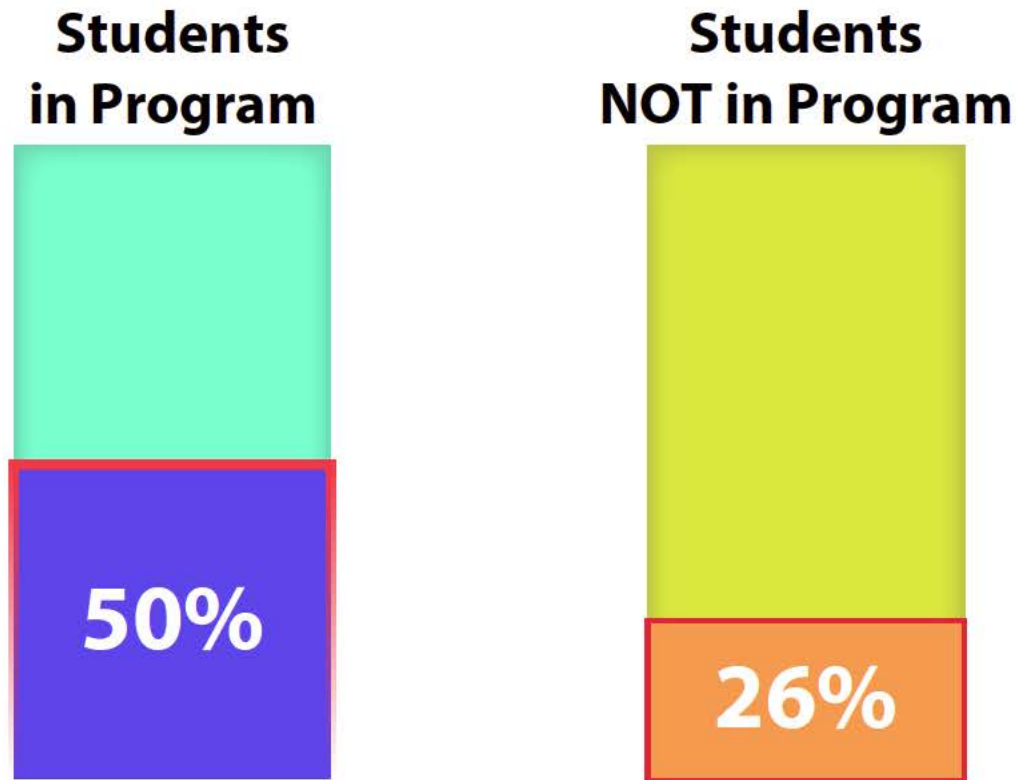
These students who are 'turned off' by school and underperforming are matched one-on-one with adult mentors who are willing and able to tutor them in either mathematics or literacy (whichever area is most indicated). Mentors are trained in positive youth development, and in the importance of both role modeling and reinforcement for prosocial behaviors. Mentors meet with the students for an hour, two times per week. During that hour they share a snack and discuss their day, and then spend at least 45 minutes working on specific skills in the subject area. Targeted skill instruction is guided by extensive diagnostic testing to determine which base skills are likely missing and getting in the way of school success. Mentors are in regular communication with families and school personnel to ensure adequate academic progress and celebration of successes (both academic and behavioral).

Five Town CTC provided services from 2003 to 2007 and restarted after a six-year hiatus (due to loss of funding). Data from the last funded cycle (2006-2007 school year) showed both significant community-level reduction of low commitment to school in the service area, and an increase in academic success for those enrolled. Community levels of low commitment to school dropped from 65% (in 2002) to 47% by 2008. When we analyzed 2007 data from the entire population of the largest sending school, we found that more students in the Math and Literacy Mentors programs made annual gains in their standardized test score percentile ranking than did students not receiving the Math and Literacy Mentors programming. Half of the students (50%) who received our services made gains in their national percentile ranking, while only 26% of those not in the program showed gains. Also, a smaller percentage of the students in the program lost ground (28% ), when compared to those not receiving services (38%).

5TCTC has had many great individual success stories. Mark took the time to reach out to us at the end of his freshman year by writing a letter about the impact of his experience in the Literacy Mentors program as a 7th grader. He wrote that "my mentor read with me and talked about what we were reading ... she explained the sounds that letters and combinations of letters make." The fact that he took it upon himself to WRITE a letter to thank us for providing the program is a huge indication that it works (given his skills and attitude when he started with us).



# Five Town's Math & Literacy Mentors Program Gains in Standardized Test Score National Percentile Ranking



*\*findings posted from 2007 data analysis of largest sending school*

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## Logic Model Training ([mainejjag.org/logic](http://mainejjag.org/logic))

The JJAG is committed to supporting programs with positive outcomes. To that end, the JJAG contracted with the Muskie School of Public Policy to help JJAG grantees and other community-based organizations develop their own evaluation plans. The curriculum provides instruction on how to develop evaluation questions, outcomes (initial, intermediate, and long-term) and performance measures. It also provides guidance on what data to consider and when to collect it. The curriculum includes several templates that assisted the user in developing an evaluation plan. Lastly, the curriculum has several “Check-on-Learning” exercises that reinforced some of the concepts discussed in the various sessions.

Logic Model  
Training

## Penobscot Boys & Girls Clubs (PBGC)

The PBGC provides supervision and support for system-involved juveniles who are diverted from the system with a community service obligation. Juveniles are given access to service work opportunities that match their strengths/interests for the betterment of the community, positive learning experiences, mentoring and positive role models. The PBGC collaborates with Region 3, Juvenile Correctional Services. This Central Maine area of service shows that juvenile delinquency, such as alcohol/substance abuse, and other high risk behaviors are on the rise among the Old Town youth and 6 surrounding Communities of Maine; to include Indian Island, Milford, Bradley, Greenbush, Alton and Argyle. The 2011 Maine Integrated Youth Health Survey (MIYHS) 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.

With the assistance of JJAG and the Logic Model Training, the Penobscot BGC worked with George Shaler, of the Muskie Institute to develop evaluation tools to measure success. Evaluation tools developed include; Community Service Verification Form, Youth Contact Form, Interest Based Form, Community Service In-take Survey, Community Service Exit Survey, Community Service Resources and Contacts Information, Core Set of Indicators Checklist, Strength-based Community Service Youth Follow-up Form & Strength-based Diversion Program Logic Model.

By the end of this grant period the PBGC will be able to evaluate the success of our Strength Based Community Service Program. With success it their goal to embed this program as part of Region 3's community service youth referral procedure.

Client Joey was referred to this strength-based program in May 2013. During the intake process, he expressed interest in sports; however the main goal was to be back in school. He was not attending classes, however was actively involved with his tutoring classes. He and his tutor didn't get along so he stopped attending. The PBGC reached out to school officials to determine the steps needed for Joey to return to school. The PBGC continued to pursue alternate avenues for him to earn a high school diploma or GED by reaching out to the Penobscot Job Corp for a campus tour and information on programs being offered. After the campus tour Joey expressed an interest so the PBGC set-up an interview with the admissions counselor. He attended the interview and completed the application. In addition to the on-going school enrollment tasks, Joey also worked at the local animal shelter and the Public Works Department. He completed his court mandated service hours. In a 3 month follow up after completion of his community service hours Joey reported that he is back at his high school preparing to graduate.



**Penobscot  
Boys & Girls Club**

## Penquis CAP (Hampden, Dexter)

Coping And Support Training (CAST) is an evidence-based, school-based prevention program for grades 9-12. This small group skills training enhances personal competencies and social support. CAST is listed on the SAMHSA Registry of Evidenced-based Programs and as a model program on the National Dropout Prevention Center/Network. In addition to addressing risk factors, CAST promotes protective factors that align with the developmental assets identified by the Search Institute. Participants increase skills related to decision making, mood management, and refusal; improve attitudes regarding personal accountability for behavior and school performance; and change behavior through the use of skills learned. The Penquis CAST program has been funded by JJAG since 2011 and is currently offered at Hampden Academy and Dexter Regional High School.

In the past two years, a total of 111 students have participated in CAST (95 completed; 16 currently enrolled). Short-term outcomes for the most recently completed program year are as follows:

- 67% of program youth increased skills for controlling anger
- 70% of program youth increased skills for controlling mood
- 42% of program youth increased healthy decision making
- 58% of program youth increased skills for controlling drug use
- 48% of program youth improved attitude towards personal accountability

The most recently measured intermediate outcomes include the following:

- 33% of program youth reported increased personal control, problem solving and coping skills
- 44% of program youth reported decreased drug control problems
- 56% of program youth reported increased accountability for personal behaviors

Long-term outcomes to date are as follows:

- 67% of program youth reported decreased emotional distress
- 67% of program youth reported improved school performance
- 33% of program youth reported decreased involvement in negative, delinquent behaviors

“Kelly” is good success story. She participated in the program during the 2012-2013 school year. Prior to participating in CAST she had struggled with school attendance, substance use, family conflicts and healthy coping skills for anger and depression. Many times she would use substances, cut herself and had thoughts of suicide. “Kelly” says she feels she has now gained supports that she would have never gained unless she participated in CAST. She stated, “Even a year after participating in the program I still talk to the other people in CAST about the program and the skills I learned and am encouraged to use.” Since participating in the program she has learned how to use skills such as deep breathing and seeking out supports when she is feeling depressed or angry. Instead of turning to substances, she now thinks about her decisions and how her choices will affect her. As a result she is no longer using substances on a daily basis. She also learned techniques to improve her self-esteem and, as a result, has improved relationships with her family and peers, improved school attendance and grades, and made healthier decisions. She said not only has CAST been extremely helpful for her but she has noticed positive changes in some of her peers who have also participated in CAST. “Kelly” continues to connect with program staff and states, “Now I do have goals for myself for the future and I do think CAST gave me that hope.”

**PENQUIS**  
Helping Today • Building Tomorrow

“Kelly” continues to connect with program staff and states, “Now I do have goals for myself for the future and I do think CAST gave me that hope.”

- 70% of participants reported an increase for controlling mood
- 42% of participants reported an increase in healthy decision making
- 58% of participants reported increased skills for controlling drug use
- 48% of participants reported an improved attitude towards personal accountability



## Regional School Unit 23 (Dayton, Old Orchard Beach, Saco)

The RSU is implementing Restorative School Practices (RSP) in its high school, two middle schools, and alternative programs with planned expansion to the elementary schools next year. The RSU is also staffing the Juvenile Community Review Board (JCRB), which is using restorative circles to hold youth accountable for delinquent behavior and provide resources to support youth and their families. The RSP target population includes the students in the RSP classrooms, the at-risk students in the alternative and Special Ed. Programs, those receiving restorative discipline in the office and the high-risk students referred to the JCRB. Project outcomes are: increased connection to school; improved school attendance; reduced disciplinary incidents; increased social competencies; and keeping at-risk youth out of the juvenile justice system.

They are collecting data and outcome measures for the Restorative School Practices part of the grant from two middle schools, the high school and the alternative education and special education programs in RSU 23. Each middle school is collecting information on behavior referrals and whether restorative practices are being used or not in response. They will compare behavior referral data from 2012-2013 in all three schools with the data in 2013-2014 to analyze whether the addition of restorative practices is associated with decreased behavior referrals. School climate data from both teachers and students have been collected in the target schools. Feedback has been shared with teachers and principals, and plans were made to address some of the issues. The school climate surveys will be administered again at the end of the school year to see if there are changes associated with the use of restorative school practices. The RSU is collecting changes in the Developmental Asset Profile: problematic behavior prior to and after the restorative circle and follow-up plan, satisfaction with the process, and changes in academic grades.

Process data for both components of the grant are being collected. These include the number of teachers and administrators using restorative practices, as well as the types and frequency of use on a weekly basis. They are documenting the number of youth experiencing restorative practices in the classroom and in the office as part of a behavioral referral, as well as tracking the number of youth served by the JCRB.

The grant's two components, JCRB and RSP, although described separately are interdependent. Each one is developing success stories. The RSP trained all of its teachers, grades six through twelve, in a one-day introduction to Restorative School Practices. The ability of one of the largest districts in the State to devote an entire release day to this project signals their commitment to systems change.



Regional  
School Unit  
**#23**

## Restorative Justice Institute of Maine (Cumberland, Kennebec, Lincoln, Somerset Counties)

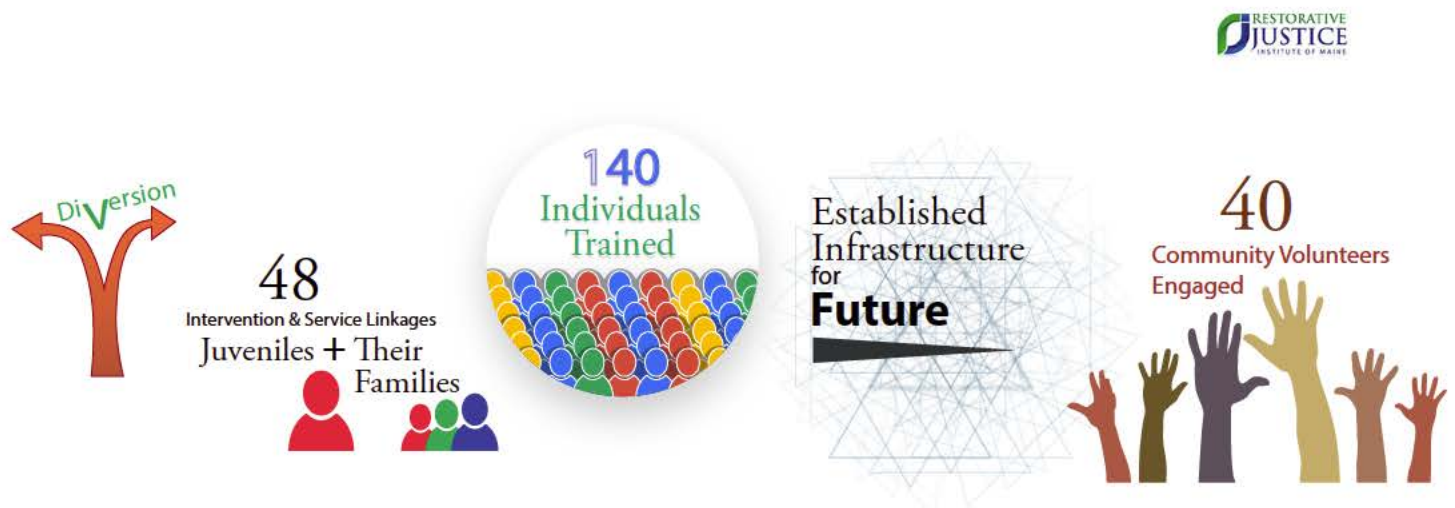
The Community Justice Collaborative focused on developing restorative justice interventions to hold juveniles accountable for wrongdoing, at the same time, acknowledged the diverse and complex needs of these juveniles and their families. The initiative addressed the following longstanding problems: the lack of coordination and communication among service systems; the lack of natural community-based support systems; and, punitive interventions that further exacerbate risk behaviors versus ameliorating them. The initiative focused on promoting a restorative approach to address juvenile justice; this approach facilitated meaningful consequences to disruptive school behavior and criminal offenses that focused on accountability, repairing the harm to victims and the community, and fostering responsible behavior.

The Community Justice Collaborative includes four communities within the State and the establishment of two distinct but integrated entities in each of these communities: the Juvenile Review Board (JRB) and the Community Restorative Practices Team (CRPT).

The purpose of the JCRB (Juvenile Community Review Board) is to make communities safer by acting as a bridge between stakeholders responsible for improving the lives of juveniles and their families. The JCRB does this by linking key juvenile justice, mental health, social services, and school professionals in a collaborative matrix that facilitates communication and unifies corrective, therapeutic, and re-integrative action by all responsible persons.

The Community Restorative Practices Team (CRPT) is a regional group of volunteers who are trained as restorative conference facilitators and mentors and to whom restorative conference cases are referred by the JRB. Restorative conferencing addresses crime and wrong-doing by bringing together (in a facilitated safe setting) the offender and victim—as well as supporters, family and community members—to acknowledge the incident and its impact, and to come to an agreement for how the person who caused the harm can take responsibility for their actions.

During the project period, the Community Justice Collaborative provided: diversion; intervention and service linkage to 48 juveniles and their families; trained 140 individuals; engage 40 community volunteers; and, established the infrastructure for these services to continue indefinitely into the future, eventually serving increasing numbers of juveniles as the program grows and becomes embedded into the daily practices of juvenile systems professionals and the local community.



## **Diversion to Assets (D2A) Spurwink Services (Bucksport, Augusta, Lewiston, Biddeford, Waterville)**

The Diversion to Assets (D2A) Program works with first time, non-violent juvenile offenders ages 9 to 18 who have committed a chargeable offense such as substance use, shoplifting, criminal mischief, and other misdemeanor offenses. The program begins with an assessment of the youth's strengths and assets which is used to design appropriate interventions such as substance abuse education, community service, counseling, mentoring, restorative justice, youth engagement, and leadership development. It evaluates changes in the youth's strengths and assets, peer group associations, academic performance, and academic engagement immediately after completion of the program, and at six and twelve months follow up. Most importantly, the program tracks the recidivism of youth in the program. Similar to other strength-based programs, D2A strengthens the protective factors of healthy beliefs, clear standards, accountability, bonding, skills, opportunities, recognition and individual characteristics through the application of the 40 Development Asset Approach developed by the Search Institute (Search Institute, 2006). The D2A program operates in five communities in Maine; Augusta, Biddeford, Bucksport, Lewiston, and Waterville. Participation length depends on each individual youth and the services they require. Typically the program can run anywhere from 6 weeks to 6 months.



A total of 273 youth have completed the Diversion to Assets Program in the last five years. The characteristics of youth enrolled in the program differ from the state and nation and document the presence of several risk factors - greater percentage of males, fewer youth living in two-parent homes, parents with lower education attainment, and a greater number of youth and their families on MaineCare. The overall recidivism for youth who successfully completed the D2A program is 14.2% compared with an average of 21.8% in Maine. In three of the five sites, the recidivism rate is 10%. In addition, recidivism rates varied by severity of crime and were lowest for youth who committed substance use offenses (11.11%). Results from the pre and posttest of the Developmental Assets Profile (DAP) indicate that youth who completed the program displayed statistically significant increases in Total Assets and in every asset category. The greatest increases in assets were found in the Positive Identity, Social Competence, and Positive Values categories. Youth also report more success and engagement in school, more positive peer relationships, less substance use, and less school-related and family stress.

The Northern Kennebec Underage Drinking Task Force has identified D2A as the preferred program to refer students who have committed a misdemeanor, and as the most effective and accessible of all the diversion programs. The Task Force includes Student Resource Officers from all the local schools and representatives from the 5 police departments, the Kennebec Sheriff's Office, and the Juvenile Parole Officer. In addition, the Chief of Police in Bucksport, Sean Geagan, supports the program, "The D2A program is one of the best programs we have had in the Town of Bucksport in the past 20 years. It is saving the town and the state money in court time and paperwork. The repeat offenders in this program are nearly nonexistent. We have continued to add people and offenses to the program on a yearly basis and continue to have rave reviews and success with the people who have entered the program. I am a true believer that the youth who have gone through this program have learned 100% more from this than they ever would in going through the judicial system."

Two stories from youth who recently completed D2A offer a more personal glimpse into the program. A young woman came into D2A for furnishing pills to a fellow student. She was also pregnant and had a boyfriend who abused substances. She completed a variety of interventions including substance education, and successfully finished the program. She now has no juvenile record to make her ineligible for student-aid after she completes her adult education courses, and is set to graduate in the spring. Her family credits D2A with saving the life of her boyfriend who almost died from a drug overdose, and for giving the young woman a true second chance. A young man came into the D2A program for abusing inhalants. As part of the program, he transferred to the REACH alternative school. Now he is successfully earning A's and B's, has improved his appearance and personal hygiene, and has become more outgoing and confident. He looks at life differently, and openly discourages friends from using substances.



## Trekkers (Midcoast)

Trekkers is an outdoor-based youth mentoring program that serves 398 7th through 12th grade students from the six communities of Regional School Unit #13 in midcoast Maine (200 students in core programs; 198 in peripheral programs). Trekkers' unique long-term mentoring model connects local youth with over 100 caring adults from the community through grade-specific programs that incorporate expeditionary learning, community service and adventure-based education. Students are surrounded from grade to grade and year to year by supportive mentors, improving self-esteem, and improving outcomes.

Trekkers' preventative approach supports area youth by working closely with local schools, law enforcement representatives, other youth-serving groups and community organizations to create a "safety net" of support for students. Involving volunteer mentors, tutors, and area resources, Trekkers' long-term mentoring model prevents delinquency by increasing preventive factors and reducing risk factors. Through grade-specific educational programs, Trekkers develops supportive relationships with youth, empowering them through experiences that build life skills and self-esteem. In the biweekly planning process, Trekkers teaches consensus-based decision-making, communication, leadership and teamwork. Each program incorporates educational activities, builds on skills and knowledge learned in previous programs and increases Development Assets.

In Trekkers, students decide on a set of rules that govern their participation in the program, including responsibility for maintaining a passing Grade Point Average, minimizing the number of school suspensions and detentions and agreeing to not use drugs, alcohol or tobacco while in the program. Forming a positive peer group, students determine the consequences of not meeting requirements. Program personnel work closely with local schools to identify potential issues/concerns with students, crafting and implementing individualized support plans to address students' academic, emotional or behavioral needs as/when they arise. This comprehensive long-term approach allows Trekkers to form supportive relationships with students and families before they get into trouble and to collectively address potential issues before they escalate.

In 20 years, 565 students have participated in Trekkers:

- 93 % graduated from high school, compared to 78% of their peers.
- 86% who enter the program in 7th grade stay with the program until they graduate (5% move out of the area).
- 75% pursue higher education or the armed services (compared to 62% of their peers).
- 46% complete the Leadership Program, pledging to remain drug/alcohol free for their remaining years in high school.

A recent online student evaluation indicates that:

- 95% of students recognize that Trekkers has made their life better;
- 81 % report their participation in Trekkers had a positive effect on their outlook; with a very positive effect on students who acknowledged feeling sad or lonely;
- 98% of students said they would recommend Trekkers to others.

At the conclusion of the report's author was that Trekkers "has met its goal of molding the lives of all students better, regardless of their background or abilities."

Analysis by the REACH project of more than 700 surveys gathered over an 11 year time span indicates that: "Trekkers educates the teens in the program, gives them responsibility, and in turn helps them develop self-efficacy, feelings of empowerment, and self-confidence." "Confidence, communication and open-mindedness are ... most notably improved." Students learn "teamwork and group collaboration ... communicating well with those in their group." "As kids progress through the entire Trekkers program they steadily gain an understanding of the support systems in place for them and the resources they can use." The report concludes that, "Trekkers should work to increase the amount of students it reaches. It has been shown to improve the lives for the students it involves."

A good success story: Neal joined Trekkers as a 7th grader, a time when he was facing some significant challenges at home and at school. He became withdrawn, introverted and did not feel as though he fit in anywhere. He participated in Trekkers as an 8th grader, but missed the 9th and 10th grade expeditions because he didn't keep his grades up. He almost left Trekkers because it was just one more thing that was letting him down... but, through those disappointments Trekkers' mentors continued to be there for him and helped him see the value of staying in school and improving his grades. In 11th grade he became a student leader for Trekkers ... which opened his eyes to the impact he could have on the world. As a student leader, Neal made a huge impact on the students. He kept his grades up and was able to participate in the College/Career Expedition. He started thinking about college, and applied and got accepted at the University of Southern Maine, where got involved with the Model United Nations Club. Through this group, Neal began thinking about a career as a foreign service officer. This dream led him to want to learn Arabic, to become more marketable in the future. He pursued his dream in the country of Jordan last year, where he learned Arabic and volunteered in a refugee camp in Nablus. Neal wanted to gain experience through service to his community. He joined AmeriCorps and came to work as Trekkers' Program Coordinator this fall, helping us lead the expanded programs that JJAG supports, providing mentorship and working with students like himself, who need a caring adult to guide their life choices and support their goals.



## Juvenile Justice Implementation Council (Statewide)

The Juvenile Justice Implementation Council (JJIC). was created by Chief Justice Leigh Saufley to oversee and implement the recommendations of the Juvenile Justice Task Force. The recommendations span across systems and points of entry to address the services for juveniles from early education to aftercare and the transition to adulthood. The recommendations are aimed at improving the juvenile-service provision and system organization in Maine. The recommendations are outlined extensively in its report, An Integrated Approach to Transforming Maine's Juvenile Justice System, issued in June 2010.

[Click here and get the JJIC Report Integrated Approach](#)

## Disproportionate Minority Contact Research

The Muskie School at the University of Southern Maine collects and analyzes data on juvenile justice system decision points contained in CORIS and those maintained by the Department of Public Safety. The School began this data partnership with the JJAG in 2005. The continuing partnership has allowed the use of trend data which for a small population state is a better identifier of information. A report that includes trend analyses and three year rolling averages will be released in the fall of 2014. The most recent report is available at:

[Click here and get the 2009 DMC Assessment/Identification report here](#)



## Disproportionate Minority Contact (DMC)

This Core Protection requires that states demonstrate a good faith effort to address disproportionate minority contact (DMC), which refers to the overrepresentation of minority youth who come into contact with the juvenile justice system (at all points, from arrest through confinement) relative to their numbers in the general population.

In 1988, in response to overwhelming evidence that minority youth were disproportionately confined in the nation's secure facilities, Congress amended the Juvenile Justice and Delinquency Prevention (JJDP) Act of 1974 (Public Law 93-415, 42 U.S.C. 5601 et seq.). This amendment mandated that the Office of Juvenile Justice and Delinquency Prevention (OJJDP) require all states participating in the Formula Grants Program (Title II, Part B, of the Act) to address disproportionate minority confinement (DMC) in their state plans. Specifically, the amendment required the state, if the proportion of a given group of minority youth detained or confined in its secure detention facilities, secure correctional facilities, jails, and lockups exceeded the proportion that group represented in the general population, to develop and implement plans to reduce the disproportionate representation (Section 223(a)(23)).

In its 1992 amendments to the JJDP Act, Congress elevated DMC to a core requirement, tying 25 percent of each state's Formula Grant allocation for that year to compliance. Ten years later, Congress modified the DMC requirement of the JJDP Act of 2002 to require all states that participate in the Formula Grants Program to address "juvenile delinquency prevention efforts and system improvement efforts designed to reduce, without establishing or requiring numerical standards or quotas, the disproportionate number of juvenile members of minority groups who come into contact with the juvenile justice system." This change broadens the DMC core requirement from disproportionate minority "confinement" to disproportionate minority "contact," and it further requires the states to institute multipronged intervention strategies including not only juvenile delinquency prevention efforts but also system improvements to assure equal treatment of all youth.

The Maine Juvenile Justice Advisory Group is committed to continually assessing our Disproportionate Minority Contact (DMC) data as we work toward intervention to find the most appropriate strategies to address DMC. To that end a contract with Cobscook Community Learning Center provided a DMC Coordinator to guide the JJAG through this work.

- DMC Identification identifies if disparity is present using the Relative Rate Index (RRI), which is a comparison of rates of contact with the juvenile justice system.
- The rate is based on 1,000 youth or 100 youth, depending on decision point.
- The RRI is calculated at each decision points, where sufficient numbers exist (base population >30, number of contacts >5).
- Rolling average used: The RRI based on three year averages in order to stabilize data and make trends more easily seen.

### Relative Rate Index (RRI)

Click links below

[2012 Androscoggin RRI Data](#)

[2012 Aroostook RRI Data](#)

[2012 Cumberland RRI Data](#)

[2012 Kennebec RRI Data](#)

[2012 Penobscot RRI Data](#)

[2012 York RRI Data](#)

[Decision Points RRI Data](#)

$$\text{RRI} = \frac{\text{Rate of Minority Youth Contact}}{\text{Rate of White Youth Contact}}$$

## **Muskie School of Public Policy - Youth & Family Research (Portland, Gorham, Lewiston, Statewide)**

This project identifies and describes the factors that families and youth perceive as most important in dealing with contacts with the juvenile justice system and broader community in which they reside (police, courts, corrections, providers and community-based agencies, the broader community, family systems). The intended outcome of this initiative was to assist the JJAG and community coordinating groups to make informed choices about strategies to reduce disproportionate minority contact (DMC) where found and further build capacity of the juvenile justice system and communities to prevent occurrence and/or an increase.

Similar to Maine's prior assessment studies (with police, courts, and corrections), this study proposed a qualitative (interview, focus group) methodology to assess the occurrence of DMC in Maine. This was the third and final phase, which enabled staff to triangulate the data to increase analysis strength and better generalize findings for practical impact. Study findings contributed to a growing knowledge base of the cultural competence strengths of Maine's system and its needs for systemic capacity development.

The study area for analysis was the Cumberland County catchment area which has been the subject of a pilot DMC reduction initiative led by the JJAG. It also included the Androscoggin County catchment area which has a measurable (statistically significant) youth minority population. The study provided direct contextual and analytical information to a community level coordinating group which is positioned to implement DMC intervention and is also in furtherance of the OJJDP and Maine JJAG goals to assist and strengthen local community efforts in addressing cultural competence and DMC. Data shared with the JJAG, the counties and municipal policy makers and practitioners assisted them by providing qualitative and statistical evidence for problem solving and developing local DMC reduction and cultural competence training activities.

The project is expected to identify and describe the factors that persons involved in Maine's juvenile justice system perceive as most important in determining the amount of minority contact. The state of Maine will gain the ability to effectively address specific aspects of the juvenile justice system that may unintentionally increase the likelihood of disproportionate minority contact.

Maine is in its third phase of an assessment project (qualitative) where we expect to learn why DMC occurs and at which decision point(s). Phase one involved court actors, judges, defense attorneys, prosecutors and JCCOs. Phase two involved police departments. This third phase is with families and communities.

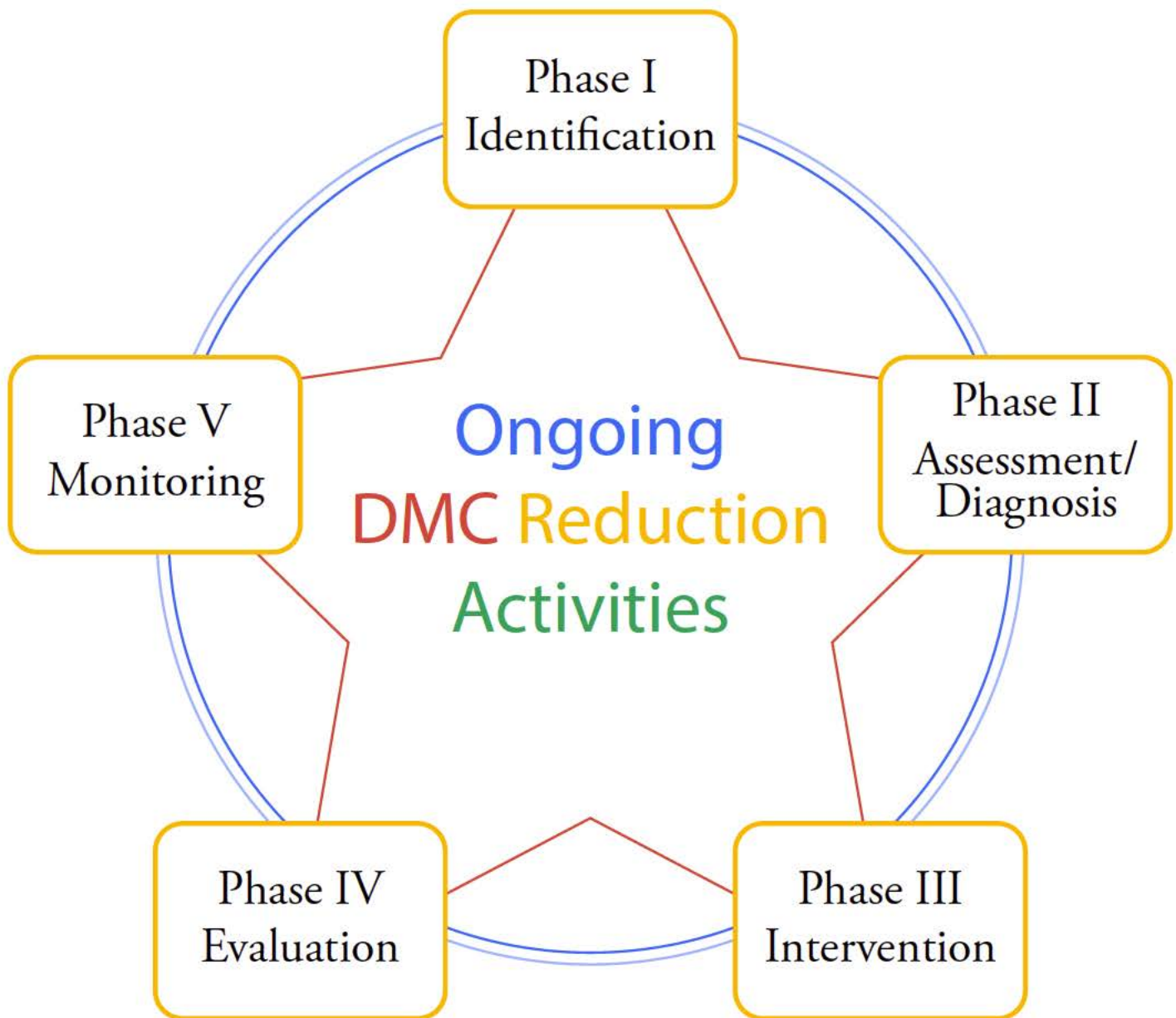
Analysis of assessment data will assist Maine with the following research questions::

- What factors most determine a decision to proceed in a particular manner?
- How does the minority status of a juvenile affect the weighting of these factors?
- What features of the system affect the number of minorities processed and why?
- What barriers or issues do the actors in the system (including the juvenile) perceive as important?

A report using DMC data, recidivism data, and JDAI data will be available in 2014 which will be used in decision making for future DMC work.



# DMC Reduction Cycle



## National Work of the JJAG Federal Advisory Committee on Juvenile Justice

The Federal Advisory Committee on Juvenile Justice (FACJJ) is a consultative body established by the Juvenile Justice and Delinquency Prevention Act (Section 223) and supported by the Office of Juvenile Justice and Delinquency Prevention. Composed of appointed representatives of the nation's State Advisory Groups, the committee advises the President and Congress on matters related to juvenile justice, evaluates the progress and accomplishments of juvenile justice activities and projects, and advises the OJJDP Administrator on the work of OJJDP.

Dalene Dutton is Maine's representative to the FACJJ and reports that the FACJJ has the following recommendations that might be mirrored in Maine's efforts:

- Advocate for reauthorization of the JJDPA
- ID positive youth development outcomes to be used to assess effectiveness of programs and practices (to supplement reduction of "negative" behaviors).
- Assess and recommend best practice strategies
- Fund studies of programs and practices
- Continue to collaborate with other agencies serving youth (to reduce silo-effects and increase common language and encourage common frameworks for responding to cross-system youth)
- Highlight and support EBPs that reduce DMC
- Create well-supported structures for youth voice and youth engagement to ensure that voices of young people are heard on a regular, ongoing basis by government leaders and the Juvenile Justice System
- Support local jurisdictions to increase youth engagement so that system involved youth are viewed as partners in transforming the Juvenile Justice System.
- Increase opportunities for collaboration between the JJ system and other youth-focused agencies.
- Advocate for an amendment to the JJDPA that strengthens youth voice.
- Highlight school engagement as a key item in JJ reform.
- Create a road map for schools considering revising their school discipline policies.
- Collaborate with other agencies to develop training to address school to prison pipeline and its impact on DMC in the JJ system.
- Require statement of how sub grantees are addressing DMC.
- Study disparities in youth serving systems and their impact on DMC.
- Educate families and communities about DMC, its impact, what is being done, and how they can help it.



## Coalition for Juvenile Justice

The JJAG is an active member of the Coalition for Juvenile Justice (CJJ), a national group of State Advisory Group leaders who work to improve the treatment of young people and their families involved with the juvenile justice system, enhance community safety, and develop and implement innovative strategies that prevent delinquency.

The Coalition seeks to bring about positive policy and practice change in the juvenile justice system by partnering with leading national and state-level organizations and creating tools, training, and publications. CJJ provides our national presence, they educate and inform Members of Congress and the Administration on state-identified needs and concerns in the arena of juvenile justice. Each year, CJJ publishes and disseminates recommendations on the states behalf to the Administration and to Congress. They also create tools and resources to support members' work in the states and territories.



## **Proposed Legislative Changes in Maine Juvenile Code 125th & 126th Maine Legislature**

The Juvenile Justice Advisory Group provides testimony regarding proposed legislation that affects the juvenile justice system or otherwise is relevant to youth involved in, or at risk of becoming involved, in Maine's juvenile justice system. The following bills were before the 125th and 126th Legislatures:

**LD 353** - An Act to Allow Young Offenders to be Confined in Juvenile Correctional Facilities and to Comply with Federal Law Requirements - Enacted April 9, 2013

**LD 1470** - An Act to Develop Juvenile Assessment Centers - Ought Not to Pass - May 20, 2013

**LD 1233** - An Act Regarding Cyberbullying - Ought Not to Pass - May 31, 2013

**LD 1112** - An Act to Amend the Maine Juvenile Code & Related Statutes - Enacted June 11, 2013

**LD 1513** - A Resolve Directing the Department of Corrections, Department of Education, Department of Health & Human Services and the Department of Labor to Support the Statewide Coordinated Services System - Ought Not to Pass - January 14, 2014

