

An Assessment of Disproportionate Minority Contact for Juvenile
Division, Common Pleas Court of Montgomery County

Cheryl L. Meyer, Ph.D., J.D.
CLM Program Evaluation
P.O. Box 615
Yellow Springs, OH 45387
cmeyer@clmevaluation.com
www.clmevaluation.com

Table of Contents

- I. Overview
- II. Assessment Method
- III. Assessment Results
- IV. Recommendations on Intervention Strategies to Reduce DMC
- V. Next Steps
- VI. Tables

Table 1- Relative Rate Index for the City of Dayton Compared to Montgomery County

Table 2- Factors Interviewees Considered When Making a Decision about a Youth

Table 3- Interviewee Suggestions on Where to Intervene

VII. Appendices

Appendix A- Mission and Vision of the Coalition

Appendix B- Interview Questions (Set 1)

Appendix C- Interview Questions (Set 2)

Appendix D- Consent Form

Appendix E- Introductory Statement

Appendix F- Coding Form

Appendix G- Data Related to Prior Community Courts in Montgomery County

Appendix H- Diversity Training Sponsored by the DMC Coalition

Appendix I- Logic Model

Appendix J- DMC Initiative Roster

Appendix K- Maps (1-7) of Areas with High Juvenile Crime in the Dayton Area

I. Overview

This assessment report on disproportionate minority contact (DMC) in Montgomery County focuses on referrals to Juvenile Court in 2007. The Relative Rate Index (RRI) for Montgomery County and for the city of Dayton are in Table 1. Montgomery County elected to focus on 2007 because these were the most current statistics. In addition, Montgomery County targeted the city of Dayton. Data prior to 2007 may not be as accurate as they would not reflect the impact on DMC of several local ordinances where enforcement was increased as a result of the local government's Civility Project and resultant Community Impact Panel that began its work in 2005. Jaywalking, daytime curfew and similar minor offenses, in certain areas, were addressed with a zero tolerance mindset. These changes have likely impacted DMC.

All decision points are addressed in this report except transfer to adult court. There were so few juveniles transferred to adult court in Montgomery County generally, and in the City of Dayton specifically, that it was difficult to determine any underlying causes or factors.

Data reflecting juvenile arrests for the City of Dayton was unavailable for 2007 but for Montgomery County the RRI was 2.24 and was significant. DMC continues with referrals to Juvenile Court, with an RRI of 2.30 for Montgomery County and 3.47 for the City of Dayton. However, in terms of the next decision point, cases diverted, the RRI indicates there is no DMC in the City of Dayton and for Montgomery County instead there is a significant difference *in favor of* minority youth. In terms of the next two decision points, cases involving secure detention and cases petitioned, there is DMC within Montgomery County but not in the City of Dayton. In both the City of Dayton and Montgomery County there is no DMC for cases resulting in delinquent findings, although again there is a significant difference *in favor of* minority youth. There is no DMC in probation placement for Montgomery County or the City of Dayton. Finally, there is DMC in cases resulting in confinement for Montgomery County but not for the City of Dayton. Since the only area for DMC in the City of Dayton was cases referred to juvenile court, it is the focus of this report.

II. Assessment Method

Phase One of the assessment process involved the establishment of a coalition. The DMC Initiative Coalition first met in October 2007 and met monthly after that date (See Appendix J - the Coalition Roster). An outside consultant, Dr. Cheryl Meyer was hired to conduct the assessment in December 2007. Dr. Meyer began attending Coalition meetings in November 2007 to determine what type of assessment would be feasible. Coalition members consist of representatives from Dayton Police Department, public defenders, City and County Prosecutors, the Children Services Division of the County Jobs and Family Services, Juvenile Court (including the Probation Services Department and the Intervention Center), Dayton Public Schools, faith based organizations, Legal Aid of Western Ohio (a complete roster for the Coalition can be found in Appendix J). In August 2008 the Coalition approved a mission and vision (See Appendix A).

Phase Two of the assessment process involved a re-calculation of the Relative Rate Index (RRI) after limiting the scope to African American youth within the City of Dayton. African American youth were selected as the target population because there were very few referrals to Juvenile Court of other minority youth. According to the 2007 DMC Report, in all of Montgomery County the total number of juvenile court referrals for Hispanic or Latino youth was 50, while there were 14 referrals for Asian youth. Those numbers dropped to 0 for Native Hawaiian or other Pacific Islander and 6 for American Indian or Alaska Native. It was decided to limit the geographic region to Dayton because the Coalition wanted to target a specific area and most referrals to Juvenile Court come from the City of Dayton. In addition, Dayton is Montgomery County's urban area.

Phase Three of the assessment process involved a review of the literature on DMC. In the literature, two main methods have been used to assess DMC. The first method is using a multiple regression analysis to determine what factors weigh into the juvenile arrests (Pope & Snyder, 2003), intake and adjudication (Leiber, Johnson, Fox & Lacks, 2007), and multiple decision points (Leiber & Fox, 2005). The second method used to assess DMC involves qualitative data collection. Kakar (2006) utilized a focus group/interview design to determine the causes of DMC. Kakar's participants included stakeholders who represented the juvenile justice system and the community and ranged

from mental health service providers to school personnel to parents. Montgomery County decided to use this qualitative approach using individual interviews.

Phase four of the assessment process involved conducting interviews. Interviews lasted approximately 30-45 minutes and were conducted primarily at Juvenile Court. An initial set of questions was created and used for the first 18 interviews (see Appendix B). These questions were later modified (see Appendix C) because they were too cumbersome. In general, both sets of questions generated the same information so the data could be collapsed. However, the second set also included an additional question asking interviewees to indicate if they could prevent DMC, how and where they would do so.

All interviews were taped to back up the interviewer's notes. In addition, all interviewees signed a consent form (see Appendix D) and were also fully informed about the purpose of the interview through the use of an introductory script (see Appendix E). When the interviews were completed, they were transcribed and coded using a coding sheet (see Appendix F).

The interviewees' job titles are listed below and the number of people interviewed who had each job title is in parentheses after the title: Probation Officer (6), Children Services Worker (6), Magistrate (5), Police Officer (4), Prosecutor (3), School Truancy Officer (4), Directors of Residential Treatment Centers (2), DYS Liaison (2), Case Managers (2), Legal Aid Attorney (1), Public Defender (1), Assessment Specialist 1 (1), Assessment Specialist 2 (1), Detention Staff (1), Human Resource Person (1), Intervention Center Manager (1), Probation Manager (1), Receiving Specialist (1), Guardian ad Litem (1), Receptionist (1), Court Deputy (1).

Categorized by department, interviewees represented the following departments: Probation (7), Children's Services (6), Judicial (5), Law Enforcement (4), Prosecution/PD (4), Court Employee (4), School Truancy (4), Intervention (4), Treatment centers/detention facilities (3), Clerical (3), Advocates (GAL and Legal Aid (2).

There were a total of 46 interviewees. Fifty-four percent of the interviewees were female and approximately 50% belonged to a minority race.

Phase five of the assessment process involved the construction of maps by the Dayton Police Department, which pinpointed police district breakdowns and specific available resources in each geographic area. The maps were also helpful in identifying the

rate of arrest identified by race, area and type of crime. These maps are included in Appendix L.

III. Assessment Results

The RRI was recalculated for the city of Dayton and the results are compared in Table 1 to the results of the RRI for Montgomery County. As can be seen, the pattern of the RRI is very similar for Montgomery County and City of Dayton. For example, “Cases referred to Juvenile Court” is quite high when compared to other numbers at different decision points (with the exception of “Cases resulting in confinement” for all of Montgomery County). In fact, “Cases referred to Juvenile Court” is the only significant difference for the City of Dayton that is disproportionate *in favor of* Caucasian youth. Although there is another significant finding in “Cases resulting in delinquent findings,” that difference *is in favor of* African American youth. In short, these results suggest that the DMC in the City of Dayton primarily occurs when the cases are referred to Juvenile Court.

These results were supported by the interview results. When interviewees were asked if DMC occurs in their job, only 7% thought that it did. However, when asked if DMC occurred in other parts of the system, 56% thought that it did. It bears noting that some of the interviewees who said that DMC occurred were tentative in their responses framing them with qualifiers such as “Yes, but it is a socioeconomic status (SES) issue.” Still when those interviewees were asked where DMC is occurring, 61% said the police, 12% said all parts of the system, and the rest were split among the Court’s Intervention Center (6%), Police and the Intervention Center (6%), Police and Magistrates (6%), Probation, Police and Magistrates (6%). Numbers do not add to 100% due to rounding.

Interviewees were also asked to identify factors they consider when making a decision about a youth. The factors were coded and grouped and are presented in Table 2. Since 40% of the interviewees were not in positions where they make decisions about youth directly (for example supervisors or receptionists), the data was reanalyzed deleting the interviewees who were not in a decision making position. Those results are presented in the second column of Table 2. Fifty-nine percent of the decision maker group was males and approximately half belonged to a minority race. As can be seen, with few exceptions, the factors that decision makers considered were almost identical to the factors that the full set of interviewees noted. The top six factors were:

- Response to previous consequences (compliance),
- Juvenile’s history with the court,
- Level of charge,
- Threat to community or themselves,
- Family situation, and
- Parent input.

Individuals who were interviewed after the revision of the questions were also asked, “If you were able to intervene at any point to try and prevent disproportionate minority contact from occurring, where would you intervene and how?” Their responses to this question were grouped and are presented in Table 3. The top areas for intervention were:

- Address dropout and truancy issues,
- Empower parents with skills and resources,
- Engage youth in activities that enhance self-esteem and encourage responsibility, community programs, school programs, and
- Encourage parental involvement.

Some individual interviewees had more specific ideas for intervention. These included:

- Provide intensive family intervention;
- Provide more educational programs inside Juvenile Justice System;
- Teach trades, people skills, responsibility, importance of family;
- Have friendly police officers visible in schools;
- Organize recreation and career classes in schools;
- Hold kids and parents responsible for lesser offenses;
- Have faith based organizations help revitalize community resources;
- Provide Intensive probation for hard core kids;
- Have probation officers visible in community;
- Have Juvenile Justice representatives visit neighborhoods;
- Continue the Start Right program that is good;
- Have after school programs for juveniles from single parent or grandparent families;

- Include after school program and programs like Start Right;
- Bring inner city juveniles on trips outside the city;
- Educate police about African American culture such as why African American youth hang out on corners;
- Make activities interesting-studio for rapping, boxing, investing, how to make money; and
- Teach parents to mentor their own kids.

Finally, interviewees were able to add any comments. The following is a listing of comments. If there is a number after the comment, it represents how many interviewees mentioned that issue.

- DMC is a SES problem (7);
- Court is more lenient with foster kids (2);
- DMC happens because African Americans in high crime areas;
- All races treated same;
- If police has DMC it is unintentional;
- All black males put on probation regardless;
- Look at assessment instrument that determines whether detained or released;
- Kids are not always given counsel at hearings;
- Kids often have undiagnosed special education needs;
- Court should be stricter with consequences;
- Hold parents more accountable;
- There are more African Americans on probation;
- There are a large number of undiagnosed education and mental health disabilities on probation;
- More prevention and harsher consequences for parents and juveniles for truant and unruly offenses are needed;
- There are less Caucasians now because sex offense charges pled down because of tracking laws;

- Juvenile Justice appears lenient from police perspective, so sometimes need to repeatedly re-arrest;
- Decrease unemployment;
- Advertise services for families better;
- Need tougher consequences;
- Most calls about juveniles are from schools;
- African American kids graduate to more serious crimes as they age, Caucasians don't;
- See more African American kids for jaywalking and riding bike on street;
- See increase in African American juveniles in system but not sure why.

IV. Recommendations on Intervention Strategies to Reduce DMC

All of the results were presented to the Coalition across a series of meetings. Because DMC was highest at referral, the Coalition decided to target the decision point -- “Cases referred to juvenile court.” The RRI for this decision point was significantly different between African Americans and Caucasians in both the city of Dayton and Montgomery County. In addition, interviewees most often identified referral as the point where DMC occurs. Finally, the top areas for intervention identified in the interviews were to address dropout and truancy issues, empower parents with skills and resources, engage youth in activities that enhance self-esteem and encourage responsibility, community programs, school programs, and encourage parental involvement.

Members of the Coalition discussed several possible intervention programs related to referral. These included programs to reduce truancy/referrals for minor offenses, programs to improve police-community relations and parent education programs. The Coalition decided to focus on all three of these areas (see Appendix I-logic model). The first area was programs to reduce truancy/referrals for minor offenses for numerous reasons. First, this was the top area for intervention identified from the interviews. Second, a truancy/minor offenses program could address the next five areas for intervention by empowering parents with skills and resources, engaging youth in activities that enhance self-esteem and encourage responsibility, and encouraging parental involvement while being based in the school/community. Third, Montgomery County Juvenile Court has a truancy program for the parents of young children (Start Right, grades K-4) and it has been

very successful. Fourth, if truancy/minor offenses could be diverted out of the system prior to contact with police, the RRI would likely be positively impacted. Fifth, even anecdotal information from the interviews supported intervention for truancy/minor offenses. Consider the following comments: One magistrate indicates she sees more African American than Caucasian kids for jaywalking and riding bikes on street; A police officer indicated that most calls he receives about juveniles are from schools; One advocate said kids are not always given counsel at hearings, they have undiagnosed special education and need help. A truancy/minor offenses program could impact all of these issues. Sixth, from 1999 to 2004 Montgomery County Juvenile Court had community courts. Unfortunately, the funding for the project ended. Although it has been many years since this program was lost, there is still some data related to the success of these courts (see Appendix D). In addition, the success of community court/night court was also often brought up by interviewees. The Coalition felt the concept of community court could be incorporated into a truancy/minor offense program. Seventh, interviewees repeatedly emphasized the need to intervene when children are young, before they enter into the juvenile court system. Eighth, a truancy/minor offenses program was seen as a means to hold parents more accountable. Ninth, truancy/minor offenses are often the gateway to delinquency and truant youth often engage in criminal activity while being truant. Finally, a program targeting truancy/minor offenses may be able to provide needed resources to youth and their families. Several interviewees suggested that if DMC occurs, it is not because of race but rather because of poverty and keeping children in the juvenile justice system was a way to provide services they would not otherwise receive. The Coalition envisioned a mediation program that would also act as a referral source for services.

The Coalition discussed many evidence based model truancy/minor offenses programs. Many of these programs were described on the web site for the National Center for School Engagement (“Toolkit for Creating Your Own Truancy Reduction Program,” http://www.ncjrs.gov/pdffiles1/ojjdp/truancy_toolkt_3.pdf) and Blueprints for Violence Prevention Programs (<http://www.colorado.edu/cspv/blueprints/>). They also invited in a mediator from Clark County to discuss their truancy mediation program. Finally, they discussed other new programs such as Attendance Court that began in 2007 at a school in East Harlem, New York (“New Program at Public School 27 Aims to Reduce Truancy and

Lateness,” http://www.nydailynews.com/ny_local/brooklyn/2008/06/21/2008-06-21_new_program_at_public_school_27_aims_to_.html).

The Coalition’s first recommended DMC intervention strategy is a truancy/minor offenses mediation program to be developed which include the following features:

- 1) Mediations be provided for elementary/middle school students (grades K-8).
- 2) Cases to be mediated include both truancy and minor offenses within the school setting with the goal of preventing juvenile court involvement.
- 3) Referrals to mediation could come from many sources including schools, juvenile court, police or children’s services.
- 4) Mediation would target minority youth in the City of Dayton.
- 5) Mediators provide referrals to services/resources whenever possible.
- 6) Parents must be present at mediation.
- 7) The mediator would be employed by the court but would travel to the schools to perform mediation. The Coalition felt this would allow the mediation and mediator to have some power/leverage. For example, notice of the mediation could be sent on court stationary.
- 8) The mediator(s) be specifically trained in issues such as truancy, minor offenses and conflict resolution for juveniles.
- 9) The mediator provides some in-service training on mediation skills to school personnel.

The objectives for the truancy/minor offenses program would include 1) reducing truancy rates; 2) To reduce juvenile contact with the Montgomery County Juvenile Court; 3) To increase parent involvement in education; and 4) To provide families access to resources/services. These objectives could be assessed by 1) Comparing truancy rates for individual students one school quarter prior to mediation and one school quarter after mediation. Ideally, truancy rates would improve or remain the same; 2) Examining the pattern of referrals to Juvenile Court over the last 5 years and noting how the pattern is impacted after mediation; 3) Surveying parents regarding the impact of mediation on their level of involvement in their child’s education (for example their ability to send their children to school and attend parent teacher conferences) and 4) Having the mediator track referrals made to resources/services.

The Coalition was aware that the proposed program would require cooperation from the school system and have already received verbal agreement from the Dayton Public Schools' Superintendent. This would provide interagency cooperation and allow intervention to take place in the schools/community. The truancy/minor offenses program addresses all six top areas suggested for intervention by the interviewees. The primary resource needed for the intervention would be compensation for the mediator.

The second DMC intervention strategy recommended by the Coalition is police-community relations. Members envisioned interventions that would involve community and/or faith based leaders and would facilitate education for both community members and police agencies. Interviewees suggested the high RRI for referrals suggest some mutual cultural misunderstanding between the police and the African American community which may be attenuated by increased contact and education. Interviewees suggested intervention could include educating law enforcement about African American culture and educating the African American culture about law enforcement, having friendly police officers visible in schools, and having faith based organizations act as liaisons that would facilitate revitalization of community resources. Other communities have utilized similar interventions such as the "10 Point Coalition" in Boston <http://www.bostontenpoint.org/>.

and the "Ministerial Academy" in Baltimore [http://www.affund.org/PDFs/BET/Reports/\(except/BET/E\)/BET/F/Report.pdf](http://www.affund.org/PDFs/BET/Reports/(except/BET/E)/BET/F/Report.pdf)

Another option noted was the concept of "Community Policing".

Finally, in examining the three top areas for intervention identified in the interviews (empowering parents with skills and resources, engaging youth in activities that enhance self-esteem and encourage responsibility, and encouraging parental involvement), the Coalition recommended the third DMC intervention strategy of mentoring programs, which may be useful. These programs could aid parent education and ultimately increase support available to families.

V. Next Steps

The Coalition that has been established to address DMC will remain in place. The Coalition has brought together representatives of numerous agencies that work with juveniles to begin an interagency dialogue on DMC in the community and assume a

leadership role. The Coalition has also developed its mission and vision statement. It has begun to draft an executive order, similar to the one in place in Iowa (http://www.governor.iowa.gov/news/2007/11/01_1.php- Executive Order from State of Iowa), which formalizes the commitment to reducing DMC. It is a working coalition that should continue to meet on a quarterly basis. Eventually, a diversity consultant could be hired to assist them in continuing to work toward solutions to DMC.

The Coalition will take on the responsibility of providing oversight and direction for the funded projects. This will likely help strengthen their sustainability. If time permits, the Coalition is interested in having prospective applicants for the DMC initiative funding come to a Coalition meeting and discuss their potential programming.

The Coalition is offering one-day diversity training, entitled, “Cultural Diversity & Disproportionality Issues in the Juvenile Justice System” for all members of the Coalition and their staff and other county and city staff on September 18th and 19th. The presenter will be Dr. Michael Lindsey.

In addition, the Coalition will examine the impact of laws on DMC, such as the effect of the work of the Community Impact Panel that suggested there should be heightened enforcement of daytime curfew, jaywalking, riding a bike on the sidewalk and similar laws in the City of Dayton. Similarly, the Coalition will examine the impact of policies and procedures at each DMC decision point throughout the juvenile justice system. In an effort to increase awareness and reduce racial disparity, the Coalition intends to present the information gathered to the local officials including the Family & Children First Council, County and City Commissioners, local Mayors and other local elected officials.

Coalition members have also recommended the compilation of a comprehensive service resource guide for Montgomery County and specifically for the City of Dayton.

In terms of continuing assessment, the Coalition is considering conducting a more in-depth investigation of referrals including breaking down the referrals based on a number of factors, such as level of charge, race and juvenile’s history with the court, in order to reach a better understanding of the referral rate. In addition, the Coalition could examine the relationship (correlation) between truancy and crime.

References

- Kakar, S. (2006). Understanding the causes of disproportionate minority contact: Results of focus group discussions. *Journal of Criminal Justice, 34*, 369-381.
- Leiber, M. J., & Fox, K.C. (2005). Race and the impact of detention on juvenile justice decision-making. *Crime & Delinquency, 51* (4), 470-497.
- Leiber, M. J., Johnson, J., Fox, K., & Lacks, R. (2007). Differentiating among racial/ethnic groups and its implications for understanding juvenile justice decision-making. *Journal of Criminal Justice, 35*, 471-484.
- Pope, C. E., & Snyder, H. N. (2003). Race as a factor in juvenile arrests. *Juvenile Justice Bulletin, April*, 1-7.

Table 1: Relative Rate Index for the City of Dayton Compared to Montgomery County

Data Items	Relative Rate Index (City of Dayton)	Statistically Significant? (p<.05)	Relative Rate Index (Montgomery County)	Statistically Significant? (p<.05)
1. Population at risk (age 5 through 17)				
2. Juvenile Arrests	---	---	2.24	Yes
3. Cases Referred to Juvenile Court	3.47	Yes	2.30	Yes
4. Cases Diverted	1.02	No	.62	Yes
5. Cases Involving Secure Detention	1.01	No	1.49	Yes
6. Cases Petitioned (Charge Filed)	1.00	No	1.23	Yes
7. Cases Resulting in Delinquent Findings	0.88	Yes	0.85	Yes
8. Cases resulting in Probation Placement	0.97	No	0.96	No
9. Cases Resulting in Confinement in Secure Juvenile Correctional Facilities	1.25	No	2.05	Yes
10. Cases Transferred to Adult Court	*	*	2.62	No

*Could not be compared. N size too low.

Table 2: Factors Interviewees Considered When Making a Decision about a Youth

Factor	All Interviewees	Decision makers
Response to previous consequences (compliance)	78%	90%
Juvenile's history with the court	78%	83%
Level of charge	76%	79%
Threat to community or themselves	76%	79%
Family situation	76%	86%
Parent input	71%	76%
Information from the probation officer (assessment of child)	63%	66%
Information from service providers	61%	59%
Drug/alcohol/MI screening information	59%	59%
Circumstances of arrest (where, when)	56%	55%
School status	46%	45%
Information from assessments	41%	52%
Demeanor	41%	38%
Victim characteristics (such as extent of injury, relationship between perpetrator and victim)	39%	48%
Prior abuse or neglect	32%	31%
Age	24%	24%
Victim wish to press charges	10%	14%
Peer environment	7%	10%
Community characteristics (such as SES, crime rate, community resources)	5%	7%
Gender	2%	3%
Number of charges	0%	0%
Race	0%	0%

% Percent represents percent endorsing the factor.

Other factors (1 endorsement each): How juvenile and parents interact; What is magistrate thinking; Escalation of behavior; Family response to previous consequences; Has a crime been committed?

Table 3: Interviewees Suggestions on Where to Intervene

Place to Intervene	Percent endorsing
Address dropout and truancy issues	16%
Empower parents with skills and resources	14%
Engage youth in activities that enhance self-esteem and encourage responsibility	14%
Community programs	13%
School programs	11%
Encourage parental involvement	11%
Community court	5%
Police education	4%
Promote mentoring	4%
Insure youth access to alternate learning programs	2%
Involve area businesses	2%
Parent educations	2%
Monitor police	2%
Target problem areas	2%

Appendix A: Mission and Vision of Montgomery County DMC Coalition

Mission

We are community partners promoting and sustaining equity through education, training and the development of effective intervention and prevention programming with the goal of reducing the effect of disproportionate minority contact on Montgomery County youth.

Vision

We envision a Juvenile Justice Community that appreciates diversity and people are treated in a fair and just manner.

Appendix B: Interview Questions (Set 1)

1) What are the top three factors you consider when reviewing a case file for the first time? In other words, what are the three most essential things you want to know from the file?

In terms of the first factor, _____, can you explain how you consider it? What do you want to know? When would you consider it positive or negative?

If you had to rate the emphasis you give _____ when making your decision, would you rate it as very high, high, moderate or low?

In terms of the second factor, _____, can you explain how you consider it? What do you want to know? When would you consider it positive or negative?

If you had to rate the emphasis you give _____ when making your decision, would you rate it as very high, high, moderate or low?

In terms of the third factor, _____, can you explain how you consider it? What do you want to know? When would you consider it positive or negative?

If you had to rate the emphasis you give _____ when making your decision, would you rate it as very high, high, moderate or low?

2) When a juvenile enters your court room for the first time, what are the top three factors you attend to which impact your decision?

In terms of the first factor, _____, can you explain how you consider it? What do you want to know? When would you consider it positive or negative?

If you had to rate the emphasis you give _____ when making your decision, would you rate it as very high, high, moderate or low?

In terms of the first factor, _____, can you explain how you consider it? What do you want to know? When would you consider it positive or negative?

If you had to rate the emphasis you give _____ when making your decision, would you rate it as very high, high, moderate or low?

In terms of the first factor, _____, can you explain how you consider it? What do you want to know? When would you consider it positive or negative?

If you had to rate the emphasis you give _____ when making your decision, would you rate it as very high, high, moderate or low?

3) I am interviewing you today because Montgomery County Juvenile Court received a grant to examine disparate minority contact with African American youth in Montgomery

County. When you consider your area, _____, do you think disparate minority treatment occurs? Why or why not?

Appendix C: Interview Questions (Set 2)

1. Can you tell me about what your job entails?
2. When a case is presented to you and it is time to make a decision about what to do with the juvenile, what are the top three to five factors you consider in making that decision? Why and how do you consider these?
3. I am interviewing you today because Montgomery County Juvenile Court received a grant to examine disproportionate minority contact with African American youth in the city of Dayton (not all of Montgomery County). When you consider your job, do you think disproportionate minority contact occurs? Why or why not? Do you think it occurs in other parts of the system? How and why?
4. If you were able to intervene at any point to try and prevent disproportionate minority contact from occurring, where would you intervene and how?

Appendix D: Consent Form

The purpose of this interview is to learn any input you may have regarding the Montgomery County Juvenile Justice system.

This interview will take approximately 45 minutes. The interview will be audio taped to capture all of the important things you say. The tape of this session will be available to Debra Zendlovitz/Cheryl Meyer. It will be destroyed after your input is summarized.

Participation in this interview is voluntary. You can refuse to participate at any time.

This signed consent indicates your willingness to participate in this interview.

Please contact Debra Zendlovitz or Cheryl Meyer at (937) 545-4729 if you have any questions about the interview. If you agree to the statements listed above and you have been able to have all of your questions about this project addressed, please sign below.

Interview Participant

Interview Facilitator

Appendix E: Introductory Statement

Details about the Interview

_____ I am an independent program evaluator. That means that I have been hired by a company or organization as a consultant to help insure the quality of their program. Today we will be discussing the Montgomery County Juvenile Justice system. You have been asked to participate because you are a part of that system. I am not affiliated with MCJC or any of the agencies that are a part of the MCJC in any way. I am an independent evaluator. MCJC is interested in your responses so they can use your input in their intervention and programming.

_____ Your participation is voluntary.

_____ The interview will take approximately 45 minutes.

_____ Here is a copy of the questions for you to review.

_____ The interview will be taped to back up my notes. Please speak slowly and clearly. I will provide MCJC with an aggregate summary of all the interviews and your name will not be identified with your comments. Please take a moment to read and sign the **consent form** if you agree to participate in this interview.

Appendix F: Coding Form

Demographics

Position held: 1=magistrate; 2=probation; 3=police; 4=csb; 5=case manager; 6=court administrator; 7=court deputy; 8=prosecutor; 9=legal aid attorney; 10=PD; 11=DYS liaison; 12=Guardian Ad litem; 13=school truancy officers; 14=assessment specialist 1; 15=assessment specialist 2; 16=detention; 17=human resource person; 18=director of residential treatment center; 19=receiving specialist; 20=intervention center manager; 21=probation manager

Department: 1=judicial; 2=probation; 3=law enforcement; 4=csb; 5=clerical; 6=prosecution/PD; 7=school truancy; 8=intervention; 9=treatment centers/detention facilities; 10=advocates (GAL and legal aid)

Gender; 1=male; 2=female

Race; 1=white; 2=minority

Factors

Juvenile's history with the court: 1=yes; 2=no; 3=na

Level of charge: 1=yes; 2=no; 3=na

Number of charges: 1=yes; 2=no; 3=na

Circumstances of arrest (where, when): 1=yes; 2=no; 3=na

Information from the probation officer (assessment of child); 1=yes; 2=no; 3=na

Information from assessments; 1=yes; 2=no; 3=na

Demeanor: 1=yes; 2=no; 3=na

Information from service providers: 1=yes; 2=no; 3=na

Parent input: 1=yes; 2=no; 3=na

Family situation: 1=yes; 2=no; 3=na

Threat to community or themselves: 1=yes; 2=no; 3=na

Drug/alcohol/MI screening information: 1=yes; 2=no; 3=na

Prior abuse or neglect: 1=yes; 2=no; 3=na

Response to previous consequences (compliance): 1=yes; 2=no; 3=na

Age: 1=yes; 2=no; 3=na

Peer environment: 1=yes; 2=no; 3=na

Victim wish to press charges: 1=yes; 2=no; 3=na

Race: 1=yes; 2=no; 3=na

Gender: 1=yes; 2=no; 3=na

School status: 1=yes; 2=no; 3=na

Community characteristics (such as SES, crime rate, community resources): 1=yes; 2=no; 3=na

Victim characteristics (such as extent of injury, relationship between perpetrator and victim): 1=yes; 2=no; 3=na

Other:

DMC

Does DMC occur in your job: 1=yes; 2=no

Other parts of the system? 1=yes; 2=no; 3=na

Which parts of the system? 1= police; 2=magistrates; 3=intervention center; 4=NA

Intervention

Where intervene? 1=Community programs; 2=Parent education; 3=School programs; 4=police education; 5=monitor police; 6=Encourage parental involvement; 7=empower parents with skills and resources; 8=Target problem areas; 9=Promote mentoring; 10=Address dropout and truancy issues; 11=Insure youth access to alternate learning programs; 12=engage youth in activities the enhance self-esteem and encourage responsibility; 13=Interagency collaboration; 14=Community court; 15=Involve area businesses; 16=Coalition of service providers

Specific programs_____

Notes_____

Appendix G: Data Related to Prior Community Courts in Montgomery
County

Community Night Court Statistics from 8/1999 – 12/2004

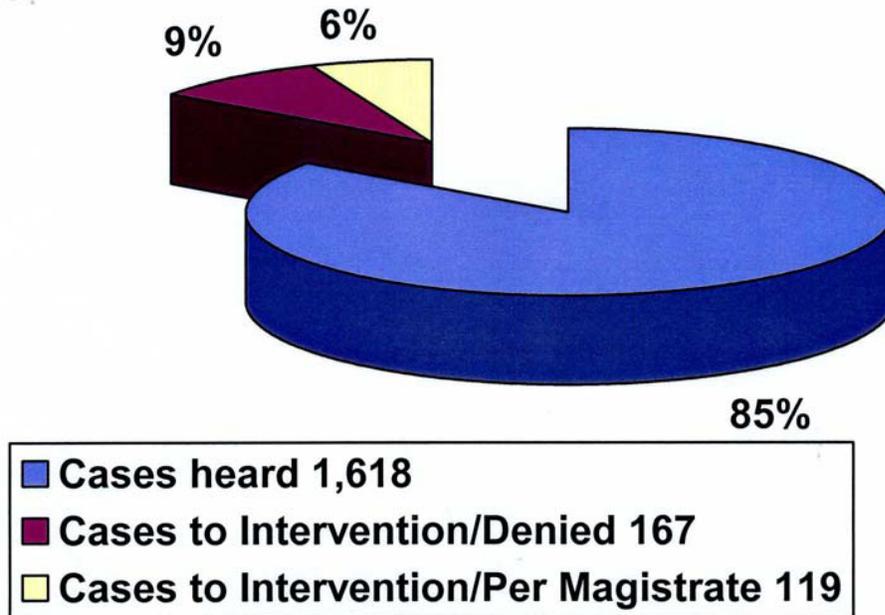
(*** There were no statistics found from the period of 1/2000 – 8/2001***)
(Some statistics from the period of 9/2001- 12/2004 are missing)

Total number of cases received throughout duration of program – 11752
(total number of cases in Access)

Breakdown by month 8/1999-12/1999, 9/2001 – 12/2004

<u>August 1999</u> - 88	<u>February 2003</u> - 114
<u>September 1999</u> - 115	<u>March 2003</u> - 147
<u>October 1999</u> - 131	<u>April 2003</u> - 186
<u>November 1999</u> - 87	<u>May 2003</u> - 146
<u>December 1999</u> - 137	<u>June 2003</u> - 194
<u>September 2001</u> - 136	<u>July 2003</u> – no statistics found
<u>October 2001</u> - 246	<u>August 2003</u> - 178
<u>November 2001</u> – no statistics found	<u>September 2003</u> - 166
<u>December 2001</u> - 137	<u>October 2003</u> - 308
<u>January 2002</u> - 165	<u>November 2003</u> - 194
<u>February 2002</u> - 137	<u>December 2003</u> - 185
<u>March 2002</u> - 179	<u>January 2004</u> - 132
<u>April 2002</u> - 232	<u>February 2004</u> - 122
<u>May 2002</u> - 228	<u>March 2004</u> - 235
<u>June 2002</u> - 224	<u>April 2004</u> - 132
<u>July 2002</u> - 204	<u>May 2004</u> - 228
<u>August 2002</u> - 255	<u>June 2004</u> - 204
<u>September 2002</u> - 168	<u>July 2004</u> - 184
<u>October 2002</u> - 232	<u>August 2004</u> - 149
<u>November 2002</u> - 202	<u>September 2004</u> - 166
<u>December 2002</u> - 169	<u>October 2004</u> - 106
<u>January 2003</u> - 160	<u>November 2004</u> - 77
	<u>December 2004</u> - 7

COMMUNITY NIGHT COURT STATISTICS 2003

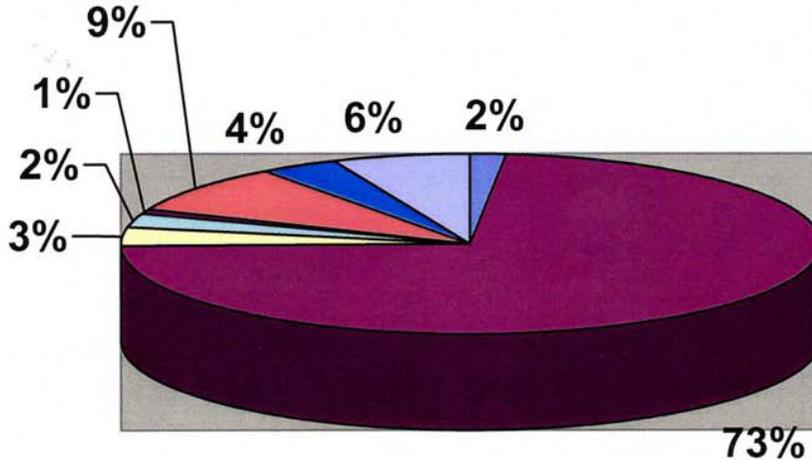


This chart reflects the amount of cases heard at Community Court in addition to the cases that were sent to intervention either by juvenile's denial or Magistrate's order.

- 1,618 represents the amount of cases heard at the Community Night Court
- 167 represents the amount of cases that were not heard and sent to Intervention because of juvenile's denial
- 119 represents the amount of cases that were not heard and sent to Intervention per Magistrate order

Created and implemented by Tanya R. Martin of the Juvenile Community Court

COMMUNITY NIGHT COURT DISPOSITIONS 2003



■ Drug Screens 135	■ Community Service 5,812
■ Essays 278	■ House Arrest 196
■ Restitution 63	■ Letters 683
■ Admonished 295	■ Tour of Jail/Detention 510

This chart reflects some of the dispositions of the 1, 618 cases heard at Community Court from January 1, 2003 through December 31, 2003.

- 135 juveniles were ordered drug screens
- 5, 812 juveniles ^{hours} were ordered community service
- 278 juveniles were ordered to write essays
- 196 juveniles were ordered house arrest
- 63 juveniles were ordered to pay restitution
- 683 juveniles were ordered to write apology letters
- 295 cases were admonished
- 510 juveniles were ordered a tour of detention or adult jail

Created and implemented by Tanya R. Martin of the Juvenile Community Court

Appendix H: Diversity Training Sponsored by the DMC Coalition

CULTURAL DIVERSITY & DISPROPORTIONALITY ISSUES IN THE JUVENILE JUSTICE SYSTEM



Sponsored by: Disproportionate Minority Contact Coalition
Guest Presenter: Dr. Michael Lindsey – Dallas, Texas

One day training offered on:
September 18th & 19th
8:30 – 3:00 p.m.

This event made possible thru the generosity of:



Location: The Haines Center – Training Room
3304 North Main Street
Dayton, Ohio

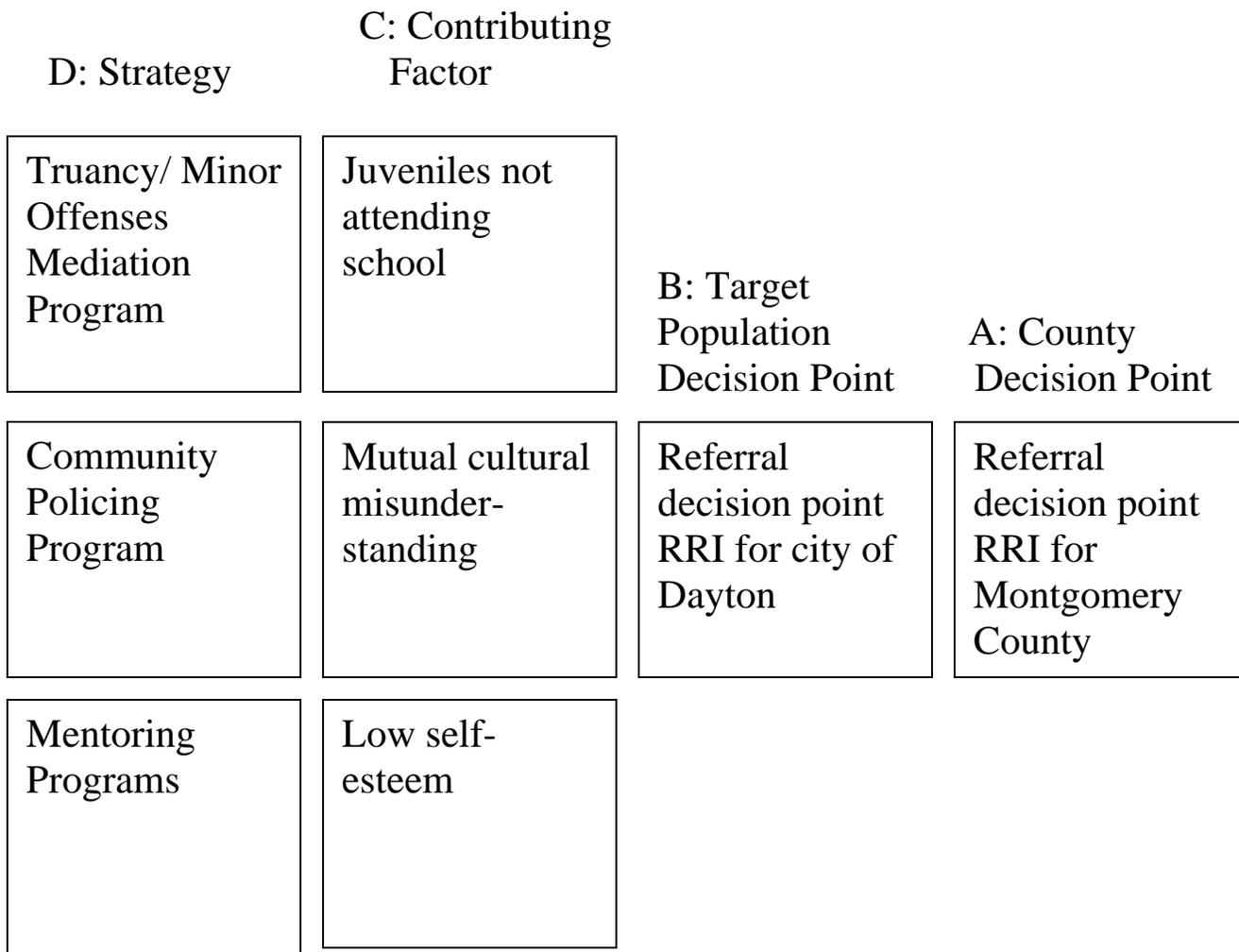
Contact: Magistrate C. Ralph Wilcoxson, II
(937) 225-4250

Cultural Diversity & Disproportionality Issues in the Juvenile Justice System

September 18th, & 19th, 2008

Agenda

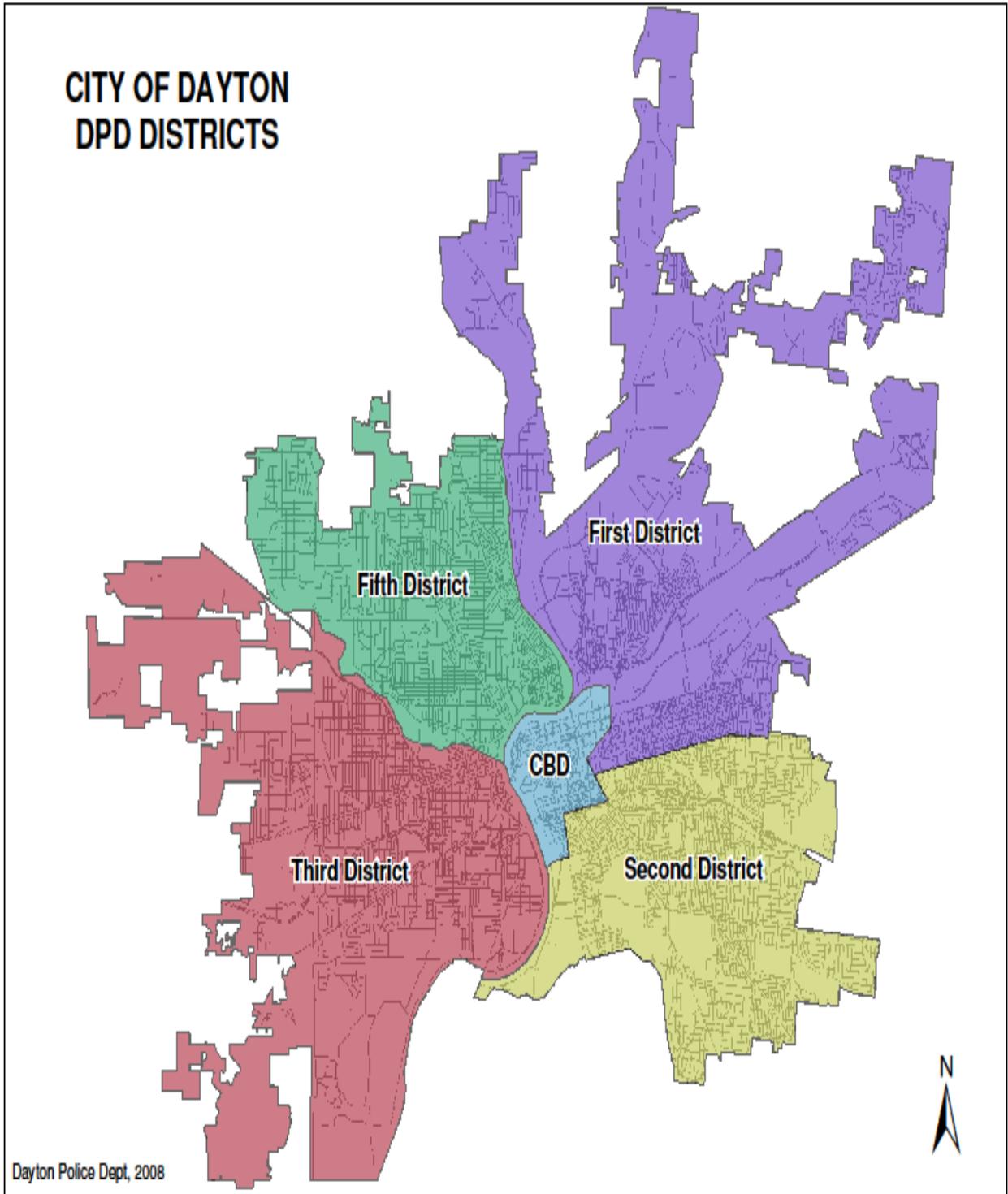
8:30am	Registration	
9:00 am	Welcome	Judges Kuntz/Capizzi
9:05	Cultural Competency Concepts	Michael Lindsey, J.D., Ph.D.
10:00	Understanding Cultural Perspectives	Michael Lindsey, J.D., Ph.D.
10:30	Break (15 min)	
10:45	Understanding Cultural Perspectives	Michael Lindsey, J.D., Ph.D.
11:45	Lunch (On your own) (1 Hr.)	
12:45	Cultural Perspective Exercise	Michael Lindsey, J.D., Ph.D.
1:45	Lessons Learned from Other Jurisdictions	Michael Lindsey, J.D., Ph.D.
2:15	Next Steps for Incorporating Cultural Competence into Local Planning	Michael Lindsey, J.D., Ph.D.
2:45	Question & Answer	Michael Lindsey, J.D., Ph.D.
3:00	Adjourn	



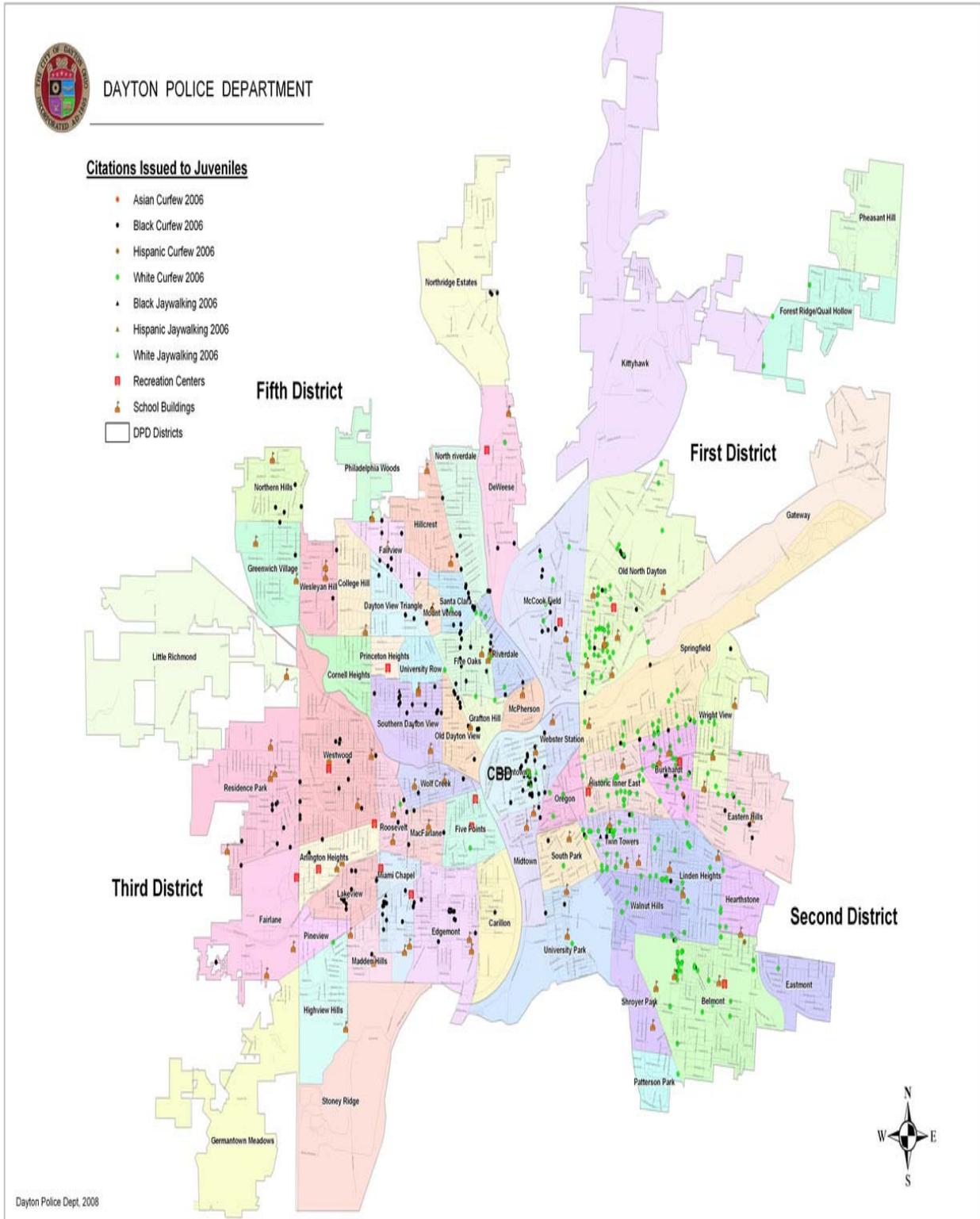
Appendix J: Montgomery County DMC Coalition Roster

NAME	TITLE	AGENCY
Judge Nick Kuntz	Administrative Judge	Juvenile Court
Judge Anthony Capizzi	Judge	Juvenile Court
Ralph Wilcoxson	DMC Initiative Coordinator/ Senior Magistrate	Juvenile Court
Branford Brown	Managing Attorney	Legal Aid of Western Ohio ABLE
Julie Bruns	Chief Prosecutor, Juvenile Division	County Prosecutor's Office
Gayle Bullard	Director	Children Services Division, Jobs and Family Services Department
Matt Carper	Lieutenant Commander, Central Business District	Dayton Police Department
James Cole	Court Administrator	Juvenile Court
Glenn Dewar / Kay Locke	Public Defenders	Public Defender's Office
Harry Frisby, Jr.	Executive Director, Safety & Security	Dayton Public Schools
Donnell Gregory	Dayton Youth Development Coordinator	City Of Dayton
Deirdre Logan	Chief Prosecutor	City of Dayton
Susan Melvin	Program Coordinator/Planner	Juvenile Court
Dr. Cheryl Meyer	Consultant	DMC Initiative
Jody Mcguire	Pastor	Covenant Community Church
Christy Norvell	Executive Director	Montgomery County Job and Family Services
David Roby	Program Manager	Probation Services Department, Juvenile Court
Gregory Scott	Director	Intervention Center, Juvenile Court
Eric Shafer	Director	Probation Services Department, Juvenile Court

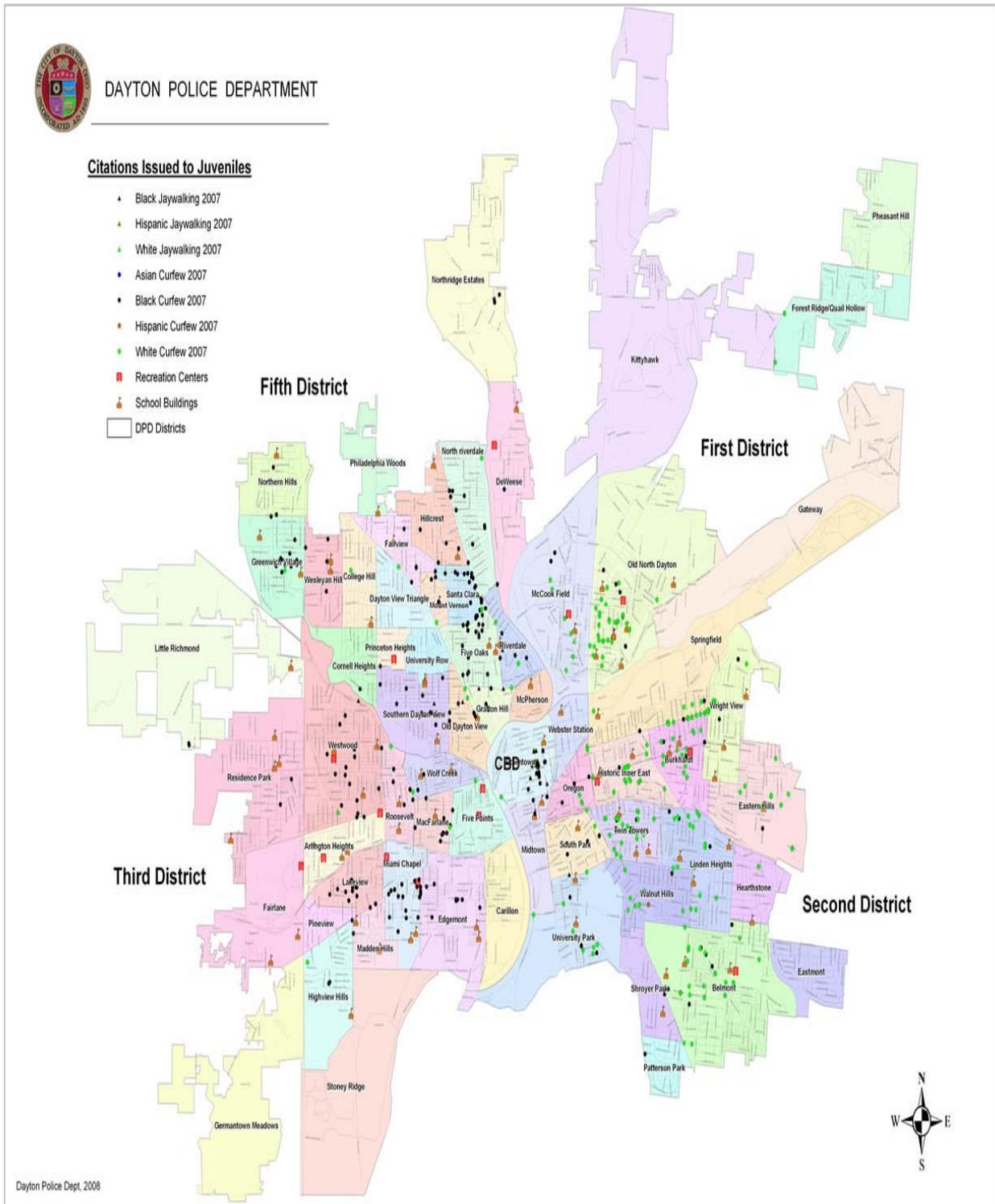
Appendix K- (1-7) Maps of Areas with High Juvenile Crime in the Dayton Area



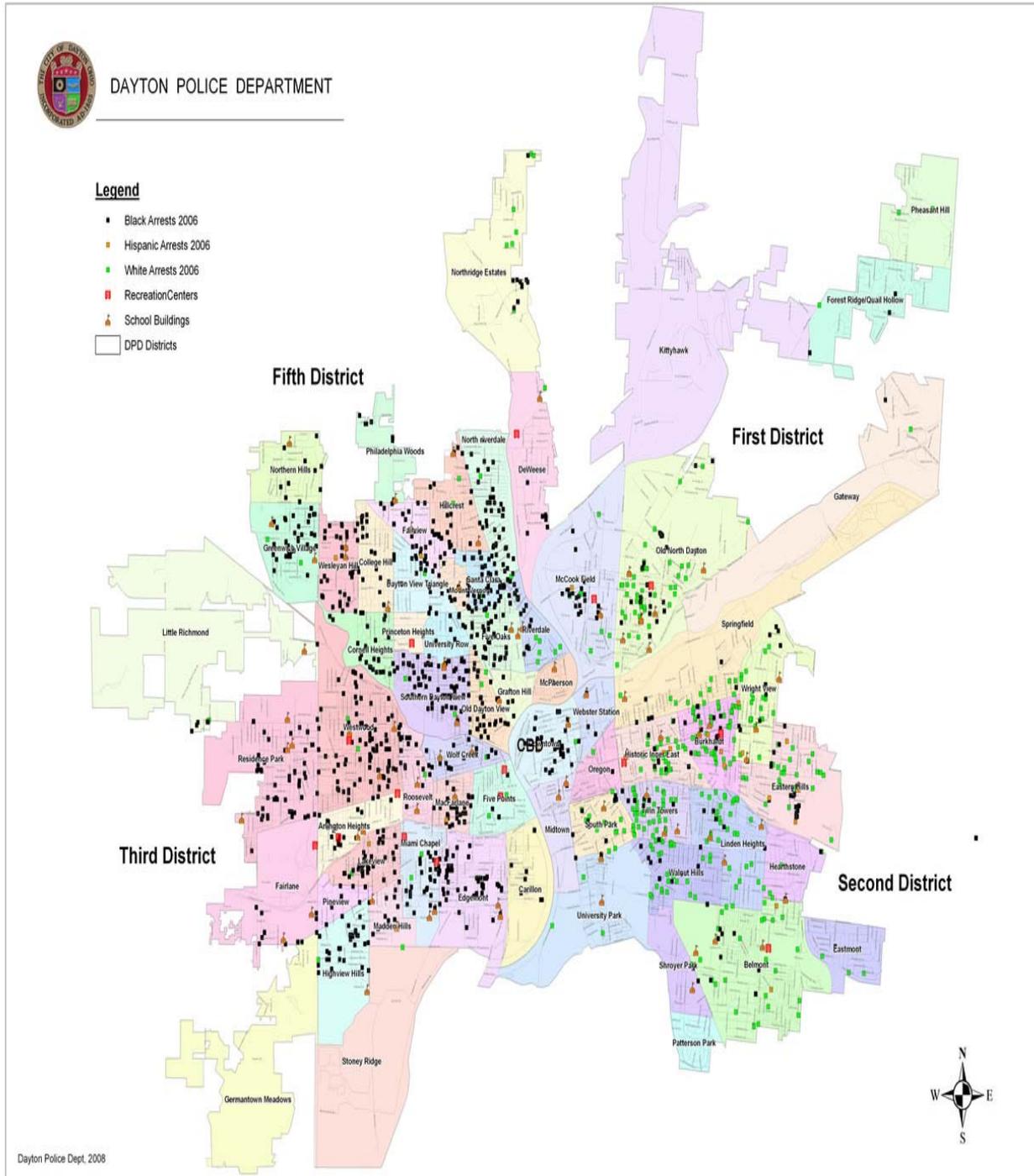
Appendix K- (2-7) Maps of Areas with High Juvenile Crime in the Dayton Area



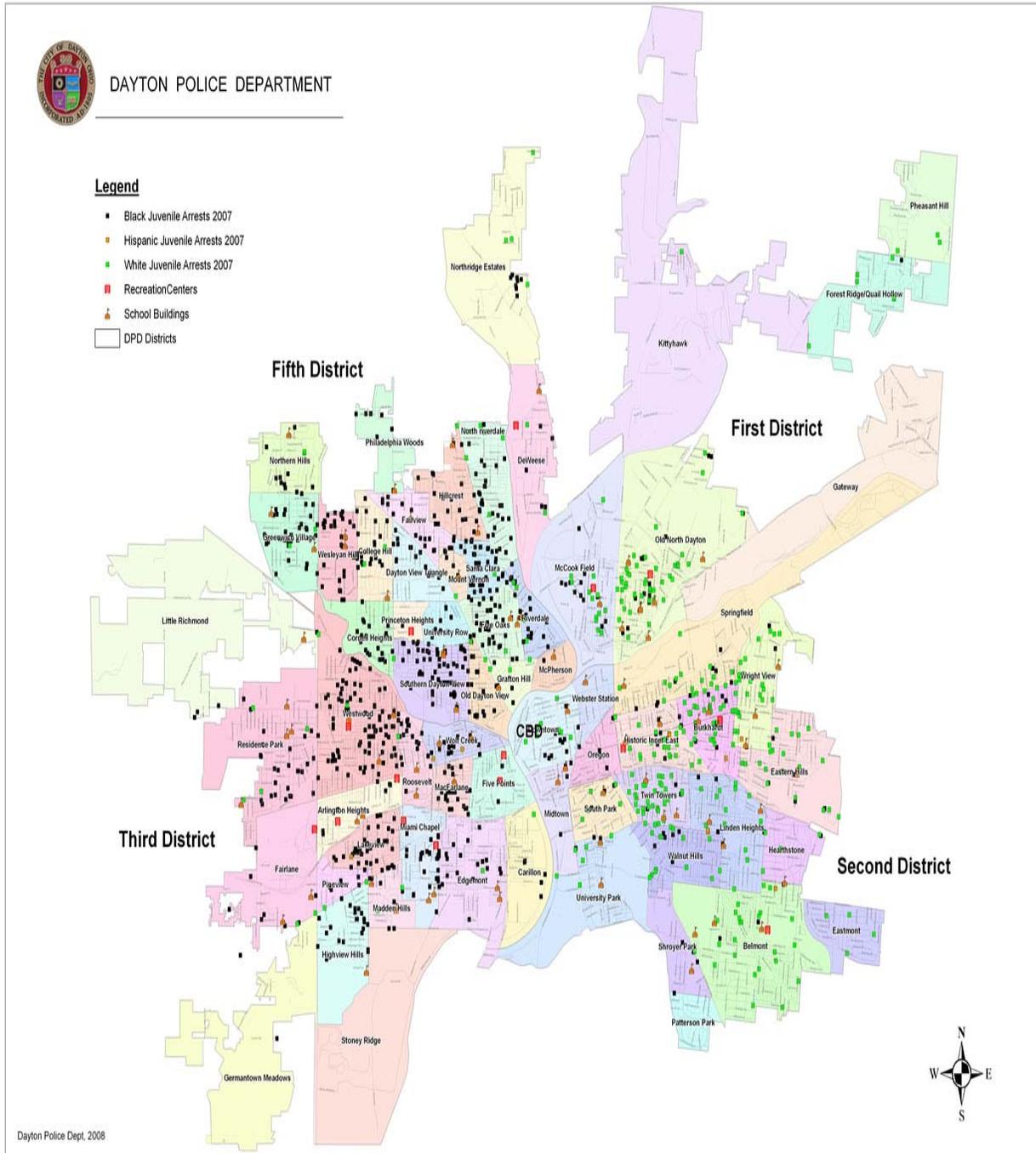
Appendix K- (3-7) Maps of Areas with High Juvenile Crime in the Dayton Area



Appendix K- (4-7) Maps of Areas with High Juvenile Crime in the Dayton Area



Appendix K- (5-7) Maps of Areas with High Juvenile Crime in the Dayton Area



Appendix K- (6-7) Maps of Areas with High Juvenile Crime in the Dayton Area

