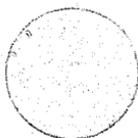


149453



Balancing the Scales:

A Look at the Overrepresentation of Minority Youth in the Texas Juvenile Justice System

ANN W. RICHARDS, GOVERNOR

Balancing the Scales:

A Look at the Overrepresentation of Minority Youth
in the Juvenile Justice System



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Background

The Governor's Criminal Justice Division (CJD) administers the federal Juvenile Justice and Delinquency Prevention Act (JJDP) in Texas. This Act requires that the states conduct research to discover whether or not there is an overrepresentation of minority youth in their juveniles justice systems. The Act also requires that if overrepresentation exists, the states must address efforts to reduce the proportion of minority youth in the system.

In the Fall of 1990, the Governor's Juvenile Justice and Delinquency Prevention (JJDP) Advisory Board formed a Subcommittee on Minority Youth in the Juvenile Justice System to look at the problem of overrepresentation. In 1991, Tom Vickers, the new director of CJD, invited experts in all areas of juvenile justice, youth services, and education to become a part of the subcommittee that would design a plan to address this problem.

Before the first meeting of the new subcommittee, the staff of CJD conducted the required research and documented that overrepresentation does exist. The staff also provided additional information regarding the types of juveniles who are in the system by racial and ethnic group.

The subcommittee met throughout the summer and fall of 1991 to discuss the problem and its possible causes. To facilitate the depth of attention required, the subcommittee divided into groups to address the individual areas of prevention, diversion, alternatives, aftercare, data collection, and training. During these meetings, the subcommittee made recommendations aimed at improving the system and developing model programs. This document is a compilation of those recommendations and the steps taken by CJD to implement them.

Overview

Initial research into the question of overrepresentation of minority youth in the Texas juvenile justice system showed that there is indeed a problem. Fifty-nine percent of all youths arrested in 1989 were of a minority group. This overrepresentation goes on into the system with seventy-three percent of all youths detained and seventy-four percent of all youths committed to the Texas Youth Commission being parts of minority groups.

The extent of overrepresentation differs between the two largest minority groups. Hispanic youths are only slightly overrepresented in Texas, while the percentage of Blacks is much higher. White youths are generally underrepresented.

In exploring studies of troubled youths, several characteristics continued to reappear. Among prison inmates, a childhood of poverty, family violence and abuse, dropping out of school, substance abuse, and an inability to find or keep a job are common problems. Handicaps and learning disabilities also are indicators of potential trouble in young people. While it is impossible to isolate the causes of overrepresentation with the available information, several significant factors were found. Among these are the number of prior referrals, family living arrangements, and school status.

Black youths had the greatest number of referrals with an average of 4.3 during 1989. Hispanic youths were close with an average of 4 referrals during the year. Whites had fewer referrals with an average of 2.8. Further research is needed to determine whether minority youths had more referrals because they committed more offenses or whether other factors, including selection bias, played a part.

The most common living arrangement for all juveniles who come into contact with the system is with a single mother. Half of Black youths at the point of referral live with their mother only. This trend is also true for Hispanic and White youths, who live with a single mother approximately thirty percent of the time.

The probation statistics compiled specifically for this report were insufficient to show a strong link between school status and crime involvement. According to these figures about seventy-five percent of all youths referred to juvenile court were enrolled in school, working on a G.E.D. or had graduated. However, these figures do not show how regularly the youths were attending school. But other

figures indicate a link between school attendance and serious or repeated criminal activity since approximately half of all youths committed to the Texas Youth Commission (TYC) in 1989 were not attending school on a regular basis. In addition, the average educational achievement of Texas prison inmates is seventh grade.

Each of these indicators suggests certain remedies. First, it is important to begin prevention efforts with the very young. These efforts must begin with aggressive outreach to ensure that proper prenatal care and training is given to expectant mothers so that they may raise healthy, well-adjusted children.

Second, strong emphasis must be given to early childhood education. Pre-school education programs must be expanded since many children face huge gaps in learning readiness when they start school. Children who are helped and encouraged to learn may start school with working vocabularies that are up to ten times greater than those of the other children. Many of these other children live in single parent homes, usually with single mothers who often do not have the time or the educational background to help their children learn. A great number of these unmarried mothers are teenagers, and since at least twenty percent of all sixteen to nineteen year old women with below average academic skills become mothers while they are still teenagers, many children are entering school with great disadvantages. Most of these children will continue to be behind for the rest of the time they spend in school. It is not surprising that school is not a rewarding experience for them, so they look for other ways to succeed and may drop out as soon as they can.

In addition to addressing the roots of children's problems, emphasis must be placed on making the juvenile justice system as unbiased as possible. Standard criteria should be developed for the arrest, detention, placement, and commitment of juveniles. For those parts of the system that already have standard criteria, the criteria should be studied to ensure that they are culturally, racially, and economically unbiased.

A step to lower the overrepresentation of minority youths in the system is to increase placement funds for alternatives. A most disturbing finding is that courts in Texas generally increase commitments to state secure facilities at midyear when local funds begin to run out. This trend seems to imply that many juveniles are not committed to state custody because of their offenses but because of the courts' budgets. These increased commitments tend to be mostly minority youths. A contributing factor to this disproportion may be

that in Texas, thirty-one percent of all Black families and twenty-seven percent of Hispanic families have incomes under the poverty level and therefore do not have the money or insurance to secure alternative placement for their children in private facilities.

People who work with children must learn about the multicultural society in which we live and to be aware of cultural differences. Multicultural training that is centered on understanding the role of cultural environments in people's lives and the impact of those roles is crucial for juvenile justice, social service, and law enforcement personnel.

In gathering the statistics for this report, it was found that there are gaps in reporting in the area of juvenile justice. Many of the samples used for this report are not statewide and the nature of the system would not allow random sampling. Work is in progress at this time toward a standard statewide data collection system that will provide information on minority issues and others.

IMPORTANT NOTE:

In order to demonstrate the model projects recommended in this report, CJD has earmarked one-third of its federal Juvenile Justice and Delinquency Prevention (JJDP) Act funds for unique and exemplary projects. Grants will be awarded through a Request for Applications process. See Appendix C for program descriptions and details.

Prevention



*The following recommendation
is addressed to:*

Community Leaders
Parents
Teachers
School Administrators
Service Providers
Juvenile Probation Personnel





To prevent children from becoming involved in gangs and drugs, adult residents must work together to take control of their communities.

In studying juvenile crime and ways to prevent it, certain characteristics continue to reappear. These include family income, school status, and family living arrangements.

In the state of Texas, thirty-one percent of Blacks and twenty-seven percent of Hispanics live in poverty. The children of these poor families are about three times more likely to leave school than their wealthier peers. School status is linked to serious crime since fifty percent of all youths entering the Texas Youth Commission are not attending school on a regular basis and the average educational achievement of Texas prison inmates is seventh grade.

The living arrangement of a child is also a predictor of criminal involvement. Of all youths entering the Texas Youth Commission, about fifty percent live with their mother alone. This rate is even higher for Black children.

To improve such conditions, change must begin in each community. Coordination of efforts is important, since by working together, service agencies and community residents can form a network that will benefit more children than before.

Through coordination, agencies and organizations can avoid duplication of efforts and can focus on the real needs of the community. Volunteers from within the community can be used to act as liaisons between the coordinated agencies and the residents. These liaisons have the advantage of being able to approach residents without the usual intimidating formality associated with social service agencies. By working together, the community could provide a variety of services including parenting education, early childhood programs, educational enhancement programs, and many others.

Parenting

Parenting begins before a baby is born, through proper prenatal care. Fifty-seven percent of pregnant teens do not receive any prenatal care during the first trimester and many receive none at all. Through the use of community liaisons, pregnant women can be located to make sure that they are receiving necessary health care.

Once prepared physically to have a healthy baby, it is crucial for a pregnant woman to focus on preparing herself mentally to handle the changes and responsibilities that lie ahead. A program that brings future mothers together to learn necessary skills and discuss their feelings and questions is an important first step in raising healthy and happy children. Such programs can be run by the community using new mothers who have finished the program to help those who are just beginning.

Since children go through a variety of phases as they grow up, it is necessary to have classes for parents that are specific to their children's ages. Classes also can target the type of parent, whether they are single mothers or fathers, custodial grandparents or relatives, or other situations. Besides basic coping skills necessary to raise healthy children, other workshops are helpful to parents and families. These workshops might include checkbook balancing, money management, and basic classes familiarizing families with available services and the means necessary to secure them.

"As a Black person, when I see an image of someone who looks like me, it's usually a negative image—someone selling drugs, stealing, killing or going to jail. The only positive image I see of someone who looks like me is of someone singing, dancing, playing basketball, or some other sport. That is the image of myself that is projected to me by society. We have to change that, we have to show Black children positive images of themselves, images of what they can become. And that is an ongoing process, not just something that is done once a year during Black History Month."

Levi Williams
Williams, Phillips, and Associates

Early Childhood Programs

The purpose of any early childhood program should be to foster the development of responsible, productive, and self-sufficient citizens. Its target should be the education of children, not simply day care. Headstart is an example of a comprehensive service program that gives pre-school children the tools they need to succeed in school, especially in learning readiness and socialization skills. If a program such as Headstart does not already exist in a community, one should be started using whatever means are available. In addition to state and federal support, sources of possible funding include support from private for-profit companies or private citizens.

These programs should teach children to deal with anger, frustration, and aggression in non-violent and constructive ways. They also should teach children a positive self-image and image of their culture and others. In order to effectively portray a variety of cultures, it is important that the staff be culturally representative and trained to understand various cultures. Both mothers and fathers should be encouraged to become involved and remain involved in this and any other program in which they enroll their child.

Academic Programs

To maximize the potential of every child in the Texas public school system, the work must begin in individual schools. If children have the desire or the potential to attend college they should be able to do so. By teaching children about college admission standards and scholarship qualifications and helping them to devise plans to achieve these goals, children learn of the real possibilities. But many children have no aspiration to go to college. These children should be familiarized with the job market and the various types of training that are available to them when they complete high school. Non-college-bound and college-bound students alike should be taught how to apply for jobs, how to compile a resume, and how to interview successfully.

While children are in school it is imperative to ensure that the classroom environment is conducive to learning. Alternative education programs keep children in school although they are no longer

in regular classrooms. While these programs are very valuable in trying to keep classrooms as free of disruptions as possible they should only be used as a means of last resort. The difficult transitions that alternative education students may experience when they move back into regular classrooms can be upsetting not only to the student but to the other students in the regular classroom as well.

Alternative education classes or individualized programs should be offered during evenings and weekends. In this way, teenage parents and others who may have to work during the day are not forced to drop out of school altogether. On the other side, accelerated programs should be available for those students who are ahead in their classes and can handle such a program.

"People support what they help to create. Parents, teachers, and students must hold a stake in these programs if they are going to work."

*Dr. Sylvia Garcia, Director
Special Programs Planning
Texas Education Agency*

Addressing the Problem

Any attempt to address problems in the juvenile and adult justice systems must begin with efforts to improve the conditions in which the state's children live. To address these problems, Texas has made eligible in its 1993 Criminal Justice Plan grants for community-based prevention projects. These projects will use community residents as liaisons between the community and social service providers. Intensive efforts will be made to identify hard-to-reach families, especially chemically dependent parents, who are not reached by conventional means. Outreach workers will also be advocates for their communities, organizing residents to work together to reduce crime. The goal is to get the additional services that are needed if the community is to successfully counteract gangs and drugs.

 *The following recommendation
is addressed to:* 

The Texas Legislature
The Texas Public School System

Children must learn to have a positive image of their own and other cultures.

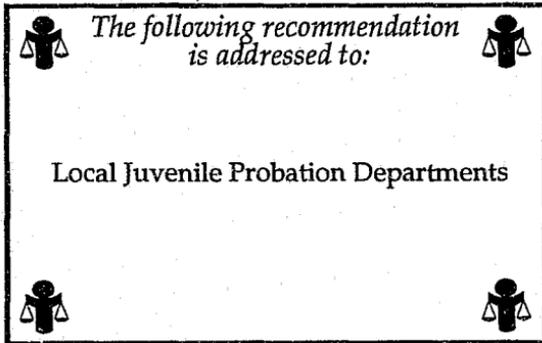
It is believed that children often behave in ways that are self-destructive because they have not learned to respect themselves and their own cultures. Also, these children may behave in ways that are destructive to others because they have not been taught to respect other people and their cultures. To help children develop these qualities, the following steps should be taken at the state level:

- Mandate that all public schools infuse multiculturally sensitive material throughout the existing curricula.
- Increase teacher in-service days to provide additional training in staff development. During these training days, educate teachers on proper disciplinary procedures and teach skills for dealing with at-risk youth. Include a multicultural component to help teachers better deal with the variety of children in their classes.

What you can do in your community:

- Set up a telephone hotline to link callers with appropriate service providers via 3-way calling.
- Develop a resource directory for your community. In it list all of the agencies and available programs with addresses, phone numbers, contact persons, and a brief synopsis of services provided. Use public service announcements to showcase certain agencies and services within the directory.
- Set up a Scholarship Clearinghouse to ensure that all college-bound students apply for the scholarships they are eligible for and that all scholarships are awarded. Also, provide financial aid information about trade schools and vocational training programs.
- Look into the programs available through both the state and federal governments. An example is the Resident Initiative Program of the Department of Housing and Urban Development. These programs, within housing projects, include support groups, family literacy training, and others. All state and federal requests for applications are published in the *Texas Register* and *Federal Register* respectively.
- Urge local advertisers and media to be culturally sensitive and show the positive sides of all types of people.
- Invite successful individuals from all racial and ethnic backgrounds to speak to classrooms and assemblies so that children may see positive role models they can identify with.
- Support or begin local programs that effectively provide services such as clothing, shelter, and medical care to children in need. In many places these services are only readily available through contact with the juvenile justice system.

Diversion



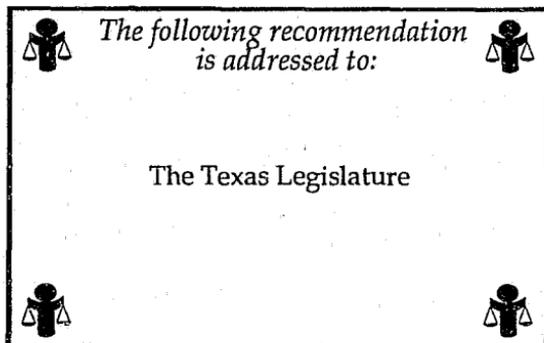
Every child who is referred to juvenile court but is not adjudicated should go through a diversion or first-offender program.

Often children who are arrested and referred to juvenile court are counseled and released. Some children are placed into first-offender programs aimed at preventing further contact with the juvenile justice system. Unfortunately, many juveniles do not have the benefit of such a program. Under Section 52.03 of the Texas Family Code, an intake officer is authorized to attach reasonable conditions to releasing a youth. It would be beneficial if all children who are referred to juvenile court went through this type of program as a condition of release.

Diversion programs should stress accountability for one's actions and restitution should be required. Programs should contain offense-specific education so that the youth understands that the juvenile justice system is not a joke and that further contacts with the law will result in increasingly serious action. Programs also should be community-based so that parents can be involved and the youth can see the community's reaction to his actions.

To best help the child, individualized intervention should occur. This means that substance abuse services, job training, and other counseling are provided when appropriate. The program should also offer a continuum of services based upon the needs of the child, not the financial means of the family.

Alternative Placements



The state legislature should increase funds for alternative placements so that juvenile court budgets do not dictate commitments of juveniles to state custody.

Whites in the juvenile justice system are overrepresented in private facilities while Blacks and Hispanics are overrepresented in public facilities. One of the reasons for this overrepresentation is that White families typically have access to greater resources such as insurance. Rather than spend already scarce funds to place a child in a public facility, a judge may allow a child to be placed in a private facility paid for by the parents. Under the principle of equal protection of the law, access to services should be based on the needs of the child, regardless of family financial means or private insurance coverage.

"There's not a year that goes by that probation chiefs and juvenile court judges aren't forced to make tough decisions on who gets the limited government-sponsored alternative placement beds and who remains locked up. Unfortunately, it's often the minority juvenile who remains locked up because of a lack of resources."

Robert Woods
Chief Juvenile Probation Officer
Smith County



*The following recommendation
is addressed to:*



The Texas Legislature
Police and Sheriff's Departments
Juvenile Probation Departments
Juvenile Prosecutors
Juvenile Judges



Standard, culturally unbiased criteria should be used by all juvenile justice personnel to make decisions regarding juveniles, including alternative placements.

Arrest is the most critical point of the juvenile justice system. Law enforcement officers have wide discretion when processing a youth. Choices range from a simple warning to taking the child into custody and referral to court. Researchers have looked into the rate of youth-police contacts and the conclusion is that most law enforcement officers make decisions without clear guidance and uniformity.

The same is true for detention intake personnel. In Texas, the Family Code requires release of a juvenile unless he meets at least one of six criteria. In order for a youth to be detained, he must:

- be a fugitive;
- have committed a felony and may be dangerous to himself or others;
- be likely to abscond;
- have no parent or guardian able to return him to court;
- have no suitable supervision; or
- have been previously adjudicated.

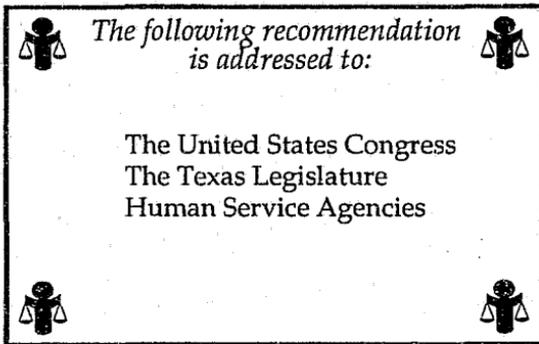
According to the National Council on Crime and Delinquency, if the reasons stated above were followed objectively, no more than ten percent of all arrested youths would be detained. In Texas, thirty percent of all referrals were detained in 1990.

Once a youth has been referred to juvenile court, a decision must be made whether or not to file a petition. This decision is made by an officer of the court or a prosecutor. Once again, these officials have wide discretion, and there are few guidelines for the use of that discretion. This lack of uniformity in decision-making is documented by the fact that nationally, petitions are filed in fifty-three percent of the cases involving non-whites and only thirty-six percent of the cases involving whites. This trend is true for all types of offenses.

"If minorities are living in communities with high crime and are thus overly represented in the juvenile justice system, the reason may be as much a societal reaction of the justice system decision-makers as the result of socialization processes for the youth."

*"Minority Youth in the Juvenile Justice System:
A Judicial Response"
National Council of Juvenile and Family Court Judges*

In "Minority Youth in the Juvenile Justice System: A Judicial Response", the National Council of Juvenile and Family Court Judges recommended that criteria and guidelines be designed for use by all juvenile justice personnel. In keeping with this recommendation, the Texas Legislature should provide for the development of standard, unbiased decision-making criteria to be used by juvenile justice personnel and law enforcement officers. This task would include arrest criteria, detention intake criteria, court petition criteria, and pre-placement assessment instruments for juveniles being placed in residential facilities. Research into the common assessment instruments currently being used for residential placement should be done to ensure that they are culturally and racially unbiased. Once adopted, the legislature should mandate the use of the instruments throughout the juvenile justice system. More information about the development of this criteria is found in the chapter on Research and Data Collection.



Children should not have to come into contact with the juvenile justice system to receive primary care or treatment.

The juvenile justice system provides a variety of services and treatment to young people. Unfortunately, many children do not have easy access to such services outside of the system. Conventional social service agencies often are not able to reach the people who really need services such as dysfunctional families with drug, alcohol, and abuse problems. These families either do not know how to secure services for themselves or refuse to accept help for any number of reasons. Therefore, many youngsters only receive services such as psychological assessments, counseling, substance abuse prevention training, and in many cases shelter through contact with the system. Because of these service needs, children are sometimes placed into the system when their offenses may only warrant being counseled and released.

Penetration of the juvenile justice system should be based only on the offense of the child. There should be no need for a juvenile to be sent into the system because of a need for primary care or treatment. Care for these children can be ordered by a court under Title II of the Texas Family Code, which mandates protective services for children.

In order to ensure that all children receive the care they require, the Texas Department of Human Services and the Texas Department of Protective and Regulatory Services should be legislatively mandated to provide or ensure primary care for children in need,

regardless of the level of their involvement in the juvenile justice system and regardless of any formal relationship to the court. In addition to mandating this primary care, Congress and the Texas Legislature should provide adequate funding for it.

Nowhere is the need greater than in the schools, which made about 10,000 referrals to juvenile courts in 1990. Many of these referrals warranted court action, but others were made to obtain the supervision and services that are available only through the courts.

To demonstrate cost-effective ways to fill these needs, the Governor's Criminal Justice Division has made comprehensive service projects eligible for funding in the schools. CJD will provide funds to these projects so that schools may purchase services for students who might otherwise be referred to court.

"It is unfortunate that many children must first enter the juvenile justice system in order to obtain services which they and their families require—services, which if rendered earlier, might have prevented the unlawful behavior in the first place..."

It is imperative that equal access to such services be guaranteed to children and families in need of them. When such protections do not exist, questions about violation of equal protection under the law are bound to arise."

*Teresa Ramirez
Executive Director
Harris County Juvenile Probation*

Aftercare

 *The following recommendation is addressed to:* 

Citizens
Community and Business Leaders
Local Social Service Agencies
All Branches of Local Governments

Civic organizations and residents should be empowered to change community conditions that contribute to continued violations after a juvenile is released from a correctional facility, or other out-of-home placement.

The juvenile who returns home and fails on parole may fail because the changes he made while in the system are not supported by his community. It is important that the youth's environment be supportive and conducive to his success on parole.

Community-based organizations should advocate, coordinate, or directly provide supervision and services to juveniles who return to that community following placement. These services include:

- substance abuse services such as prevention, education, and treatment;
- increased supervision, with at least one contact each day, including weekends;
- restitution, including assistance in arranging employment or community service;
- individual or group counseling, with at least five contact hours a week;
- educational services, including daily school attendance verification, and arranging tutoring;
- job training or placement assistance;
- transportation, if needed, to and from appointments required as a condition of participation in the program;
- family involvement, with at least one weekly contact between all immediate family members and project staff;
- prevention services, including recreation, with at least two hours per week of supervised activity to improve social skills, including peer interaction and rule acceptance, and learning accepted ways to display aggressive behavior; and
- twenty-four hour crisis intervention, to assist in resolving critical problems.

Research and Data Collection

 *The following recommendation is addressed to:* 

Texas Juvenile Probation Commission
Texas Youth Commission
Texas Commission on Alcohol and
Drug Abuse
Local Juvenile Probation Departments

Texas needs to develop a standardized statewide reporting system for juvenile justice.

The state was able to document overrepresentation of minority youth in the juvenile justice system through the use of several different samples. Unfortunately, the differences in sample size do not allow for comparison between the different points in the system. Therefore, it is impossible to accurately identify the reasons why overrepresentation is occurring. It will also be difficult to document any progress toward lowering overrepresentation with the current system.

Currently, the Texas Juvenile Probation Commission (TJPC) has in use the Caseworker Management Information System (MIS), which provides extensive information on juveniles in the system. However, only about sixty percent of the probation departments in the state currently use Caseworker.

It is recommended that emphasis be placed on expanding the Caseworker system statewide. This statewide system would allow for increased information in many areas of juvenile justice, including research on the overrepresentation of minorities in the juvenile justice system.

CJD currently has funds available for local juvenile probation departments to purchase computer equipment. To make purchase of this equipment easier, CJD will allow Texas Juvenile Probation

Commission (TJPC) funds to be used as the cash match required on the purchase of computer hardware to be used to implement the Caseworker MIS. The Caseworker software is available from TJPC, free of charge.

In addition to expanding Caseworker, additional steps should be taken toward developing the standard reporting system and increasing the understanding of the reasons for overrepresentation:

- Identify common data elements to analyze, in the Caseworker MIS of TJPC, the Child Care MIS of the Texas Youth Commission (TYC), and the data collection system of the Texas Commission on Alcohol and Drug Abuse (TCADA).
- Sample those counties that are not participating in Caseworker and review retrievable information manually.
- Develop a system to retrieve purchase of services information, including types of juveniles receiving services, types of programs, lengths of stay in residential placement, and costs.
- Identify those areas of the state's juvenile justice system where the greatest disparities are occurring, and focus on those areas.
- Taking individual data on focused areas, try to analyze empirically the underlying reasons for disparities.



*The following recommendation
is addressed to:*



Texas Criminal Justice Policy Council
Governor's Criminal Justice Division



Conduct a statewide survey on the decision-making criteria of personnel who are in contact with youths in the system.

Available data shows that minority juveniles are overrepresented at each point in the juvenile justice system. This overrepresentation holds true for almost all types of offenses. There are many possible reasons, such as broad discretion in decision-making and a lack of standard, objective criteria; the number of prior offenses in each case; discrimination; or the behavior of the juvenile. But available data does not point conclusively to any one reason.

It is recommended that a statewide survey of a representative sample of judicial districts be conducted. First, all law enforcement, detention, prosecution, and juvenile court officials in each selected district would be contacted. Then, they would be informed of the problem of overrepresentation of minority youths in Texas and asked if there is a problem in their jurisdictions. They would also be asked for any opinions as to reasons for the disproportion.

Finally, they would be asked to track all cases processed through the local system, from arrest through final disposition, for a specific period of time. They would also provide the rationale for all decisions made regarding youths.

Results of this survey should be used to determine if standard decision-making criteria are feasible for all or part of the juvenile justice system and if changes should be made in existing criteria.

Training



*The following recommendation
is addressed to:*



The Texas Legislature
Police and Sheriff's Departments
Juvenile Justice Agencies
Social Service Agencies
The Public School System



An emphasis must be placed on training for all types of juvenile justice personnel to increase multicultural awareness.

It has been stated throughout this document that young people and those who work with them must learn to effectively deal with people of various cultures. In order for juveniles to understand right and wrong they must first develop a respect for themselves and for those around them. In turn, adults who work with children must learn to understand young people of all backgrounds to effectively do their jobs.

"We must seek to enhance the cultural and ethnic competencies of all those who work with children and families, promoting an attitude that celebrates differences and values diversity."

*Theresa Andreas Tod, Director
Texas Network of Youth Services*

Children must be taught self-respect and consideration for others. To develop self-respect, children must be able to identify their own possibilities in the role models they see. To develop consideration for others, they must learn to understand all types of children, including their backgrounds and beliefs. Since children spend a great deal of their time in school, it is crucial that the environment

there be conducive to learning these values. Teachers should be trained during Teacher In-Service days to be culturally aware and sensitive to students. This training should not only focus on learning to understand the children but should also show teachers how to infuse these lessons into their curricula.

On the community level, social service agencies should seek out training for their staff and volunteers to learn the understanding of others that is crucial to properly serving people. It is especially important that those staff and volunteers who work with parenting classes, life skills classes, early childhood programs, and others who provide training to the public receive multicultural training.

Multicultural education also must be provided for juvenile justice personnel and law enforcement officers. The training should enhance awareness of cultural differences and focus on understanding the roles of culture in the lives of people and the impact of those roles on how people relate to one another. In addition to teaching understanding of various cultures, these officials should be taught how to make unbiased decisions. The decision-making training also should include information on how to properly use any standard assessment instrument.

In order to increase training to those who work with children, the Criminal Justice Division continues to invite grant applications for training programs.

"If the juvenile justice system is to address the unique needs of the minority/ethnic group children, it is imperative that cultural sensitivity topics be incorporated into all training curricula for all juvenile justice system practitioners."

*"Minority Youth in the Juvenile Justice System:
A Judicial Response"
National Council of Juvenile and Family Court Judges*

Appendix A—Documentation of Overrepresentation

Appendix A contains information required by the U. S. Department of Justice, Office of Juvenile Justice and Delinquency Prevention. Its purpose is to document the overrepresentation of minorities in the juvenile justice system. For each indicator, the tables contain an actual number of juveniles, a percentage of the total, and an index. This index is intended to show the extent of overrepresentation of a particular ethnic group. For example, if the index is one (1) then that ethnic group's representation in the juvenile justice system is equal to its representation in the at-risk population (ages 10-16) of the sample. A higher index indicates overrepresentation and a lower index indicates underrepresentation. Following the tables is a set of notes for each indicator that shows the percentage of the state's at-risk population covered by the sample, the sources of the data, and the ethnic and racial break downs of the population of the sample.

Important Note

Since there is no statewide reporting system for juvenile justice information, the samples provided here are limited. Appendix A is intended to provide an overall idea of the extent of the problem and is not meant to represent complete statewide data or a random sample of the state's population. The information in this appendix was provided by agencies and juvenile probation departments working in cooperation with the Governor's Criminal Justice Division.

Disproportionate Minority Confinement (Phase One)

Data Items:

1. Juveniles confined in secure juvenile detention facilities.
2. Juveniles confined in secure juvenile correctional facilities.
3. Juveniles confined in adult jails and lockups.
4. Juveniles arrested.
5. Juveniles transferred to adult court.

Data Items	Total Number	Black			Hispanic			Other			White		
		Number	Percentage	Index	Number	Percentage	Index	Number	Percentage	Index	Number	Percentage	Index
1.	19198	6251	32.6%	2.6	7302	38.0%	1.0	532	2.8%	1.7	5113	26.6%	0.6
2.	1279	489	38.2%	2.9	447	35.0%	1.2	8	.6%	0.4	335	26.2%	0.5
3.	20	0	0.0%	0	20	100%	3.0	0	0.0%	0	0	0.0%	0
4.	41785	30708	21.7%	1.6	52632	37.1%	1.2	683	0.5%	0.3	57762	40.7%	0.8
5.	65	11	16.9%	1.4	31	47.7%	1.3	2	3.1%	1.8	21	32.3%	0.7

Disproportionate Processing of Minority Youth (Phase Two)

Data Items:

- 1 a. Status offenders arrested.
- 1 b. Delinquent offenders arrested.
2. Diverted
- 3 a. Detained in a nonsecure facility.
- 3 b. Detained in a secure facility.
- 4 a. Adjudicated status offenders
- 4 b. Adjudicated delinquent offenders
5. Transferred to adult court.
- 6 a. Case closed
- 6 b. Probation
- 6 c. Disposition—residential facility
- 6 d. Disposition—secure county facility
- 6 e. Disposition—commitment to a state agency

Data Items	Total Number	Black			Hispanic			Other			White		
		Number	Percentage	Index	Number	Percentage	Index	Number	Percentage	Index	Number	Percentage	Index
1 a.	31271	4891	15.6%	1.1	9222	29.5%	0.9	184	0.6%	0.4	16974	54.3%	1.0
1 b.	110514	25817	23.4%	1.7	43410	39.3%	1.3	499	0.5%	0.3	40788	36.9%	0.7
2.	2592	442	17.1%	1.4	1159	44.7%	1.2	48	1.9%	1.1	993	38.3%	0.8
3 a.	1323	81	6.1%	0.5	931	70.4	2.1	83	6.3%	3.5	228	17.2%	0.3
3 b.	15596	4349	27.9%	2.1	6498	41.7%	1.2	493	3.2%	1.8	4266	27.4%	0.5
4 a.	4426	461	10.4%	0.8	2018	45.6%	1.4	24	0.5%	0.3	1923	43.4%	0.9
4 b.	19392	4067	21.0%	1.6	8347	43.0%	1.3	407	2.1%	1.2	6571	33.9%	0.7
5.	65	11	16.9%	1.4	31	47.7%	1.3	2	3.1%	1.8	21	32.3%	0.7
6 a.	5885	1704	29.0%	2.3	3724	63.3%	1.7	214	3.6%	2.1	2710	46.0%	0.9
6 b.	5528	1139	20.6%	1.7	2748	49.7%	1.3	62	1.1%	0.7	1579	28.6%	0.6
6 c.	465	113	24.0%	1.8	153	33.0%	1.1	3	0.1%	0.1	196	42.0%	0.8
6 d.	111	24	22.0%	1.7	48	43.0%	1.4	3	0.0%	0.0	39	35.0%	0.6
6 e.	2014	730	36.2%	2.7	761	37.8%	1.3	11	0.5%	0.3	512	25.4%	0.5
7.	1279	489	38.2%	2.9	447	35.0%	1.2	8	0.6%	0.4	335	26.2%	0.5

Sources of Data

Disproportionate Minority Confinement (Phase One)—Notes

1. Juveniles confined in secure juvenile detention facilities.

- Sample includes 61.7% of the population ages 10-16.
- Sources of data:
 - Texas Juvenile Probation Commission—Caseworker MIS
 - Bexar County Juvenile Probation
 - El Paso County Juvenile Probation
 - Harris County Juvenile Probation
 - Tarrant County Juvenile Probation
 - Travis County Juvenile Probation

Population of Sample

Total	4,885,571	100%
Anglo	2,655,378	54.4%
Black	669,877	13.7%
Other	72,937	1.5%
Hispanic	1,487,379	30.4%

2. Juveniles confined in secure juvenile correctional facilities.

- Sample includes 100% of the state population ages 10-16.
- Source of data is the Texas Youth Commission.

Population of Sample

Total	1,723,355	100%
Anglo	950,039	55.1%
Black	229,335	13.3%
Other	27,999	1.6%
Hispanic	515,962	29.9%

3. Juveniles confined in adult jails and lockups.

- Sample includes 54.5% of the population ages 10-16.
- Sources of data:
 - Texas Juvenile Probation Commission—Caseworker MIS
 - El Paso County Juvenile Probation
 - Harris County Juvenile Probation
 - Tarrant County Juvenile Probation
 - Travis County Juvenile Probation

3. Juveniles confined in adult jails (cont.).

Population of Sample

Total	938,733	100%
Anglo	477,829	50.9%
Black	122,610	13.5%
Other	16,446	1.8%
Hispanic	321,848	33.9%

4. Juveniles arrested.

- Sample includes 100% of the population under eighteen years.
- Source of data is the Texas Department of Public Safety—Uniform Crime Reports, 1989.

Population of Sample

Total	4,885,571	100%
Anglo	2,655,378	54.4%
Black	669,877	13.7%
Other	72,937	1.5%
Hispanic	1,487,379	30.4%

5. Juveniles transferred to adult court.

- Sample includes 61.7% of the population ages 10-16.
- Sources of data:
 - Texas Juvenile Probation Commission—Caseworker MIS
 - Bexar County Juvenile Probation
 - El Paso County Juvenile Probation
 - Harris County Juvenile Probation
 - Tarrant County Juvenile Probation
 - Travis County Juvenile Probation

Population of Sample

Total	1,063,436	100%
Anglo	518,615	48.8%
Black	131,370	12.4%
Other	18,134	1.7%
Hispanic	395,317	37.2%

Sources of Data

Disproportionate Processing of Minority Youth (Phase Two)—Notes

1. Arrested (status and delinquent)

- Sample represents 100% of the population under eighteen.
- Source of data is the Texas Department of Public Safety—Uniform Crime Reports, 1989.

Population of Sample

Total	4,885,571	100%
Anglo	2,655,378	54.4%
Black	669,877	13.7%
Other	72,937	1.5%
Hispanic	1,487,379	30.4%

2. Diverted

- Sample represents 61.7% of the population.
- Sources of data:
 - Texas Juvenile Probation Commission—Caseworker MIS
 - Bexar County Juvenile Probation
 - El Paso County Juvenile Probation
 - Harris County Juvenile Probation
 - Tarrant County Juvenile Probation
 - Travis County Juvenile Probation

Population of Sample

Total	1,063,436	100%
Anglo	518,615	55.1%
Black	131,370	13.3%
Other	18,134	1.6%
Hispanic	395,317	29.9%

3. Detained (nonsecure and secure)

- Sample includes 54.5% of the population 10-16.
- Sources of data:
 - Texas Juvenile Probation Commission—Caseworker MIS
 - El Paso County Juvenile Probation
 - Harris County Juvenile Probation
 - Tarrant County Juvenile Probation
 - Travis County Juvenile Probation

3. Detained (nonsecure and secure) (cont.)

Population of Sample

Total	938,733	100%
Anglo	477,829	50.9%
Black	122,610	13.5%
Other	16,446	1.8%
Hispanic	321,848	33.9%

4. Adjudicated (status and delinquent)

- Sample includes 44% of the population ages 19-16.
- Sources of data:
 - Texas Juvenile Probation Commission—Caseworker MIS
 - Harris County Juvenile Probation
 - Travis County Juvenile Probation

Population of Sample

Total	757,442	100%
Anglo	285,236	50.9%
Black	102,237	13.5%
Other	13,417	1.8%
Hispanic	256,552	33.9%

5. Dispositions (case closed, probation, private-residential, and secure county facility)

- Sample includes 61.7% of the population ages 10-16.
- Sources of data:
 - Texas Juvenile Probation Commission—Caseworker MIS
 - Bexar County Juvenile Probation
 - El Paso County Juvenile Probation
 - Harris County Juvenile Probation
 - Tarrant County Juvenile Probation
 - Travis County Juvenile Probation

Population of Sample

Total	1,063,436	100%
Anglo	518,615	48.8%
Black	131,370	12.4%
Other	18,134	1.7%
Hispanic	395,317	37.2%

6. Dispositions (Private-residential facility, secure county facility)

- Sample includes 100% of the population ages 10-16.
- Source of data is the Texas Juvenile Probation Commission.

Population of Sample

Total	1,723,355	100%
Anglo	950,039	55.1%
Black	229,335	13.3%
Other	27,999	1.6%
Hispanic	515,962	29.9%

6. Dispositions (commitment to state agency)

- Sample includes 100% of the population ages 10-16.
- Source of data is the Texas Youth Commission.

Population of Sample

Total	1,723,355	100%
Anglo	950,039	55.1%
Black	229,335	13.3%
Other	27,999	1.6%
Hispanic	515,962	29.9%

7. Committed (state secure facility)

- Sample includes 100% of the population ages 10-16.
- Source of data is the Texas Youth Commission.

Population of Sample

Total	1,723,355	100%
Anglo	950,039	55.1%
Black	229,335	13.3%
Other	27,999	1.6%
Hispanic	515,962	29.9%

8. Committed (local secure facility)

- Sample represents 100% of the population ages 10-16.
- Source of data is the Texas Juvenile Probation Commission.

Population of Sample

Total	1,723,355	100%
Anglo	950,039	55.1%
Black	229,335	13.3%
Other	27,999	1.6%
Hispanic	515,962	29.9%

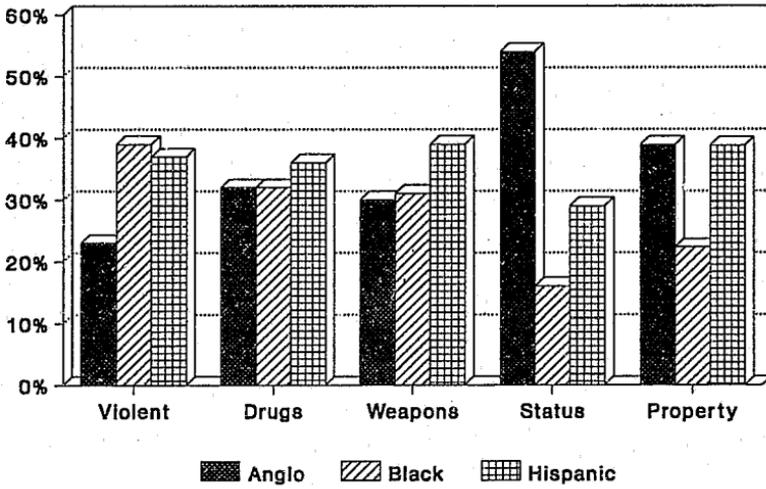
Appendix B—Additional Information

Attachment B is meant to give an idea of the indicators of and reasons for overrepresentation. Juvenile probation departments from around the state supplied information on living arrangements, sex, school status, etc. for the juveniles referred to them. This information is shown graphically and is followed by a set of notes as in Appendix A.

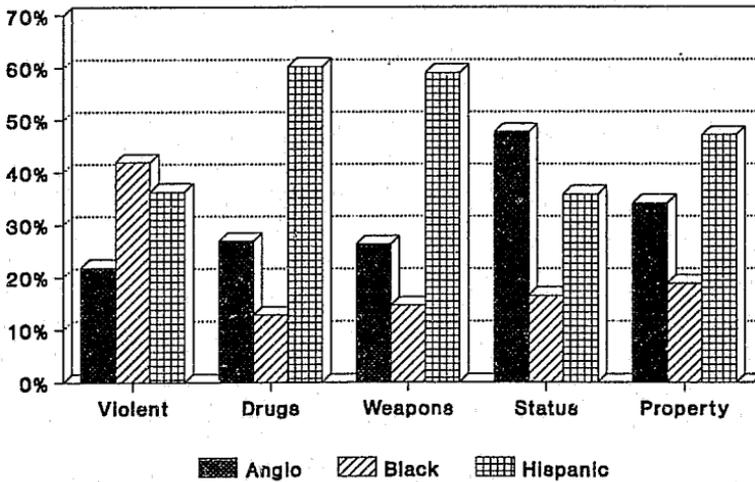
Important Note

Since there is no statewide reporting system for juvenile justice information, the samples provided here are limited. Appendix A is intended to provide an overall idea of the extent of the problem and is not meant to represent complete statewide data or a random sample of the state's population. The information in this appendix was provided by agencies and juvenile probation departments working in cooperation with the Governor's Criminal Justice Division.

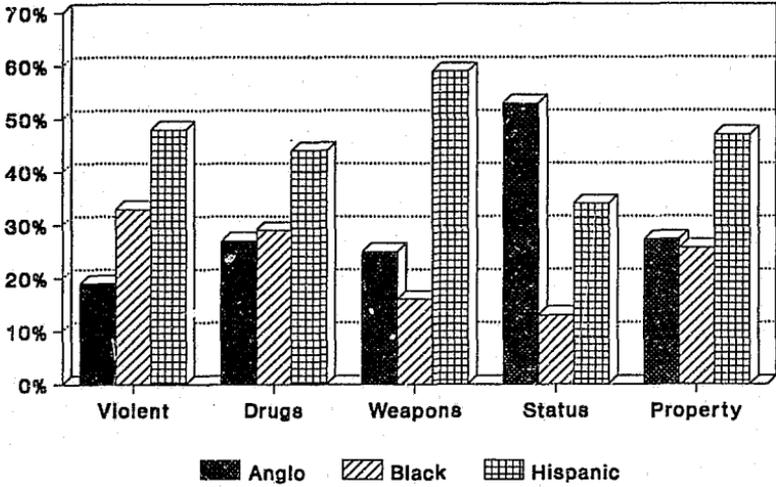
Arrests--1989



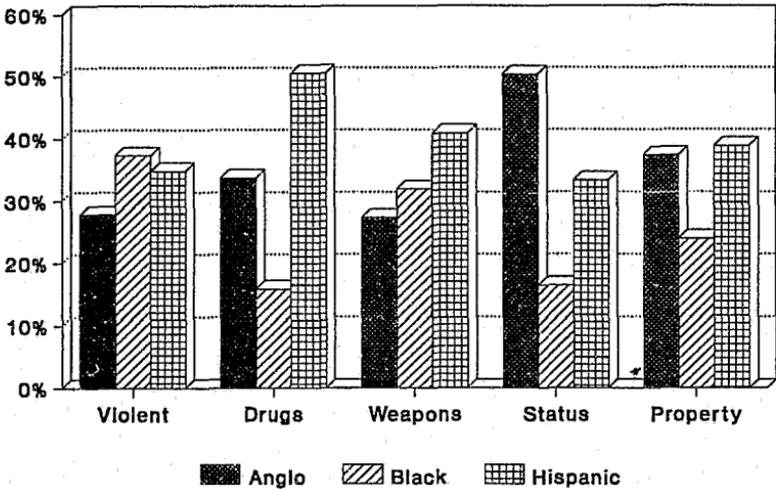
Charge at the Point of Referral—1989



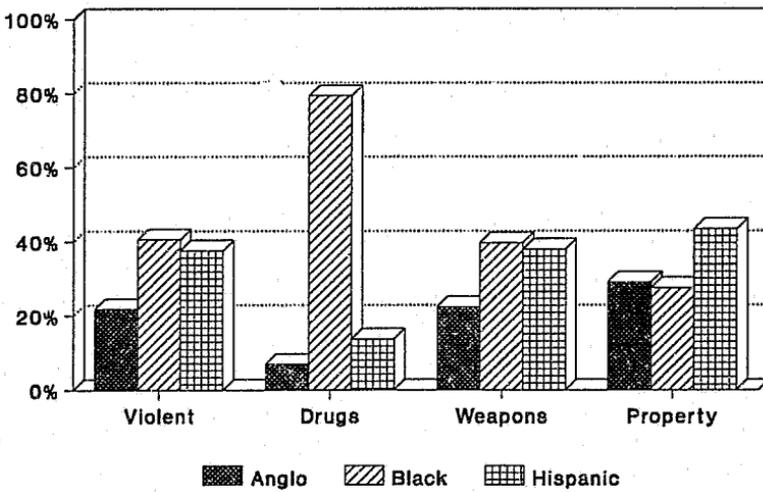
Charge at the Point of Detention--1989



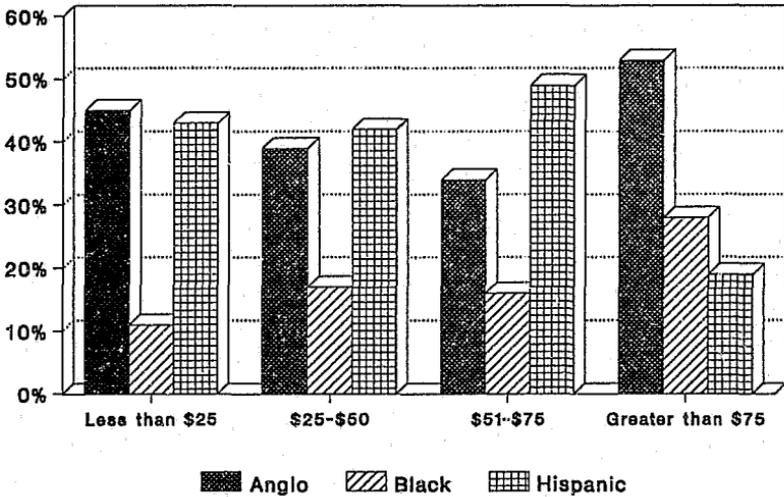
Charge at the Point of Disposition--1989



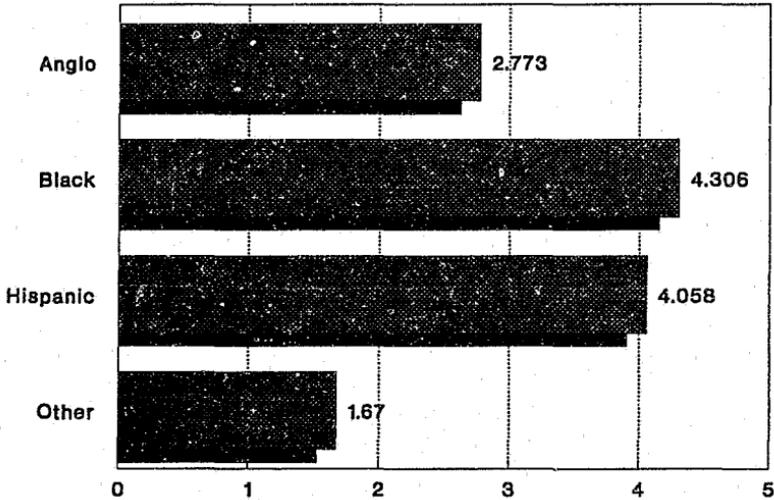
Charge at the Point of Commitment to TYC--1989



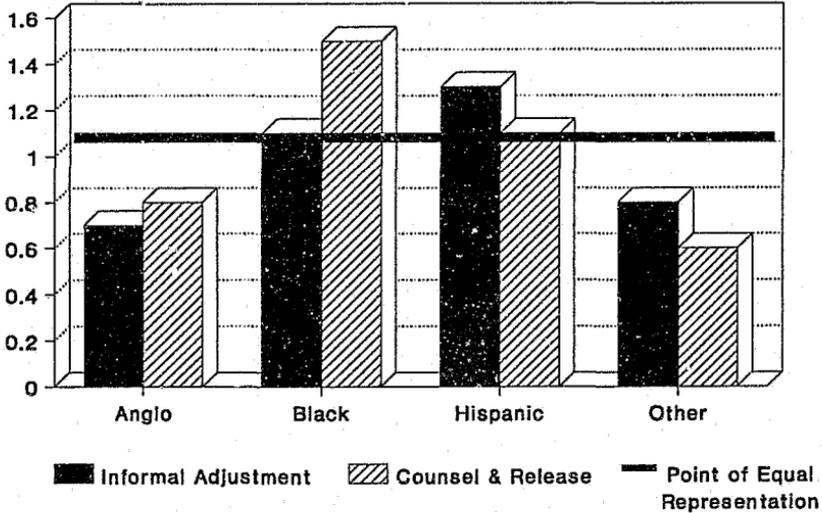
Placement Cost Per Day--1989



Number of Referrals Per Juvenile--1989

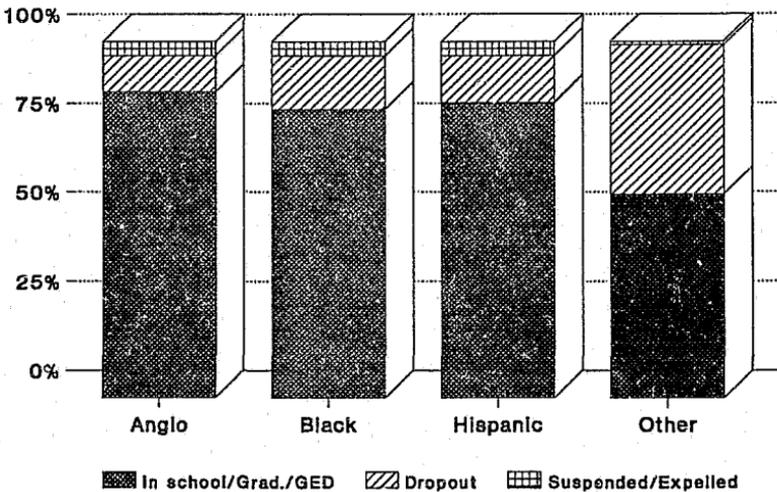


Counsel & Release--Informal Adjustment Indexes



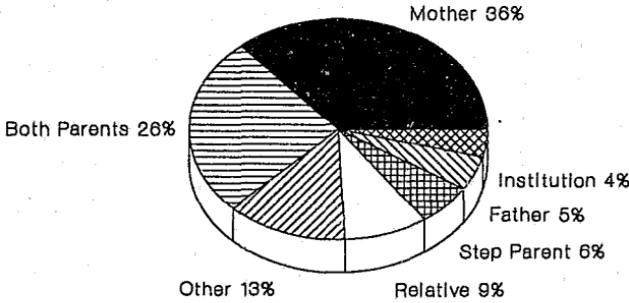
The Index is a comparison of the percentage the group makes up in the sample compared with their percentage in the population.

School Status--1989

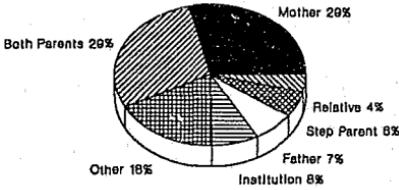


Living Arrangement At the Point of Referral

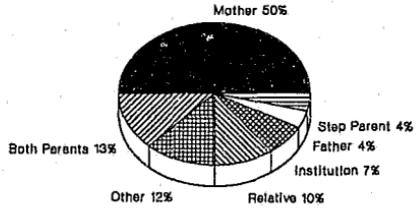
Total



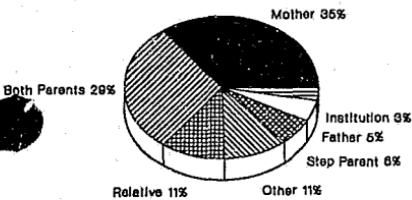
Anglo



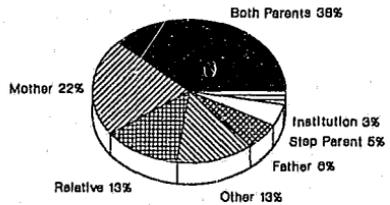
Black



Hispanic



Other



Additional Information—Notes

Following are the offenses in each category of crime as used for this report.

Violent Crime

Aggravated Assault
Aggravated Kidnapping
Aggravated Robbery
Aggravated Sexual Assault
Capital Murder
Deadly Assault on a Police Officer
Murder
Voluntary Manslaughter

Drug-Related

Delivery of Amphetamines
Delivery of Barbiturates
Delivery of Controlled Substance
Delivery Marijuana
Manufacture of Controlled Substance
Manufacture of Barbiturates
Possession of Amphetamines—with intent to deliver
Possession of Amphetamines—with intent to manufacture
Possession of Barbiturates—with intent to deliver
Possession of Barbiturates—with intent to manufacture
Possession of Controlled Substance—with intent to deliver
Possession of Controlled Substance—with intent to manufacture
Possession of Marijuana—with intent to deliver
Possession of Amphetamines
Possession of Barbiturates
Possession of Controlled Substance
Possession of Drug Paraphernalia
Possession of Marijuana 0-2 oz.
Possession of Marijuana 2-4 oz.
Possession of Marijuana 4+ oz.
Sale of Amphetamines
Sale of Barbiturates
Sale of Controlled Substances
Sale of Marijuana
Intoxication on Drugs

Weapon-Related

Escape—use of threat of deadly weapon
Disorderly conduct—firearm
Possessing prohibited weapons
Resist Arrest—use of deadly weapon
Unlawfully carrying weapons

Status Offenses

Truancy
Runaway
Minor in Possession of Alcohol

Property Offenses

Burglary
Burglary of a Coin-Operated Machine
Burglary of a Vehicle
Criminal Mischief
Theft (Any Amount)

Sources of Data

Additional Information—Notes

Arrests—1989

- Sample represents 100% of the population under eighteen.
- Source of the data is the Texas Department of Public Safety—Uniform Crime Reports, 1989.

Population of Sample

Total	4,885,571	100%
Anglo	2,655,378	54.4%
Black	669,877	13.7%
Other	72,937	1.5%
Hispanic	1,487,37	30.4%

Charge at the Point of Referral—1989

- Sample represents 65% of the population at-risk (10-16).
- Sources of data:
 - Texas Juvenile Probation Commission—Caseworker MIS
 - Bexar County Juvenile Probation
 - Dallas County Juvenile Probation
 - El Paso Juvenile Probation
 - Harris County Juvenile Probation
 - Travis County Juvenile Probation

Population of Sample

Total	1,723,355	100%
Anglo	950,039	55.1%
Black	229,335	13.3%
Other	27,999	1.6%
Hispanic	515,962	29.9%

Charge at the Point of Disposition—1989

- Sample represents 41.2% of the population at-risk (10-16).
- Sources of data:
 - Texas Juvenile Probation Commission Caseworker MIS
 - Harris County Juvenile Probation

Population of Sample

Total	710,665	100%
Anglo	360,147	50.7%
Black	94,865	13.3%
Other	12,523	1.8%
Hispanic	243,130	34.2%

Charge at the Point of Detention—1989

- Sample represents 44% of the population at-risk (10-16).
- Sources of data:
 - Texas Juvenile Probation Commission—Caseworker MIS
 - Harris County Juvenile Probation
 - Travis County Juvenile Probation

Population of Sample

Total	757,442	100%
Anglo	385,236	50.9%
Black	102,237	13.5%
Other	13,417	1.8%
Hispanic	256,552	33.9%

Charge at the Point of Commitment of TYC—1989

- Sample includes 100% of the population ages 10-16.
- Source of data is the Texas Youth Commission.

Population of Sample

Total	1,723,355	100%
Anglo	950,039	55.1%
Black	229,335	13.3%
Other	27,999	1.6%
Hispanic	515,962	29.9%

Placement Costs Per Day—1989

- Sample represents 45.6% of the population at-risk (10-16).
- Sources of data:
 - Texas Juvenile Probation Commission—Caseworker MIS
 - Bexar County Juvenile Probation
 - El Paso County Juvenile Probation
 - Tarrant County Juvenile Probation
 - Travis County Juvenile Probation

Population of Sample

Total	785,160	100%
Anglo	378,027	48.1%
Black	70,119	8.9%
Other	9,681	1.2%
Hispanic	327,333	41.7%

Number of Referrals Per Person—1989

- Sample represents 25.1% of the population at-risk (10-16).
- Source of data is the Texas Juvenile Probation Commission—Caseworker MIS

Population of Sample

Total	1,723,355	100%
Anglo	950,039	55.1%
Black	229,335	13.3%
Other	27,999	1.6%
Hispanic	515,962	29.9%

Disposition—Counsel & Release and Informal Adjustment

- Sample represents 61.7% of the population ages 10-16.
- Source of data:
 - Texas Juvenile Probation Commission-Caseworker MIS
 - Bexar County Juvenile Probation
 - El Paso County Juvenile Probation
 - Harris County Juvenile Probation
 - Tarrant County Juvenile Probation
 - Travis County Juvenile Probation

Population of Sample

Total	1,063,436	100%
Anglo	518,615	48.8%
Black	131,370	12.4%
Hispanic	395,317	37.2%
Other	18,134	1.7%

School Status

- Sample includes 61.7% of the population ages 10-16.
- Sources of data:
 - Texas Juvenile Probation Commission—Caseworker MIS
 - Bexar County Juvenile Probation
 - El Paso County Juvenile Probation
 - Harris County Juvenile Probation
 - Tarrant County Juvenile Probation
 - Travis County Juvenile Probation

Population of Sample

Total	1,063,436	100%
Anglo	518,615	48.8%
Black	131,370	12.4%
Hispanic	395,317	37.2%

Living Arrangement

- Sample includes 61.7% of the population ages 10-16.
- Sources of data:
 - Texas Juvenile Probation Commission—Caseworker MIS
 - Bexar County Juvenile Probation
 - El Paso County Juvenile Probation
 - Harris County Juvenile Probation
 - Tarrant County Juvenile Probation
 - Travis County Juvenile Probation

Population of Sample

Total	1,063,436	100%
Anglo	518,615	48.8%
Black	131,370	12.4%
Hispanic	395,317	37.2%

NOTE: The source of all population data is the Texas Department of Commerce, *Estimated Population of Texas, July 1, 1989.*

Indexes for Additional Information

Following is a table of indexes for some of the information shown graphically in Appendix B. An index of one (1) indicates that the ethnic or racial group is represented equally in the juvenile justice system and in the at-risk population as a whole. An index of less than one means underrepresentation; an index of more than one mean overrepresentation.

	Violent	Drugs	Weapons	Status	Property
Arrests					
Anglo	0.5	0.7	0.6	1.1	0.8
Black	2.8	2.3	2.2	1.2	1.6
Hispanic	1.0	1.0	1.1	0.8	1.1
Referrals					
Anglo	0.4	0.5	0.5	0.9	0.6
Black	3.1	0.9	1.1	1.2	1.4
Hispanic	1.2	2.0	1.9	1.2	1.5
Dispositions					
Anglo	0.5	0.7	0.5	1.0	0.7
Black	2.8	1.2	2.4	1.2	1.8
Hispanic	1.0	1.5	1.2	1.0	1.1
Detentions					
Anglo	0.4	1.3	0.5	1.0	0.5
Black	2.4	2.1	1.2	1.0	2.0
Hispanic	1.4	1.3	1.7	1.0	1.4
TYC					
Anglo	0.4	0.1	0.4	N/A	0.5
Black	3.1	6.0	3.0	N/A	2.1
Hispanic		0.5	1.3	N/A	1.5

Appendix C—Statewide and Demonstration Projects

PURPOSE

The purpose of these projects is to provide “seed money” for projects that demonstrate new and effective ways to reduce the number of children entering or re-entering the juvenile justice system. Preference will be given to those applications that directly address one of the mandates of the JJDP Act, including Minority Youth in the Juvenile Justice System.

SOURCE OF FUNDS

Funds for this program are taken from the one-third of the state’s annual JJDP Act Formula Grant that may be spent for projects with statewide impact, including local demonstration projects.

ALLOCATION OF FUNDS

Funds will be made available annually through a Request For Applications (RFA). Applications for each type of eligible project will be rated competitively against other applications for the same type of project. The following selection criteria will be used: documentation of problem(s) (20 points), soundness of proposed strategy (20 points), organizational capability of applicant and qualifications of project staff (20 points), reasonableness and cost-effectiveness of budget (20 points), and evaluation design (20 points). Based upon rating scores, the Juvenile Justice and Delinquency Prevention Advisory Board will make recommendations to the Governor, who will make final selections. One or more grants may be awarded, depending upon availability of funds.

Program Information

I. TYPES OF PROJECTS

Funds may be used to develop, support, and continue the following types of projects.

A. **Community-Based Prevention Projects.** Eligible applicants are private non-profit corporations and local units of government, which may contract with other public or private agencies. A maximum of \$75,000 is available in this category.

1. The primary goal is to reduce overrepresentation of minorities in the juvenile justice system. The strategy is early prevention of conditions that contribute to the disproportionate number of Black and Hispanic children who are eventually arrested and referred to court. Projects will stress increased outreach, coordination and delivery of services within high-risk neighborhoods and communities, with particular emphasis upon reaching families and children whose service needs are not currently being met, or who are resistant to services.

(An example would be families in which chemical dependency interferes with the ability to provide proper care and supervision of children. Another example would be children who are on the streets from an early age with no adult-supervised activities.)

Volunteers who live in the community will act as advocates, as outreach workers, and as liaison between such families and service agencies. Examples of project activities are:

- a. Outreach and referral of pregnant teens and parents to family planning, prenatal care, and parenting education.
 - b. Referral to chemical dependency services.
 - c. Referral to and advocacy for greater availability of daycare, Headstart, Extend-A-Care, after-school tutoring, and mentor programs that provide children with positive role models.
 - d. Advocacy for greater use of "lighted school" programs in which public school buildings serve as community centers.
2. Grant funds may be used to pay salary, fringe benefits, travel, and other necessary expenses of a service coordinator to recruit, train, and supervise community outreach workers. Funds may also be used for office expenses, necessary support staff, and reimbursement of community outreach workers at an hourly rate. Grant applications must:
- a. State the problem(s) to be addressed and the geographic area to be served. Document the problem(s) using at least three years of historical data (e.g., high crime/high juvenile arrest rates, etc.).
 - b. Describe the proposed strategies and activities that will be used to solve the problem(s), and include:
 - (1.) identification of the target population, the estimated number of persons to be served, and the service needs to be met by the project

- (2.) description of how indigenous community organizations/individuals will be involved, including a description of how community outreach workers will be recruited, trained, and supervised
 - (3.) description of strategies for outreach, referral, and follow-up with service agencies
 - (4.) description of strategies for advocating greater availability of services in the community, including strategies for involving community organizations/residents in advocacy
 - (5.) demonstration of a commitment to cultural sensitivity in all areas of the project
 - (6.) a chemical dependency outreach/referral component
- c. Document the applicant's experience and ability to manage the proposed project, including fiscal capability to manage federal funds. Applications must also describe qualifications of proposed project staff.
 - d. Provide a complete project budget, including an itemized narrative showing the basis for all costs. The budget must be sufficient to cover a 12-month grant period.
 - e. Include an evaluation design to measure project results. Specific measures of performance must be included in the design.

B. University Mentor Projects. Eligible applicants are colleges and universities. A maximum of \$75,000 is available in this category.

1. The goal is to reduce the number of children who are ultimately referred to court because of increasingly serious behavior problems in school. The strategy is to provide early help to children with serious learning, behavior, and truancy problems.

Projects will match Kindergarten through 8th grade students with college level mentors of similar cultural and socioeconomic backgrounds. Mentors will serve as:

- a. Role models, tutors, and advocates for children whose behavior or service needs contribute to suspension/expulsion, dropout, and eventual referral to juvenile court.
 - b. Assistants to classroom teachers in following up on problems such as truancy, with a ratio of one mentor per ten students.
2. Grant funds may be used to pay the salary, fringe benefits, travel, and other necessary expenses of a coordinator to recruit/screen/supervise mentors. Funds may also be used for office expenses, necessary support staff, and reimbursement of mentors at an hourly rate. Grant applications must:
 - a. State the problem(s) to be addressed, including the schools and grade levels to be served. Document the problem(s) using at least three years of historical data (e.g., number of suspensions/expulsions, number of truants/dropouts, number of juveniles referred to court by the schools, etc.)

- b. Describe the proposed strategies and activities that will be used to solve the problem(s), and include:
 - (1.) working agreements between the school(s) and the project;
 - (2.) an estimate of the number of students to be served;
 - (3.) description of the types of services that will be provided;
 - (4.) description criteria for selecting, training, and supervising college level mentors;
 - (5.) demonstration of a commitment to cultural sensitivity in all areas of the project.
- c. Document the applicant's experience and ability to manage the proposed project, including fiscal capability to manage federal funds. Applications must also include a description of the qualifications of proposed project staff.
- d. Provide a complete project budget, including an itemized narrative showing the basis for all costs. The budget must be sufficient to cover a 12-month grant period.
- e. Include an evaluation design to measure project results. Specific performance measures must be included.

C. **Comprehensive Service Projects.** Eligible applicants are independent school districts, which may contract with public/private agencies and individual service providers. A maximum of \$75,000 is available in this category.

1. The goal is to reduce the number of children who are eventually referred to court because of increasingly serious problems in school. The strategy is to provide a wide range of services to children whose behavior or service needs contribute to suspension/expulsion, dropout, and eventual referral to juvenile court. Services to families are included. All services are delivered at a single location in the familiar setting of the school. Services are provided under contract with public or private social service agencies or individual service providers. Services include:
 - a. Substance abuse intervention
 - b. Individual and group counseling for children whose behavioral problems interfere with learning
 - c. Family counseling/support groups and parenting education classes
 - d. Outreach to children who are chronically truant or otherwise at risk of dropping out of school
2. Grant funds must be expended in accordance with a CJD Maximum Rate Schedule that specifies types of eligible services, qualifications of service providers, and maximum rates of reimbursement. Grant funds may not be used to supplant other funds for which the child may be eligible. Grant applications must:

- a. State the problem(s) to be addressed, including the schools and grade levels to be served. Document the problem(s) using at least three years of historical data (e.g., number of suspensions/expulsions, number of truants/dropouts, number of juveniles referred to court by the schools, etc.)

- b. Describe the proposed strategies and activities that will be used to solve the problem(s), and include:
 - (1.) working agreements between the school(s) and the project

 - (2.) an estimate of the number of students to be served

 - (3.) description of the types of services that will be purchased and the method of selecting service providers

 - (4.) description of the referral and assessment process by which students and families will be identified and referred for services

 - (5.) description of the physical location in which services will be delivered

 - (6.) demonstration of a commitment to cultural sensitivity in all areas of the project.

- c. Document the applicant's experience and ability to manage the project, including fiscal capability to manage federal funds. Applications must also include a description of the qualifications of proposed project staff.

- d. Provide a complete project budget, including an itemized narrative showing the basis for all costs. The budget must be sufficient to cover a 12-month grant period.
- e. Include an evaluation design to measure project results. Specific performance measures must be included.

D. Juvenile Offender Employment Projects. Eligible applicants are state agencies and local units of government, which may contract with public or private agencies. A maximum of \$75,000 is available in this category.

1. The goal is to reduce the number of juveniles, particularly racial and ethnic minorities, who are re-committed to county-operated correctional facilities, to the Texas Youth Commission, or to other court-ordered residential placement. The strategy is to ensure that releasees from such facilities be offered employment and/or vocational training opportunities.
2. Grant funds may be used to pay salary, fringe benefits, travel, and other necessary expenses of employment counselors to secure appropriate employment/training for juveniles. Grant funds may also be used for office expenses and necessary support staff. Grant funds may also be used to contract for certified vocational training courses and for academic courses such as remedial education, special education for learning disabilities, and G.E.D. preparation for adjudicated juvenile offenders. Eligible costs for reimbursement under contract include tuition, instructional materials, tools, uniforms, and other expenses necessary for completion of the course of study and subsequent job placement. Grant funds

may not be used to pay wages to juveniles or to supplant other funds for which juveniles are eligible, including funds available under the Jobs Training Partnership Act. Grant applications must:

- a. State the problem(s) to be addressed, including the geographic area to be served. Document the problem(s) using at least three years of historical data (e.g., number of juvenile probationers and parolees in need of job training/job placement upon release from a state institution, county facility, or other residential facility).
- b. Describe the proposed strategies and activities that will be used to solve the problem(s), and include:
 - (1.) working agreement(s) with correctional agencies participating in the project
 - (2.) an estimate of the number of juveniles to be served
 - (3.) descriptions of the types of services to be provided
 - (4.) referral agreements between the project and juvenile institutions, probation and parole agencies, the Texas Employment Commission, and a proposed list of public and private employers who will be approached by project staff to develop job slots for eligible juveniles
 - (5.) description of type, frequency, and duration of follow-up contacts to be made after job training/job placement

(6.) demonstration of a commitment to cultural sensitivity in all areas of the project

- c. Document the applicant's experience and ability to manage the project, including fiscal capability to manage federal funds. Applications must also describe qualifications of proposed project staff.
- d. Provide a complete project budget, including an itemized narrative showing the basis for all costs. The budget must be sufficient to cover a 12-month grant period.
- e. Include an evaluation design to measure project results. Specific performance measures must be included.

E. **Statewide Pre-Service and In-Service Training Programs.** Eligible applicants are state agencies, colleges and universities, private non-profit organizations, and professional associations. A maximum of \$275,000 is available in this category.

- 1. Goals are to provide pre-service and in-service training for one or more of the following purposes:
 - a. Training for police officers, detention intake workers, probation officers, and prosecutors in the use of objective decision-making criteria for arrest, detention, and prosecution under the Texas Family Code.
 - b. Training which will enhance diversion of juveniles to effective alternatives outside the justice system, in appropriate cases.

- c. Training which will increase knowledge and skills needed to work effectively with juveniles from different cultural, racial, and ethnic backgrounds.
- d. Training which will increase in-school alternatives to juvenile court referral, in appropriate cases.
- e. Training which will enhance the sharing of information regarding effective programs between juvenile justice personnel who place children and the public/private agencies which provide services to such children.

Preference will be given to applications which address more than one of the training areas and target groups listed above.

- 2. Grant funds may be used to pay salaries, fringe benefits, travel, and other necessary expenses of training coordinators. Grant funds may also be used for office expenses and necessary support staff. Grant funds may also be used for instructional materials and facilities and for fees and expenses of trainers. Grant funds may also be used to provide trainee subsistence. Grant applications must:
 - a. State the type(s) of training to be provided and the population(s) to be trained. Document the need for such training.
 - b. Describe training strategies, including the following for each type of training to be provided:
 - (1.) estimated number of persons to be trained
 - (2.) estimated number of training hours per person

- (3.) identification of professional certification requirements or other pre-service/in-service training standards which will be met
 - (4.) description of qualifications of trainers
 - (5.) demonstration of a commitment to cultural sensitivity in all areas of the project
- c. Document the applicant's experience and ability to manage the project, including fiscal capability to manage federal funds. Applications must also describe qualifications of proposed project staff.
 - d. Provide a complete project budget, including an itemized narrative showing the basis for all costs. The budget must be sufficient to cover a 12-month grant period.
 - e. Include an evaluation design to measure project results. Specific performance measures must be included.

F. Statewide Drug Education and Prevention Projects.

Eligible applicants are private non-profit organizations and state agencies, which may contract for such services. A maximum of \$400,000 is available in this category.

1. The goal is to reduce drug use and abuse by working with juveniles, parents, law enforcement agencies, educators, and community service organizations to reduce and control drug-related problems.
2. Grant funds may be used for salary, fringe benefits, travel, and other necessary expenses of drug education/prevention coordinators. Grant funds may

also be used for office expenses and necessary support staff. Grant funds may also be used for training materials and facilities and for reimbursement of trainers' fees and expenses. Grant applications must:

- a. State the problem(s) to be addressed, including the geographic area to be served. Document the problem(s) using at least three years of historical data.
- b. Describe the proposed strategies and activities that will be used to solve the problem(s), and include:
 - (1.) identification of the proposed target population(s) who will be served by the project;
 - (2.) an estimate of the number of persons in each target population to be served;
 - (3.) description of the kinds of services to be provided to the target population(s);
 - (4.) description of the expected results of providing services to the target population(s);
 - (5.) demonstration of a commitment to cultural sensitivity in all areas of the project.
- c. Document the applicant's experience and ability to manage the proposed project, including fiscal capability to manage federal funds. Grant applications must also describe qualifications of proposed project staff.
- d. Provide a complete project budget, including an itemized narrative showing the basis for all costs. The budget must be sufficient to cover a 12-month grant period.

- e. Include an evaluation design to measure project results. Specific performance measures must be included.

G. **Statewide Technical Assistance Projects.** Eligible applicants are state agencies, colleges and universities, private non-profit organizations, and professional associations. A maximum of \$75,000 is available in this category.

1. One or more grants may be awarded to develop objective decision-making criteria for juvenile arrests, detentions, and court petitions; or to provide funds for conferences concerning current juvenile justice issues such as gangs, substance abuse, and delinquency prevention.
2. Grant funds may be used for salaries, fringe benefits, travel, and other necessary expenses of project staff. Grant funds may also be used for office expenses and necessary support staff. Grant funds may also be used to contract for professional services. Grant applications must:
 - a. State the problem(s) to be addressed, including the geographic area or population to be served. Document the problem(s) using at least three years of historical data.
 - b. Describe the proposed strategies and activities that will be used to solve the problem(s).
 - c. Document the applicant's experience and ability to manage the project, including fiscal capability to manage federal funds. Applications must also describe qualifications of proposed project staff.

- d. Provide a complete project budget, including an itemized narrative showing the basis for all costs. The budget must be sufficient to cover a 12-month grant period.
- e. Include an evaluation design to measure project results. Specific performance measures must be included.

H. **Runaway Hotline** Eligible applicants are state agencies and private, non-profit organizations. A maximum of \$225,000 is available in this category.

1. A grant may be awarded to provide a 24-hour, toll-free telephone hotline for juveniles, especially runaways, in order to re-establish contact between them and their families or to refer them to shelter and other emergency services.
2. Grant funds may be used for salary, fringe benefits, travel, and other necessary expenses of project staff. Grant funds may also be used for office expenses, telephone services including WATS lines, and expenses necessary to operate a computerized information and referral system. Grant funds may also be used to contract for professional services. Grant applications must:
 - a. State the problem(s) to be addressed, including the geographic area or population to be served. Document the problem(s) using at least three years of historical data.
 - b. Describe the proposed strategies and activities that will be used to solve the problem(s).
 - c. Document the applicant's experience and ability to manage the project, including fiscal capability

to manage federal funds. Applications must also describe qualifications of proposed project staff.

- d. Provide a complete project budget, including an itemized narrative showing the basis for all costs. The budget must be sufficient to cover a 12-month grant period.
- e. Include an evaluation design to measure project results. Specific performance measures must be included.

For information on applying for statewide or demonstration grants under the Juvenile Justice and Delinquency Prevention Act contact:

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Appendix D—Definitions

Community-based—Any program that is near the juvenile's home and maintains community participation in planning and operation. A key ingredient is family involvement in the juvenile's individual program plan.

Family Code—The basis for juvenile law in Texas is Title III of the Texas Family Code.

Juvenile—In Texas, a person who is ten years of age or older and is under seventeen years of age; or seventeen years of age but under eighteen years old and is under a juvenile court order.

Juvenile Justice and Delinquency Prevention Act (JJDP A)—A federal Act that allocates funds for the states to be used for juvenile justice and delinquency prevention projects as long as the state agrees to monitor compliance and come into compliance with the mandates of the Act.

Juvenile Justice System—A separate judicial system of processing and service delivery for youth.

Juvenile Services—Any service that is purchased for a juvenile after he has come into contact with the juvenile justice system. These services can include emergency shelter, transportation of runaways, foster family home placement, counseling, placement in a detention facility, psychiatric or medical care, and other necessary services.

Minority Populations—Blacks, Hispanics, Native Americans, and Asians.

Multicultural Education—Activities and exercises that are designed to provoke individual introspection of one's cultural/ethnic identity; to teach professionals about the multicultural society in which we live and to enhance awareness of cultural differences. Specific focus is on understanding the roles in multicultural/ethnic group interaction. In this effort, culture is accepted as a product of learning that impacts our social structure, family system, personality, psychological adjustment, and socioeconomic status.

Office of Juvenile Justice and Delinquency Prevention (OJJDP)—An office of the U. S. Department of Justice. It administers the Juvenile Justice and Delinquency Prevention Act. This report was prepared in response to OJJDP's request for information.

Overrepresentation—When discussing minorities in the juvenile justice system, it is a comparison of the percentage a minority group represents in the juvenile justice system with the percentage that group represents in the population. If a group has a greater percentage in the system than in the population it is said to be overrepresented.

Secure correctional facility—A facility used for placement of juvenile offenders after they have been to court and their case disposed. Freedom of movement is controlled by locked doors and architectural barriers.

Secure detention facility—A facility used for temporary placement of a accused juvenile offender. Freedom of movement is controlled by locked doors and architectural barriers.

Status offender—A juvenile who is accused of running away, being truant from school, or being in possession of an alcoholic beverage. All of these charges are not illegal for adults.

Texas Juvenile Probation Commission (TJPC)—A commission that establishes minimum standards, codes of ethics, and certification standards for probation departments and staff around the state, and provides financial assistance to local juvenile probation departments.

Texas Youth Commission (TYC)—A commission that administers the training, treatment, and supervisory facilities of the state for children committed to state custody under Title III of the Texas Family Code. It also manages the state's juvenile correctional institutions and training school facilities.

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