



DISPROPORTIONATE  
MINORITY CONTACT

DMC

# *Reducing Disproportionate Minority Contact (DMC)*

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January 9, 2006 , Washington, D.C.



## *Preconference Agenda*

- Introduction & Background
- Identification & Monitoring
- Community Preparation & Assessment

### *Lunch*

- Intervention
- Evaluation
- Summary/Demo/Individual Consultation



## *Preconference Objectives*

- Learn the background & purpose of the DMC requirement
- Learn how to systematically examine and reduce DMC
- Learn OJJDP tools/resources to reduce DMC
- Obtain individual consultation from speakers



## *History of DMC*

- **1988 Annual Report to Congress by the Coalition for JJ (then the National Coalition of State Juvenile Justice Advisory Group), *A Delicate Balance***
- **DMC as a requirement in the JJDP Act of 1974, as amended in 1988**

*Requiring States participating in the JJDP Act's Part B Formula Grants program to "address efforts to reduce the proportion of juveniles detained or confined in secure detention facilities, secure facilities, jails, and lockups who are members of minority groups if such proportion exceeds the proportion such groups represent in the general populations".*

- **DMC as a core requirement in the JJDP Act of 1974, as amended in 1992**

*25% of that year's formula grant allocation was tied to state compliance.*



## ***Contact (DMC) As A Core Requirement*** ***in the JJDP A of 2002***

Requiring States participating in the JJDP Act's Part B Formula Grants program to “address juvenile delinquency prevention efforts and system improvement efforts designed to reduce, without establishing or requiring numerical standards or quotas, the disproportionate number of juvenile members of minority groups, who come into contact with the juvenile justice system”.

--20% of the state's Formula Grant allocation in the subsequent year is tied to the state's compliance status.



## *Defining DMC*



## *Disproportionate*

- A *rate* of contact with the juvenile justice system among juveniles of a specific minority group that is significantly different than the *rate* of contact for whites (i.e., non-Hispanic Caucasians) or for other minority groups.



## *Minority: Race & Ethnicity Categories*

- (1) White (non-Hispanic)
- (2) American Indian or Alaska Native (non-Hispanic)
- (3) Asian (non-Hispanic)
- (4) Black or African American (non-Hispanic)
- (5) Hispanic or Latino
- (6) Native Hawaiian or Other Pacific Islander (non-Hispanic)



## *Juvenile Justice System Contact*

- Arrest (**Initial** legal encounters with law enforcement)
- Diversion
- Detention
- Referral to juvenile court
- Issuance of petition
- Adjudication as delinquent
- Placement on probation
- Placement in secure juvenile correction
- Transfer to adult court
- Others (e.g., aftercare; **revocation of aftercare**)

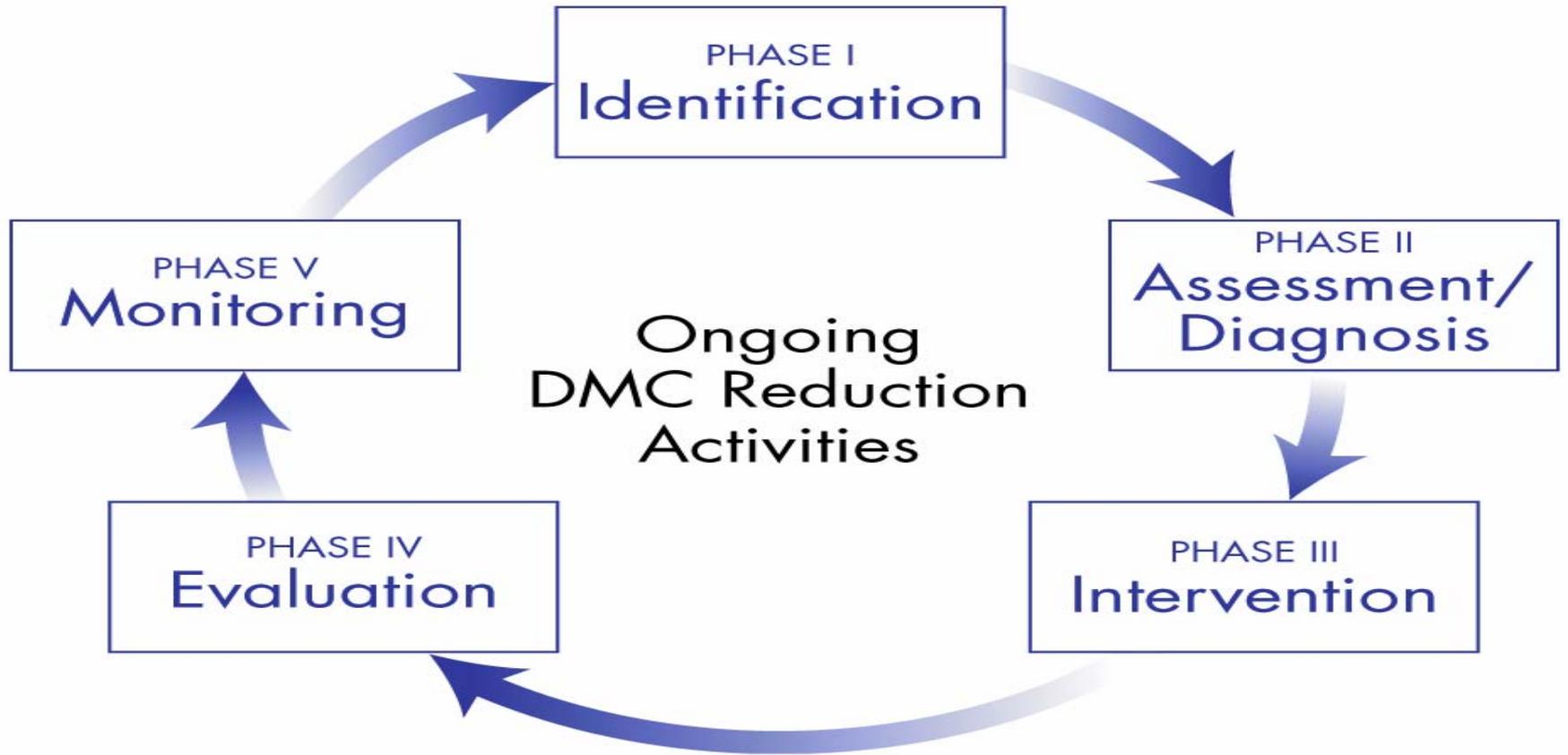


*From*  
***Disproportionate Minority Confinement***  
*to*  
***Disproportionate Minority Contact***

The purpose of the DMC core requirement remains the same: *to ensure equal and fair treatment for every youth in the juvenile justice system, regardless of race and ethnicity.*



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## *What have we learned since 1988?*

- DMC exists.
- There are many factors contributing to DMC at different JJ contact points.
- Data are powerful tools.



## *What have we learned since 1988? (cont.)*

- DMC-reduction requires support from the top.
- Intervention strategies need to be data-based & multi-pronged.
- DMC-reduction needs to occur at the local level.
- DMC-reduction requires strong partnerships.
- DMC-reduction demands sustained efforts: There is a long way to go.



## *DMC*

**D**ata-driven local initiatives

**M**ulti-pronged interventions

**C**ontinuity in leadership and commitment



# *Identification and Monitoring*

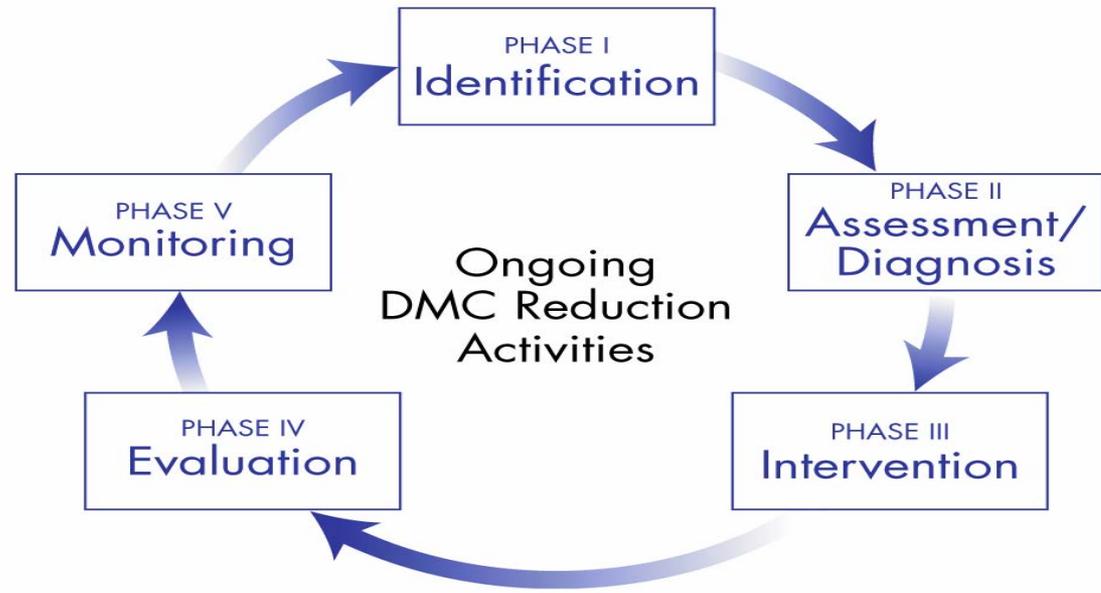
*William Feyerherm, Portland State University*

*Howard Snyder, National Center for Juvenile  
Justice*



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## *The OJJDP Model for Examining DMC*





## *Identification*

- To what extent is DMC an issue in this State, this community?
- What stages of the Juvenile Justice System lead to particularly large increases in DMC?
- What minority groups are particularly influenced by DMC issues?



## *Purpose of Identification*

The purpose of the DMC Identification Stage is at least threefold:

- To describe the extent to which minority youth are overrepresented
- To begin the description of the nature of that overrepresentation:
  - whether overrepresentation exists,
  - where within the jurisdictions it exists,
  - the degree of overrepresentation at these points within the JJS
- To create a foundation for ongoing monitoring of disproportionate contact, (preferably annually, but at a minimum at least every 3 years)



## ***Method: Relative Rate Index (RRI)***

This method involves comparing the relative volume (rate) of activity for each major stage of the juvenile justice system for minority youth with the volume of that activity for white (majority) youth. The method of comparison provides a single index number which tells us the extent to which the volume of that form of contact or activity is different for minority youth from white youth.



## *Basic Steps*

- Record the volume of activity passing through each stage of the JJS during a year.
- Compute a rate of occurrence for each racial / ethnic categories.
- Divide the rate for the minority group by the rate for the white group to create the Relative Rate Index (RRI).
- The RRI is tested to determine if the RRI is statistically significant – that is whether it is sufficiently different from a neutral value (1.00) that the differences in the rates are not likely to be the result of random chance processes.



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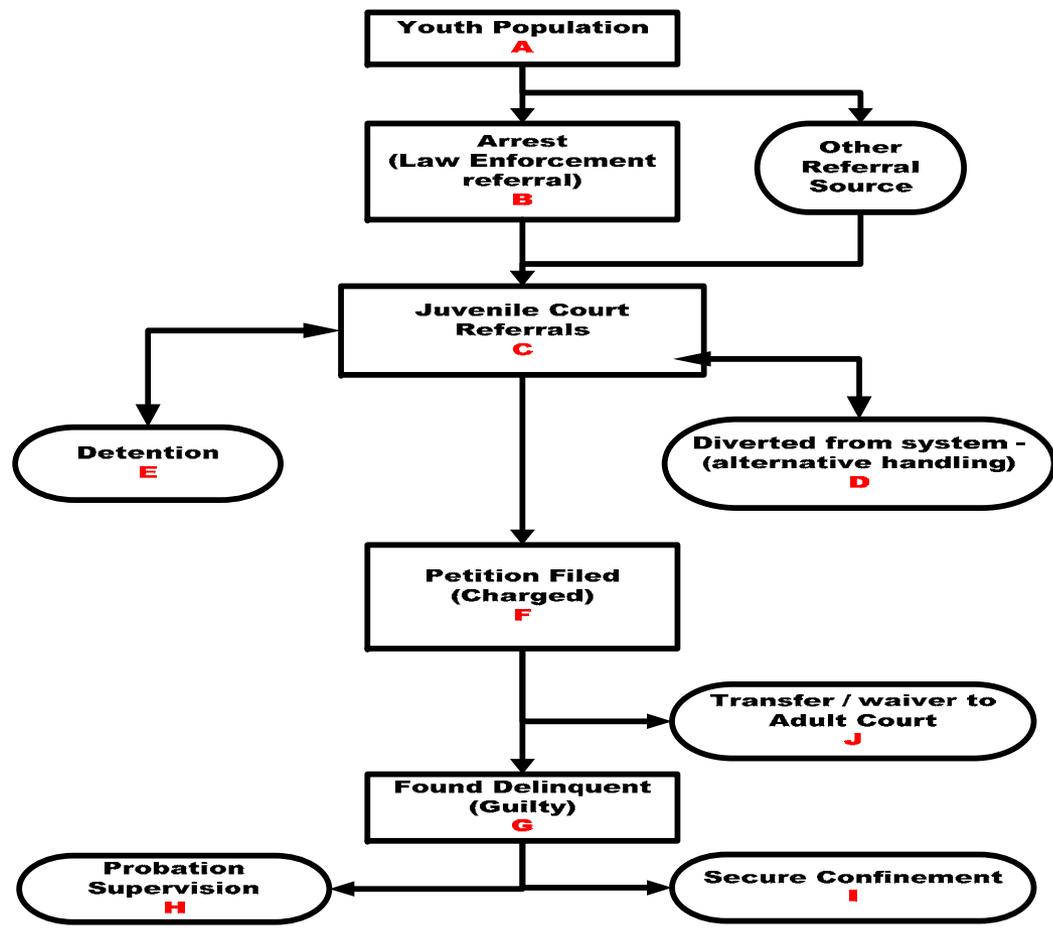


Figure 1. Relationship of Data Elements for Relative Rate Index calculations



## *Prerequisites*

- Understand the basic relationship of elements in the juvenile justice system and compare those to the general model in Figure 1.
- Have Definitions for each data element.
- Determine the categories of race and ethnicity that are available for each data element.



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## *Race and Ethnicity*

	Hispanic	Non-Hispanic
White		
Black		
Asian		
Hawaiian		
Native American / Alaskan		



## *Issues to be Aware of*

- Identify the numerical base used for each rate calculation, understanding which stages of the Juvenile Justice System (Figure 1) are being used to calculate those rates.
- Situations in which an index value may not be calculated
  - no White youth
  - volume of activity is extremely low
  - base number for calculating the rate (the denominator of the rate) is less than 50.
- Examine the comparative experiences of youth from multiple minority groups to determine if there are systematic patterns affecting multiple groups. (meeting the 1% threshold).



## *Systematic Analysis of the RRI Results*

- Comparison of RRI values across stages within a specific jurisdiction and within a specific racial / ethnic group.
- Comparison of RRI values across racial / ethnic groups within a specific jurisdiction.
- Comparison across jurisdictions – identifying differences in system implementation and practice. –this involved comparison of rates at each stage, as well as RRI values.
- Comparisons across time.



### Data Entry Section

**AREA REPORTED**

State : Test State  
 County: Sample

Reporting Period **Jan / 2002** (Month / Year)  
 through **Dec / 2002** (Month / Year)

Block in  
 Figure 1

	Total Youth	White	Black or African-American	Hispanic or Latino	Asian	Native Hawaiian or other Pacific Islanders	American Indian or Alaska Native	Other/ Mixed	All Minorities
A 1. Population at risk (age 10 through 17 )	118,722	39,117	6,460	52,433	19,750		972		79,615
B 2. Juvenile Arrests	13,585	3,058	2,055	7,220	1,091		29	132	10,527
C 3. Refer to Juvenile Court									
D 4. Cases Diverted	306	113	28	136	19		0	10	193
E 5. Cases Involving Secure Detention	2,314	401	354	1,300	243		8	8	1,913
F 6. Cases Petitioned (Charges Filed)	5,859	1,000	901	3,113	523		16	36	4,589
G 7. Cases Resulting in Delinquent Findings	4,058	555	894	2,195	384		15	15	3,503
H 8. Cases resulting in Probation Placement	2,501	585	362	1,330	201		13	10	1,916
I 9. Cases Resulting in Confinement in Secure Juvenile Correctional Facilities	1,629	284	241	908	189		3	4	1,345
J 10. Cases Transferred to Adult Court	24		7	15					22
Meets 1% rule?		Yes	Yes	Yes	Yes	No	No	No	



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**DMC**

State :XXXXXX

County: YYYYYYY

Data Items	Rate of Occurrence White Youth	Rate of Occurrence Minority Youth	Relative Rate Index
1. Population at risk (age YY through XX )			
2. Juvenile Arrests	78.18	318.11	<b>4.07</b>
3. Refer to Juvenile Court	0.00	0.00	--
4. Cases Diverted	3.70	1.36	<b>0.37</b>
5. Cases Involving Secure Detention	13.11	17.23	<b>1.31</b>
6. Cases Petitioned (Charge Filed)	32.70	43.84	<b>1.34</b>
7. Cases Resulting in Delinquent Findings	55.50	99.22	<b>1.79</b>
8. Cases resulting in Probation Placement	105.41	40.49	<b>0.38</b>
9. Cases Resulting in Confinement in Secure Juvenile Correctional Facilities	51.17	26.96	<b>0.53</b>



# DISPROPORTIONATE MINORITY CONTACT



State :XXXXXX  
 County: YYYYYYY

Reporting Period Month / Year  
 through Month / Year

	Black or African-American	Hispanic or Latino	Asian	Native Hawaiian or other Pacific Islanders	American Indian or Alaska Native	Other/ Mixed	All Minorities
2. Juvenile Arrests	<b>4.07</b>	<b>1.76</b>	<b>0.71</b>	*	*	*	<b>1.69</b>
3. Refer to Juvenile Court	--	--	--	*	*	*	--
4. Cases Diverted	<b>0.37</b>	<b>0.51</b>	<b>0.47</b>	*	*	*	<b>0.50</b>
5. Cases Involving Secure Detention	<b>1.31</b>	<b>1.37</b>	<b>1.70</b>	*	*	*	<b>1.39</b>
6. Cases Petitioned	<b>1.34</b>	<b>1.32</b>	<b>1.47</b>	*	*	*	<b>1.33</b>
7. Cases Resulting in Delinquent Findings	<b>1.79</b>	<b>1.27</b>	<b>1.32</b>	*	*	*	<b>1.38</b>
8. Cases resulting in Probation Placement	<b>0.38</b>	<b>0.57</b>	<b>0.50</b>	*	*	*	<b>0.52</b>
9. Cases Resulting in Confinement in Secure Juvenile Correctional Facilities	<b>0.53</b>	<b>0.81</b>	0.96	*	*	*	<b>0.75</b>
10. Cases Transferred to Adult Court	**	**	--	*	*	*	**

**Group meets 1% threshold? Yes Yes Yes No No No**

release 10/17/05



## *Implementing the RRI Tool: Variations on a Theme*

Specifying the stages

- When a stage is missing the rate calculations for the stages following that missing stage are based on the volume in the preceding stage
  - RRI value no longer represents simply the effect of one major decision
  - Makes it more difficult to design an assessment and target changes
  - Makes monitoring impact more difficult



## *Implementing the RRI Tool: Variations on a Theme*

Specifying the stages

- If an additional stage must be added to the analysis
  - Difficult to simply add a column or row to the models.
  - May have an impact on comparability
  - Contact the OJJDP manager in charge of the DMC issues in order to discuss and request technical assistance regarding that addition.
- In any event, one of the most critical elements of the State effort must be to ensure that all jurisdictions participating in the State effort are using consistent definitions of terms and data collection methods.



## *Extensions of the Basic RRI Process*

- Subdividing the types of youth being studied,
- Subdividing the types of offenses (and other features) being studied,
- Add stages to track of specific statutory provisions,
- Increase the number of counties or other jurisdictions that are examined.



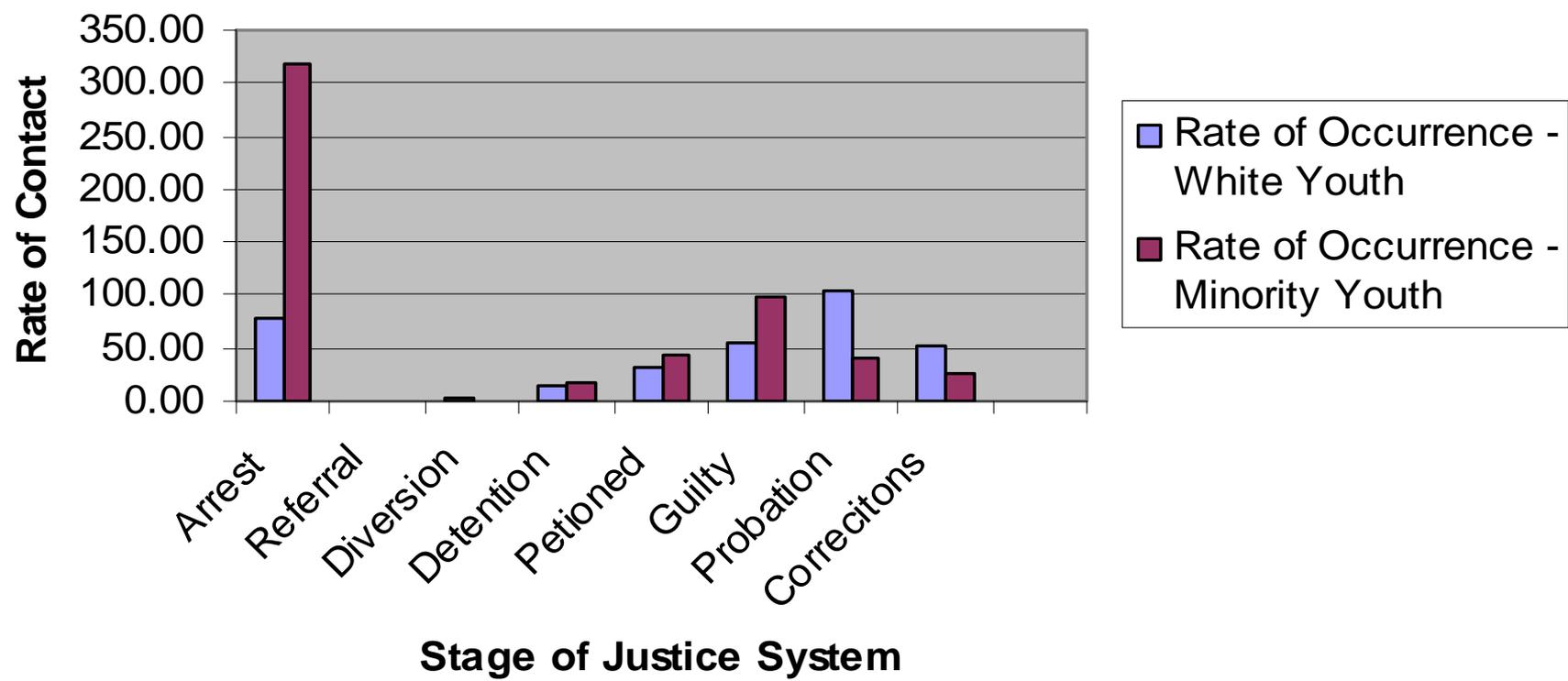
## *Extensions of the Basic RRI Process*

- Aggregate data into larger sets to attain greater statistical stability and power
  - combine several counties into one region
  - combining data for several years.
- Develop a variety of graphic presentations of the data.

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## Rates of Continuing Contact





## *Reviewing the RRI Method: Common Issues*

- Availability of racial / ethnic group data.
- Availability of data at some (or most) stages.
- Small numbers of cases – statistical instability.
- Interpreting Index values for Diversion and Probation (less than 1.00 may be an issue).
- **The RRI is *NOT* a calculation of the odds of a youth moving to the next stage of the system, it *IS* a comparison of the volume of activity at the various stages.**



## *Characteristics of the RRI method*

- Takes into account the relative size of the white and minority populations, as well as the relative amount of activity in preceding stages of the justice system.
- Shows the incremental increase / decrease in contact levels as youth move through the justice system.
- Minimizes dependence on the accuracy of census information.
- Does not require a transactional data system that tracks youth throughout the JJS.



## *Using the RRI: Moving Toward Assessment*

- The RRI is like vital signs in a health care setting – it can tell us if we need to pay attention and can guide us to the general area to receive attention. **However, taken alone, it doesn't tell us if we have a problem that needs to be addressed with intervention, let alone what intervention to use.**



*In Search of the Data  
to Populate the  
Relative Rate Index*

Howard N. Snyder

©National Center for Juvenile Justice

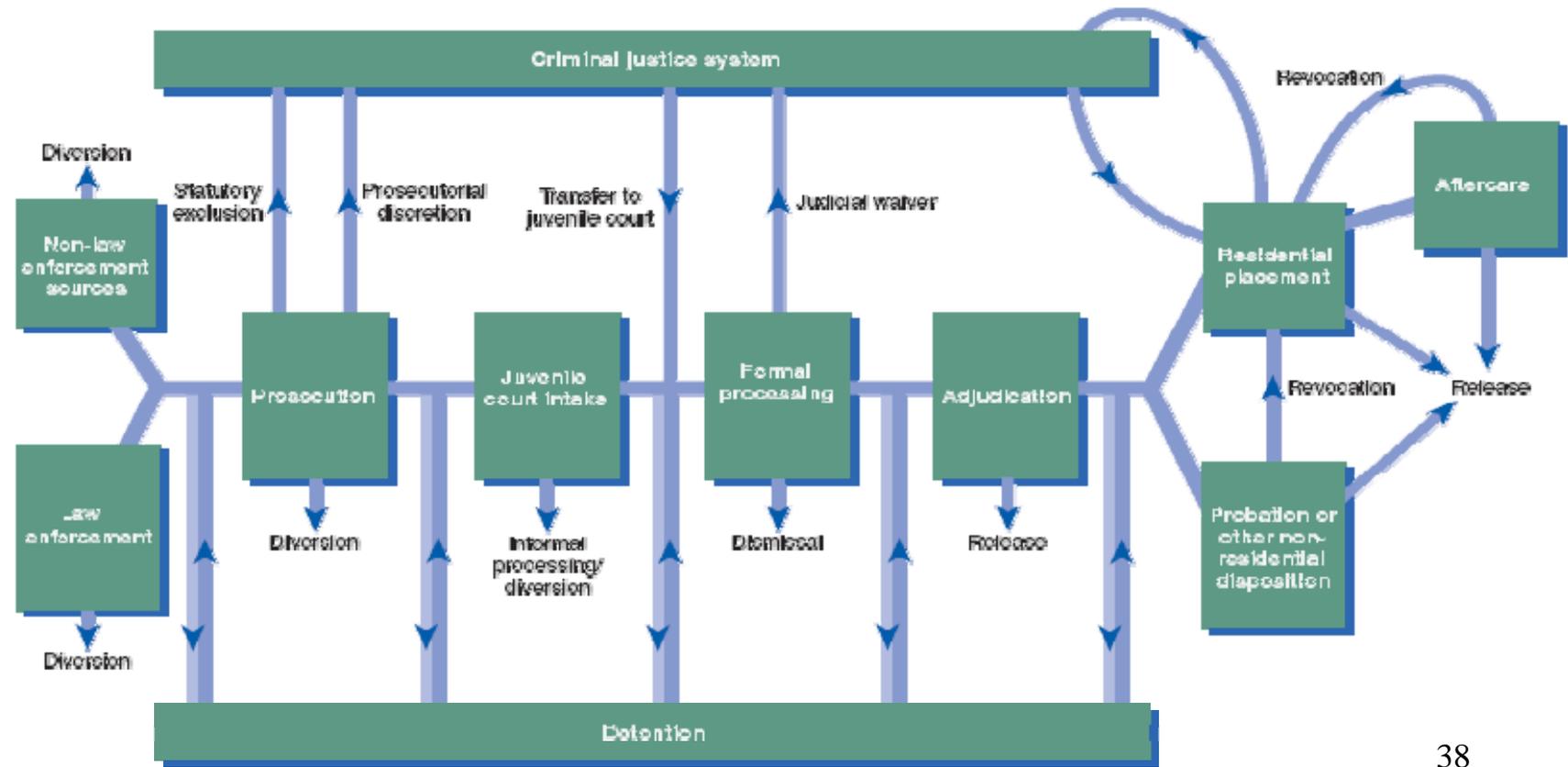
Washington, DC

January 9, 2006

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## *A Model of the Juvenile Justice System*





## *What data do you need?*

- Population data by age and race/ethnicity
- Juvenile arrest data by race/ethnicity
- Juvenile court referral data by race/ethnicity
- Juvenile court diversion data by race/ethnicity
- Juvenile court petitioning data by race/ethnicity
- Juvenile court disposition data by race/ethnicity



***OJJDP Statistical Briefing Book***

***<http://ojjdp.ncjrs.gov/ojstatbb/>***



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## OJJDP's Statistical Briefing Book



**Statistical Briefing Book**

- About SBB
- FAQs
- Publications
- Data Analysis Tools
- National Data Sets
- Other Resources
- Ask a Question

- Juvenile Population Characteristics
- Juveniles as Victims
- Juveniles as Offenders
- Juvenile Justice System Structure & Process
- Law Enforcement & Juvenile Crime
- Juveniles in Court
- Juveniles on Probation
- Juveniles in Corrections
- Juvenile Reentry & Aftercare



### what's new

The **Statistical Briefing Book (SBB)** has been designed to easily find basic statistical information on juvenile offending, victimization of juveniles, and involvement of youth in the juvenile justice system. The SBB offers:

- More ways to access information: by topical area (left menu) and type of information (top menu).
- Links to **National Data Sets** and **Other Resources**.
- Enhanced access to online statistical **publications** from OJJDP.

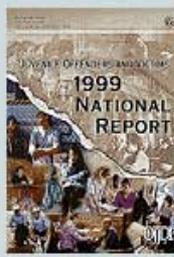
**Recent Updates in SBB:**

**Easy Access to Juvenile Populations** and the **FAQs on Law Enforcement and Juvenile Crime** have been updated with data through 2003. **Easy Access to FBI Arrest Statistics** has been updated with data through 2002.

A new online **Juvenile Justice Professional's Guide to Human Subjects Protection and the Institutional Review Board Process** provides an overview of the laws and regulations that govern research involving human subjects.

A new resource, **NIBRS Hate Crimes 1995-2000: Juvenile Victims and Offenders**, has been added to the **related links section**. This online resource provides access to and analysis of data from the National Incident-Based Reporting System on hate crimes reported between 1995 and 2000.

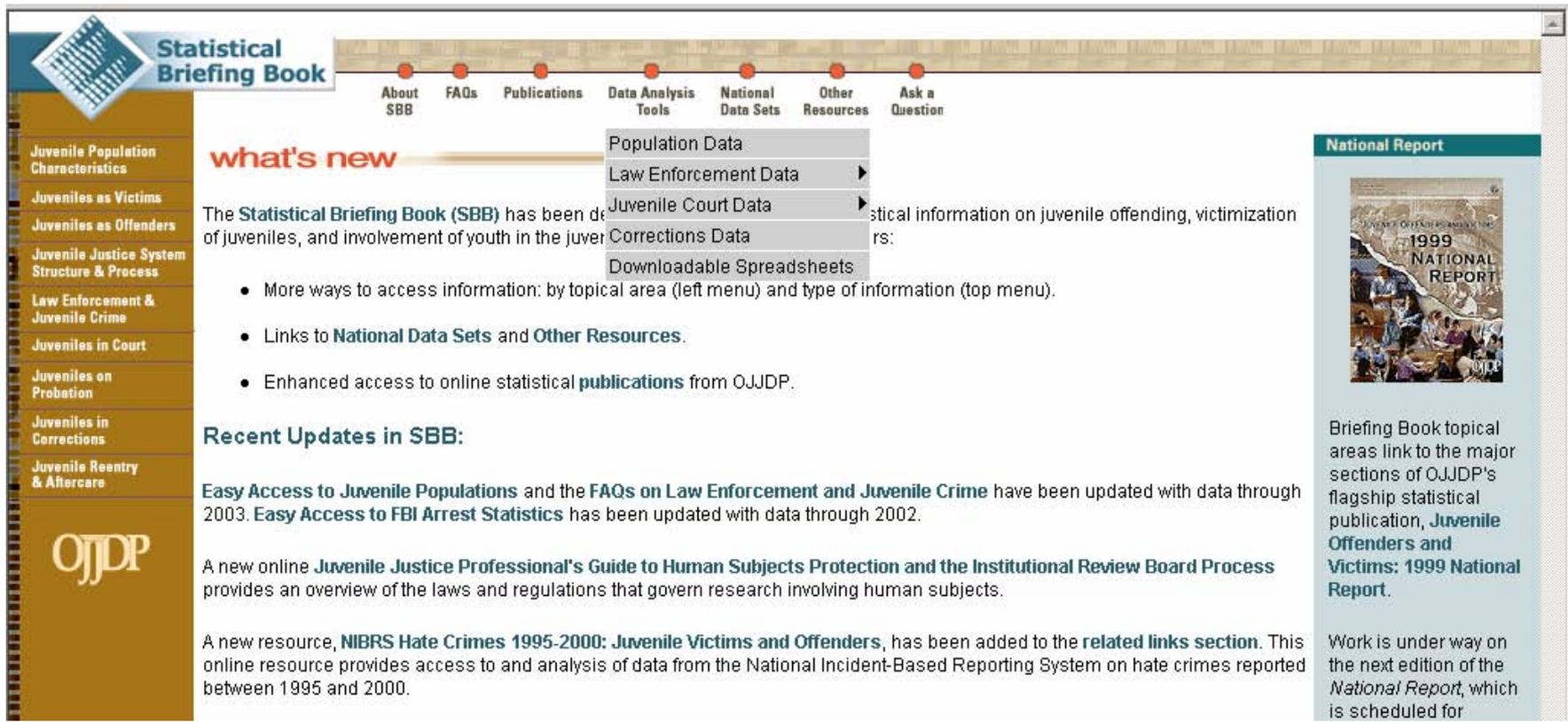
**National Report**



Briefing Book topical areas link to the major sections of OJJDP's flagship statistical publication, **Juvenile Offenders and Victims: 1999 National Report**.

Work is under way on the next edition of the *National Report*, which

## OJJDP's Statistical Briefing Book



**Statistical Briefing Book**

[About SBB](#)
[FAQs](#)
[Publications](#)
[Data Analysis Tools](#)
[National Data Sets](#)
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[Ask a Question](#)

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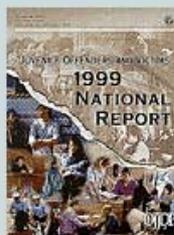
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**National Report**



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Work is under way on the next edition of the *National Report*, which is scheduled for



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## *A source for population data*

Easy Access to Juvenile Populations - Microsoft Internet Explorer

Address <http://ojjdp.ncjrs.org/ojstatbb/ezapop/default.asp>

Links: Google, NCJJ, NCJFCJ, NCJFCJ Email, OJJDP, BJS, SBB, PEJDB, IRB, Comcast, EZALinks, DMC RRI Reporting System

### Easy Access to Juvenile Populations: 1990-2003

Home | **Population Profiles** | State Comparisons | County Comparisons | Data Source | Help

Updated February 28, 2005

**Easy Access to Juvenile Populations** provides access to National, State, and County level population data detailed by age, sex, race, and ethnicity. Users can create population profiles for a single jurisdiction or create State Comparison or County Comparison tables.

Use the **Population Profiles** tab to create detailed annual tables of the age, sex, race, and ethnicity characteristics of the juvenile population for the United States and for each State and each County.

Use the **State Comparisons / County Comparisons** tabs to compare juvenile population characteristics at the State or County levels. The State Comparison tables include all 50 States and the District of Columbia. The County Comparison tables include all counties within a particular state.

Use the **Data Source** tab to learn about the data files used in this application.

Use the **Help** tab to learn how to use this application.

**Other Easy Access applications are available!**  
Easy Access is a family of web-based data analysis tools developed for the Office of Juvenile Justice and Delinquency Prevention (OJJDP) by the National Center for Juvenile Justice (NCJJ) to give a larger audience access to recent, detailed information on juvenile crime and the juvenile justice system. Together, the Easy Access applications provide information on national, state, and county population counts, as well as information on homicide victims and offenders, juvenile court case processing, and juvenile offenders in residential placement facilities. Visit the **Data Analysis Tools** section of OJJDP's **Statistical Briefing Book** for a complete list of these applications.

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National Center for Juvenile Justice, the research division of  
the National Council of Juvenile and Family Court Judges

Sponsored by:  
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**NCJJ**  
National Center for Juvenile Justice

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# **CRIME** **in the United States** **2004**

## Uniform Crime Reports

Printed Annually  
Federal Bureau of Investigation  
U.S. Department of Justice  
Washington, D.C. 20535

Advisory:  
Criminal Justice Information Systems Committee,  
International Association of Chiefs of Police,  
Criminal Justice Information Services Committee,  
National Sheriffs' Association,  
Criminal Justice Information Services Advisory Policy Board

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## *An example of arrest data*

Easy Access to FBI Arrest Statistics - Microsoft Internet Explorer

Address <http://ojjdp.ncjrs.org/ojstatbb/ezaucr/>

Links [Google](#) [NCJJ](#) [NCJFCJ](#) [NCJFCJ Email](#) [OJJDP](#) [BJS](#) [SBB](#) [PEJJD](#) [IRB](#) [Comcast](#) [EZALinks](#) [DMC RRI Reporting System](#)

### Easy Access to FBI Arrest Statistics: 1994-2002

Home **Arrest Statistics** Methods Data Dictionary

Updated February 28, 2005

**Easy Access to FBI Arrest Statistics** (EZAUCR) was developed to provide access to juvenile arrest statistics at the national, state, and county level. Arrest statistics are presented for 29 detailed offense categories. Users can select displays based on counts or rates for juveniles, adults, or all ages combined.

Click on the **Arrest Statistics** tab to access national, state, and county data.

Visit the **Methods** tab to learn more about the FBI's data collection program.

Use the **Data Dictionary** tab for definitions of key terms used in this application.

**Other Easy Access applications are available!**  
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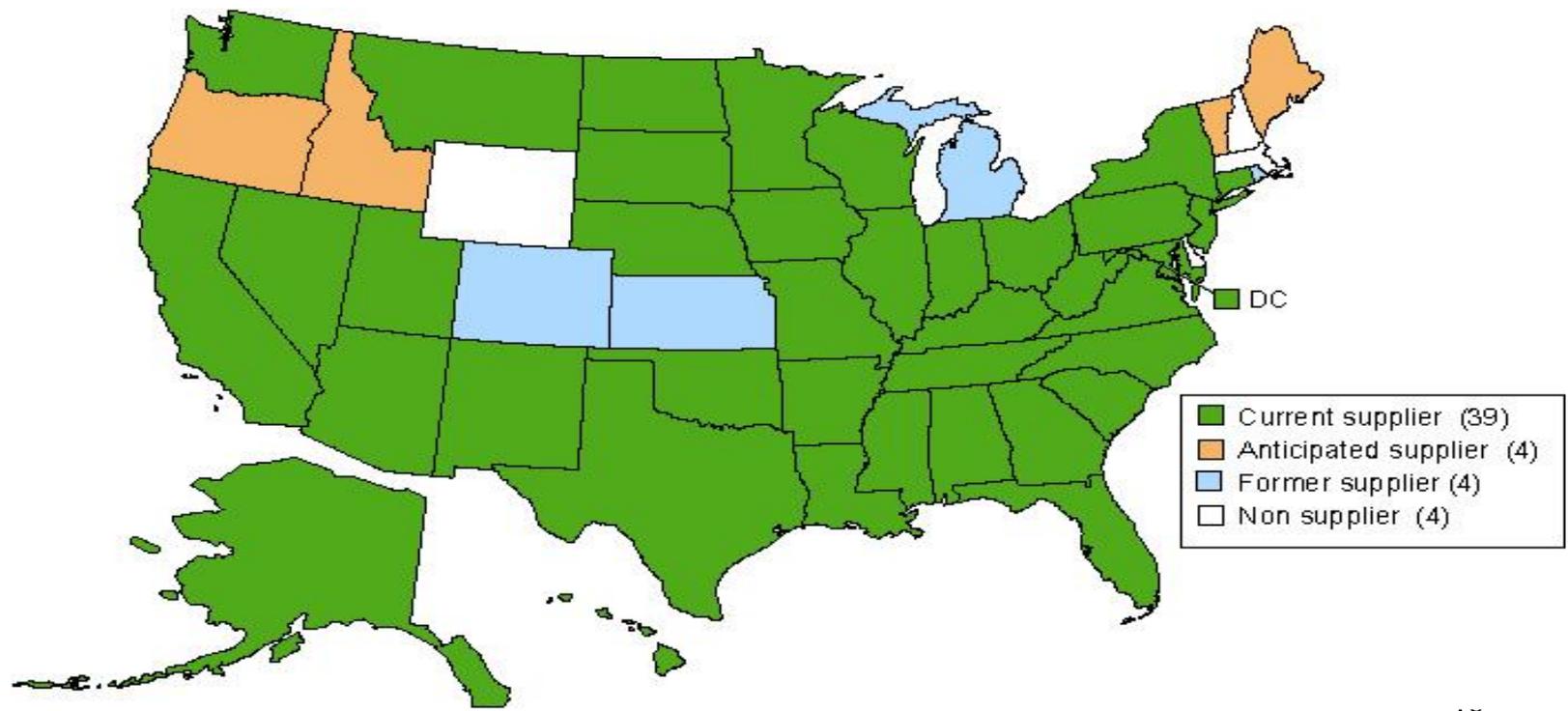
 

OJJDP | OJJDP Statistical Briefing Book | FAQs about Juvenile Arrests | FBI | Census Bureau



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## *National Juvenile Court Data Archive Suppliers 2002*





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## An Example of Juvenile Court Data

Easy Access to Juvenile Court Statistics: 1985-2002 - Microsoft Internet Explorer

Address: http://ojjdp.ncjrs.org/ojstatbb/ezaajcs/default.asp

Links: Google, NCJJ, NCJFCJ, NCJFCJ Email, OJJDP, BJS, SBB, PEJDB, IRB, Comcast, EZALinks, DMC RRI Reporting System

Easy Access to Juvenile Court Statistics: 1985-2002

Home | Analyze Delinquency Cases | Methods | Glossary | Help | About EZAJCS

Updated on 9/13/2005

**Easy Access to Juvenile Court Statistics (EZAJCS)** was developed to facilitate independent analysis of national estimates on the more than 27 million delinquency cases processed by the nation's juvenile courts between 1985 and 2002. With this application, users can perform unique analyses on the age, sex, and race of juveniles involved in these cases as well as the referral offense, the use of detention, adjudication and case disposition.

Use the **Analyze Delinquency Cases** tab to perform your own analyses.

Use the **Methods** tab to learn the data collection effort conducted by the **National Juvenile Court Data Archive** that makes this application possible.

Use the **Glossary** tab for definitions of key terms used in this application.

**Other Easy Access applications are available!**  
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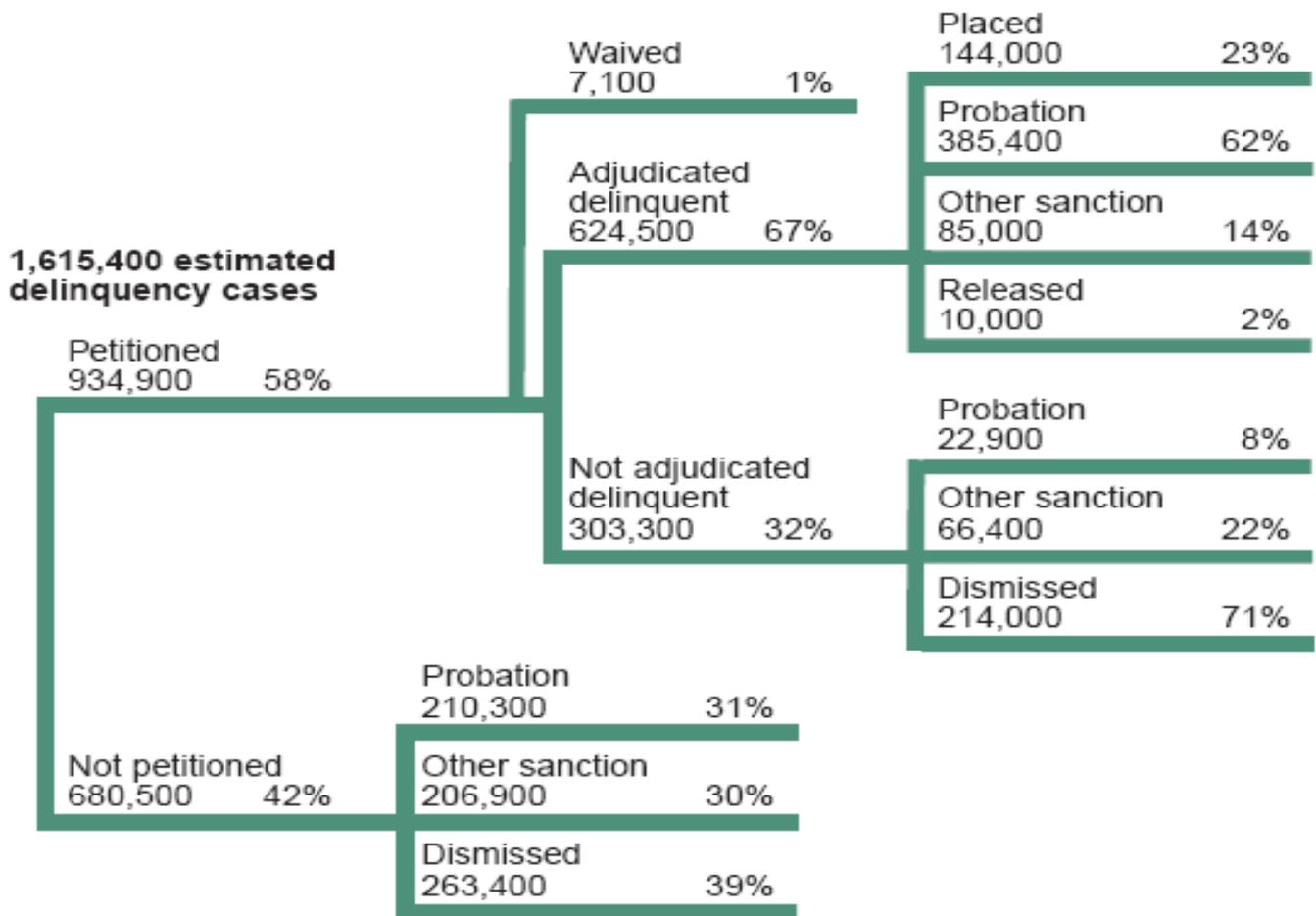
**OJJDP**

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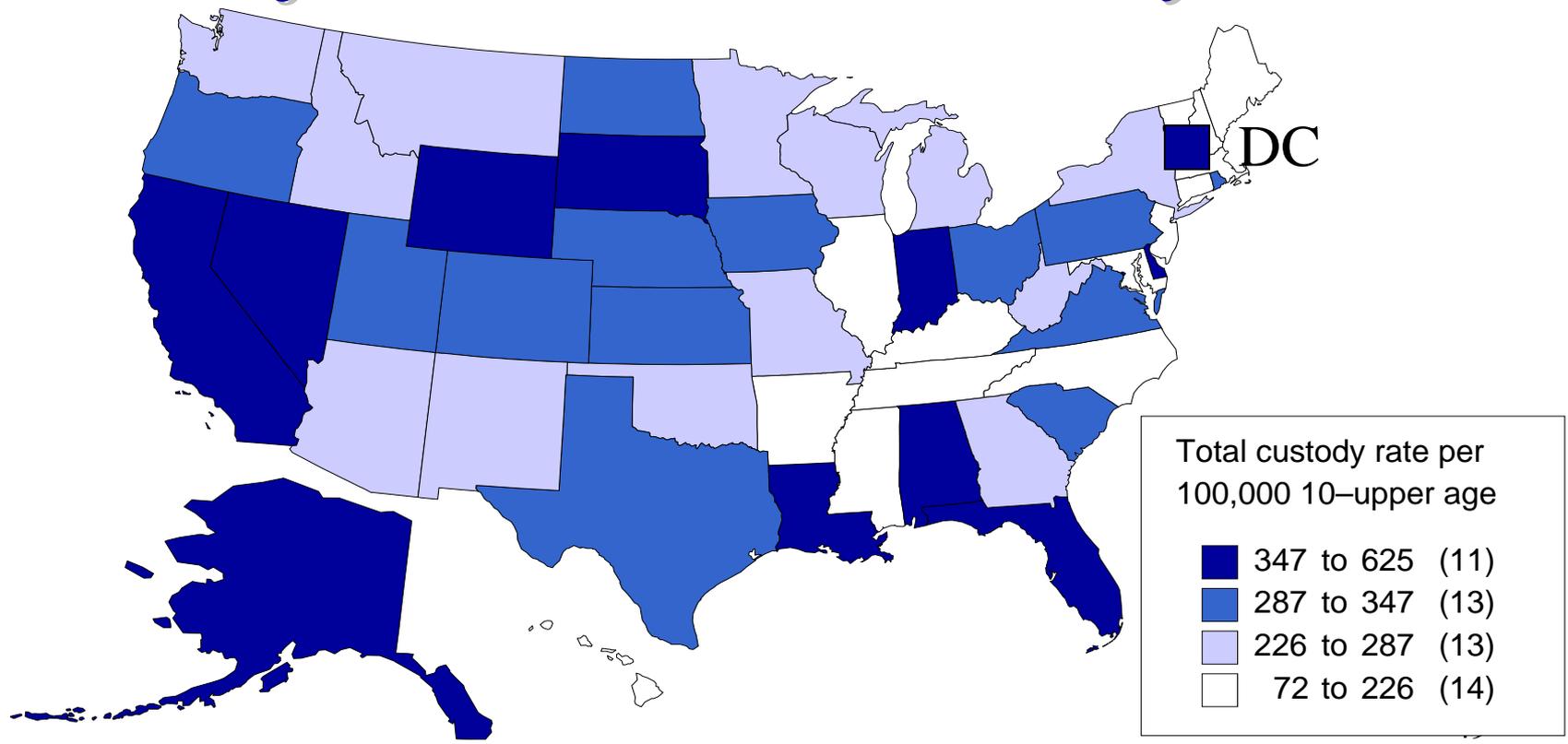
## Juvenile Court Delinquency Case Flow 2002





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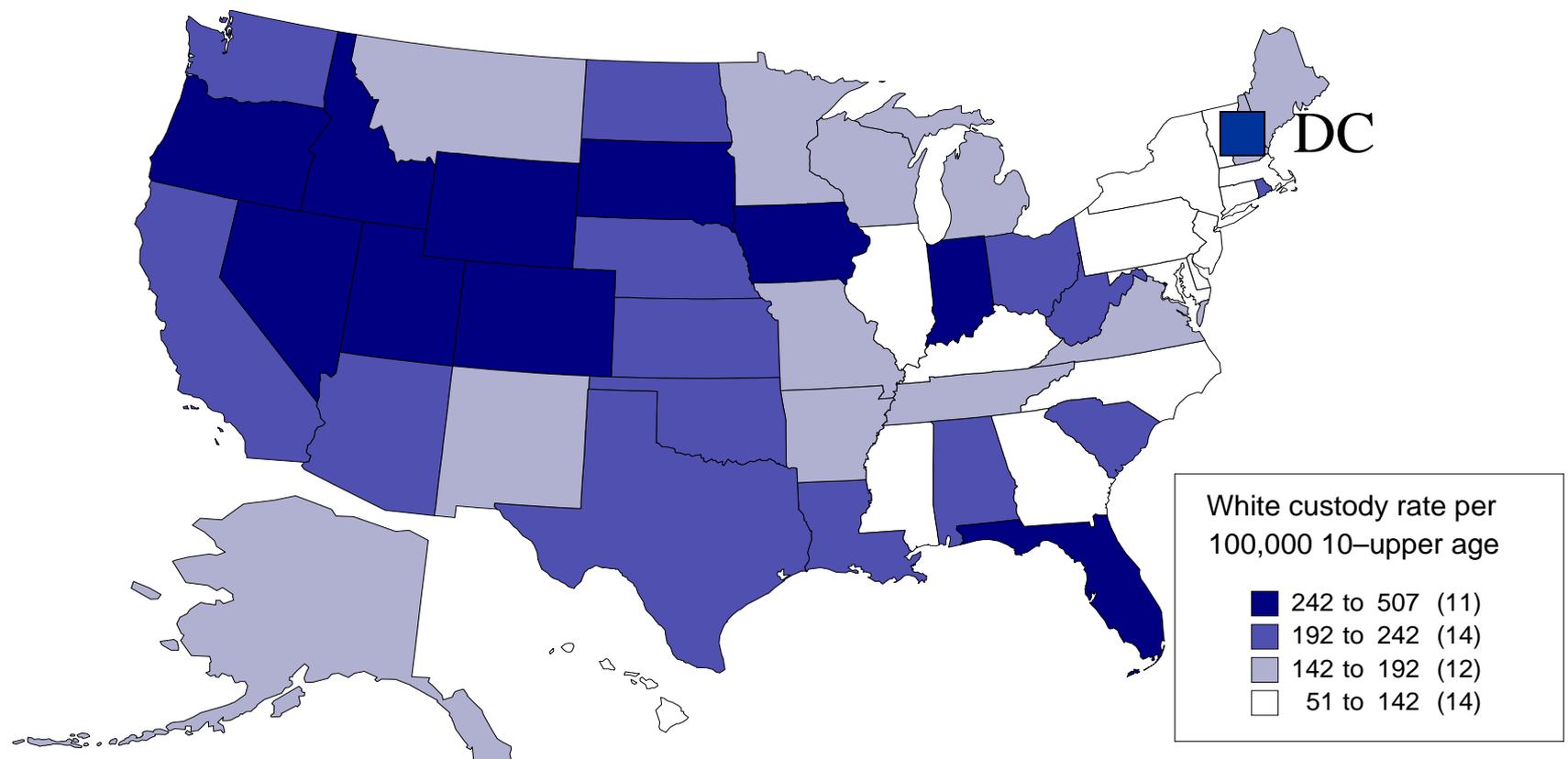
*On a typical day in 2003, 307 of every 100,000 juveniles were in custody*





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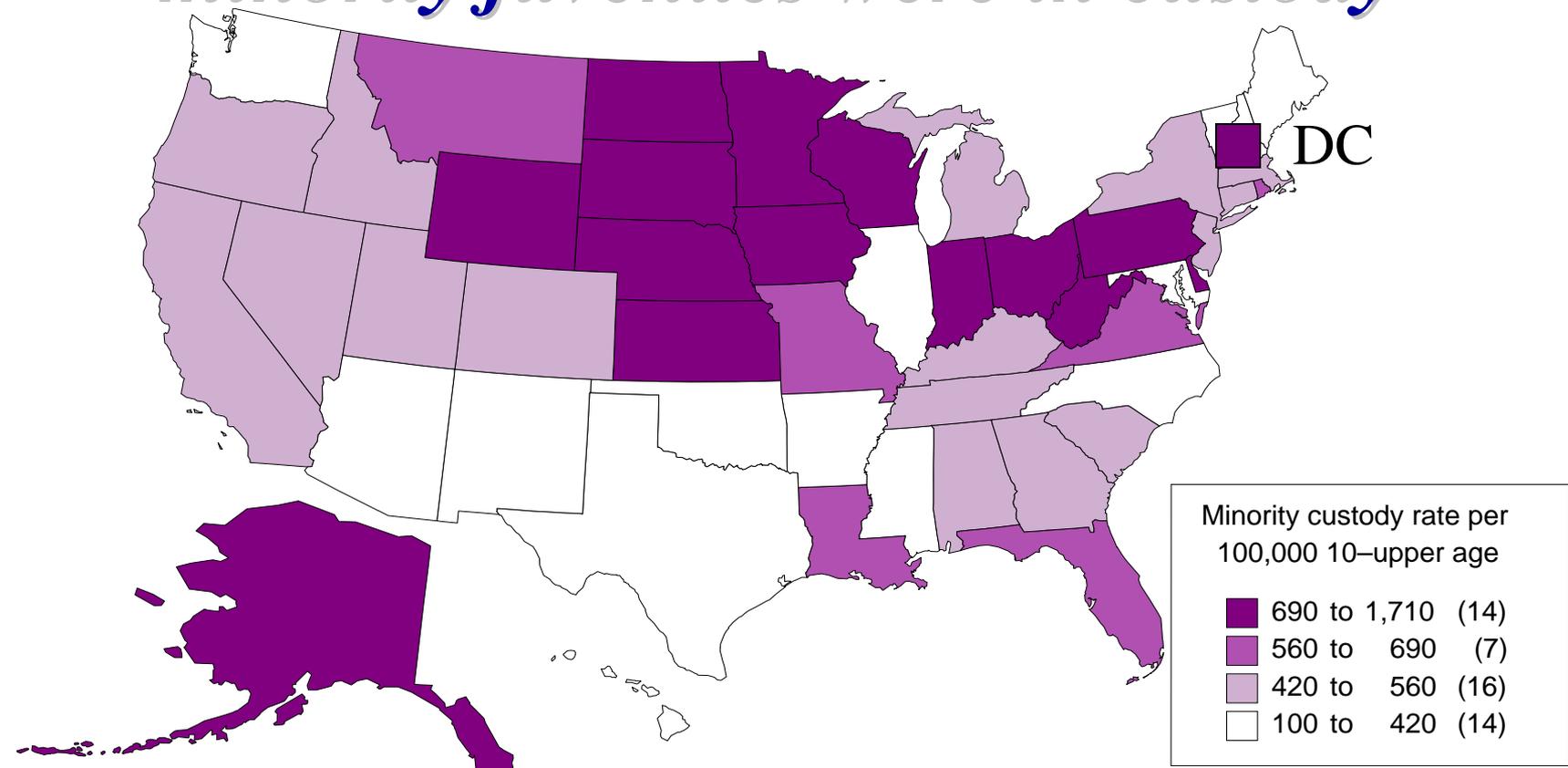
*On a typical day in 2003, 190 of every 100,000 white juveniles were in custody*





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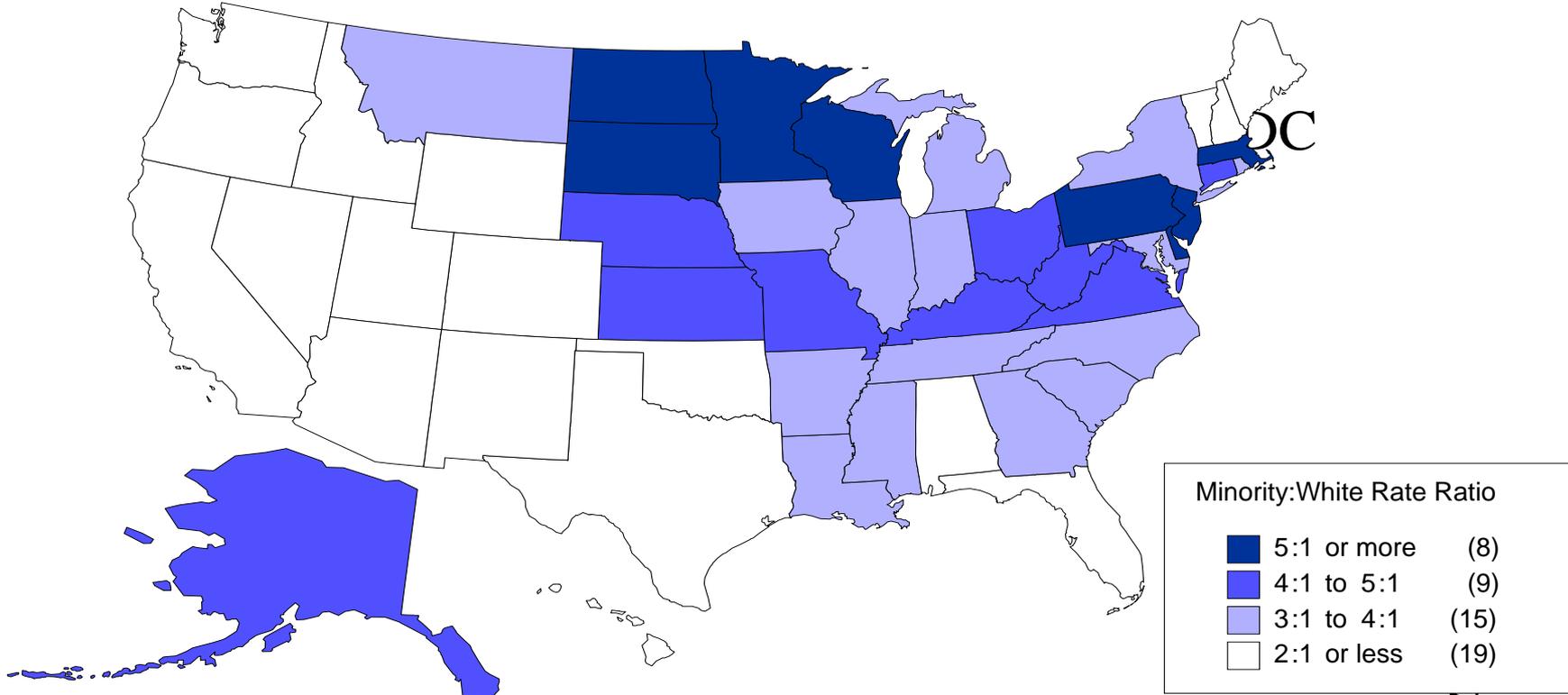
*On a typical day in 2003, 502 of every 100,000 minority juveniles were in custody*





# DISPROPORTIONATE MINORITY CONTACT

*In 17 States in 2003, the minority rate was at least 4 times the white rate*





# DISPROPORTIONATE MINORITY CONTACT

## *A Source of Custody Data*

Census of Juveniles in Residential Placement Databook - Microsoft Internet Explorer

Address: <http://ojjdp.ncjrs.org/ojstatbb/cjrp/default.asp>

Links: Google, NCJJ, NCJFCJ, NCJFCJ Email, OJJDP, BJS, SBB, PEJDB, IRB, Comcast, EZALinks, DMC RRI Reporting System

### Census of Juveniles in Residential Placement Databook

Home | **US & State Profiles** | State Comparisons | Methods | Glossary | About CJRP

Updated on 12/17/2005

**Note:** With the posting of the 2003 data, changes have also been made to the data for 1997 and 1999. [More details ...](#)

**Census of Juveniles in Residential Placement (CJRP) Databook** contains a large set of pre-defined tables detailing the characteristics (age, sex, race/ethnicity, offense, type of facility, and placement status) of juvenile offenders in residential placement facilities. Tables are available for 1997, 1999, 2001, and 2003.

- Use the **US & State Profiles** tab to view national and state-level tables describing the characteristics of juveniles in residential placement facilities.
- Use the **State Comparisons** tab to compare the profile of juveniles in residential placement by sex, race/ethnicity, placement status, and type of placement facility.
- Use the **Methods** tab to learn more about the CJRP data collection effort.
- Use the **Glossary** tab for definitions of key terms used in this application.

**Other Easy Access applications are available!**  
*Easy Access* is a family of web-based data analysis tools developed for the Office of Juvenile Justice and Delinquency Prevention (OJJDP) by the National Center for Juvenile Justice (NCJJ) to give a larger audience access to recent, detailed information on juvenile crime and the juvenile justice system. Together, the *Easy Access* applications provide information on national, state, and county population counts, as well as information on homicide victims and offenders, juvenile court case processing, and juvenile offenders in residential placement facilities. Visit the **Data Analysis Tools** section of OJJDP's **Statistical Briefing Book** for a complete list of these applications.

Maintained by:  
National Center for Juvenile Justice, the research division of  
the National Council of Juvenile and Family Court Judges

Sponsored by:  
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**NCJJ**  
National Center for Juvenile Justice

**OJJDP**

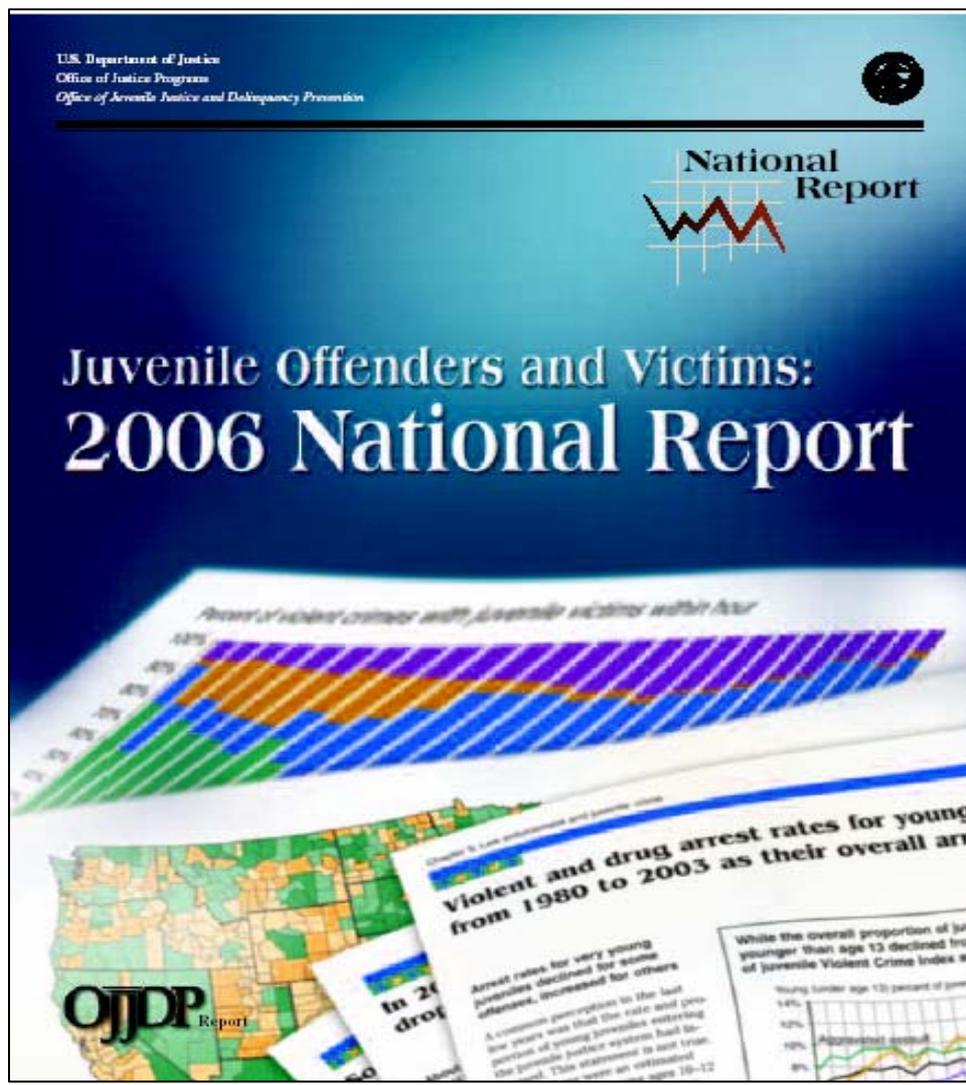
OJJDP | OJJDP Statistical Briefing Book | FAQs about Juveniles in Corrections |

Done Internet

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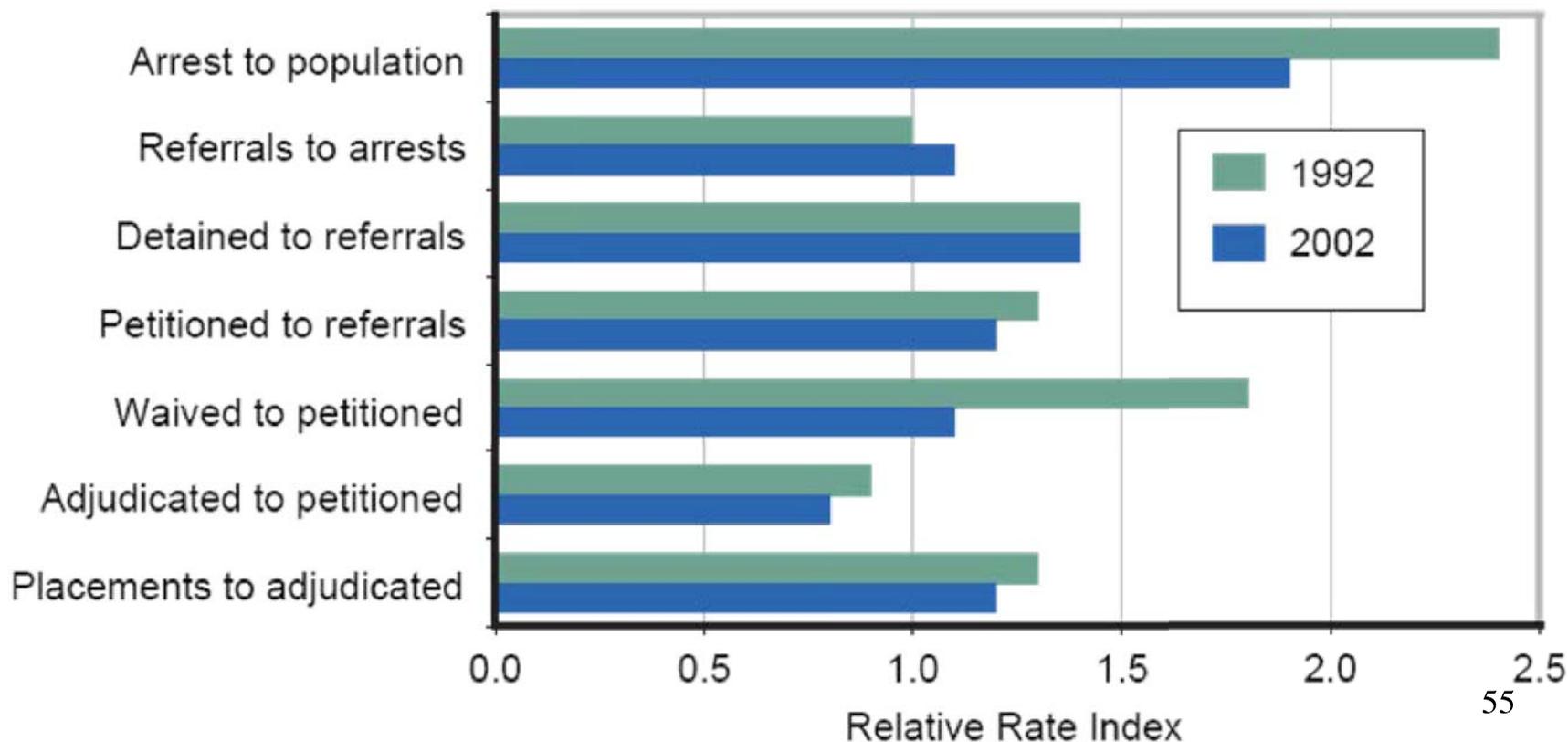


# DISPROPORTIONATE MINORITY CONTACT





## *Trends in the Relative Rate Indices for Minority Compared to White Youth*





## *Where are the Data You Need?*

- Population: **Easy Access to Juvenile Populations**
- Arrest: **State UCR Program**
- Court: **State's juvenile courts**
- Custody: **CJRP Data Book**



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# *Preparation at the Local Level*

*Mark Soler*  
*Youth Law Center*



## *Why Preparation is Important*



*Context, Communication, and  
Public Education:  
Talking about DMC*



## *Crime, Race, and Youth in the Media*

- Violent crime is disproportionately covered.
- People of color are disproportionately depicted as perpetrators.
- Youth, especially youth of color, are disproportionately connected with violent crime.
- Community concerns and code words.



## *Public Attitudes about Crime, Race, and Youth*

### **Negative**

- “Juvenile crime is increasing.”
- “Juvenciles will re-offend.”
- “The juvenile justice system doesn’t work.”
- “No more ‘youth excuse’.”



## Positive

- “Prevention and rehabilitation, not incarceration.”
- “Support effective rehabilitation programs that emphasize accountability.”
- “Concern over dangerous conditions of confinement. No jailing of kids with adults.”
- “Fairness is a big concern.”



## **Basic principles of juvenile justice reform**

- Young people should be held accountable for their behavior.
- Holding young people accountable does not necessarily mean incarcerating them.
- Alternatives to incarceration are desirable, but interventions should be effective.
- Having a race-neutral justice system is a matter of basic fairness.



## *Preparation at the Local Level*

- Establishing a steering committee,
- Identifying leadership,
- Reaching consensus,
- Conveying a sense of urgency,
- Setting priorities,
- Organizing the work – defining success.



## *The Burns Institute Process*

- Data-driven
- Consensus-based
- Traditional and non-traditional stakeholders



# **The Annie E. Casey Foundation's Juvenile Detention Alternatives Initiative (JDAI)**



## *JDAI Core Strategies*

- Collaboration
- Reliance on data
- Objective admissions screening
- Alternatives to detention
- Expedited case processing
- Strategies for “special” detention cases
- Rigorous facility inspections
- Reducing DMC



**JDAI Core Strategies Matrix:  
“Through a Racial Lens”**



# *Assessment*

*Michael Leiber, Virginia Commonwealth University*

*William Feyerherm, Portland State University*



## *Purpose of Assessment*

- To identify probable explanations for the way in which DMC is created.
- To identify possible targets for intervention activity.
- To create the framework and baseline information for later evaluation activities.



# *Mechanisms Leading to DMC*

*(A partial listing modified from JRSA “Seven Steps” manuscript )*

- Differential Offending
  - Drugs / gangs / serious offenses
  - Importation / displacement effects
- Indirect effects
  - Factors such as SES or Risk Factors which are linked to race / ethnicity



# *Mechanisms Leading to DMC*

*(A partial listing modified from JRSA “Seven Steps” manuscript )*

- Differential Opportunities for Prevention and Treatment
  - Access
  - Implementation
  - Effectiveness
- Differential Handling
  - Decision making criteria
  - Cultural Competence: interpretation of language and behavior



# ***Mechanisms Leading to DMC***

*(A partial listing modified from JRSA “Seven Steps”  
manuscript )*

- Justice By Geography
- Legislation, Policies, Legal Factors with Disproportionate Impact
- Accumulated Disadvantage



## *How to Conduct the Assessment*

- The extent of DMC and the contributing factors varies by State and within individual jurisdictions. Recognizing this, OJJDP encourages States and localities to develop innovative approaches to conduct the assessment.



## *How to Conduct the Assessment*

As a general rule:

- Those who cannot get thorough results from the identification stage probably need to do the formal assessment study.
- Those who have enough data at identification may be able to focus assessment resources on 1 or 2 major decisions.



## *Issues to be Addressed*

- Which jurisdictions and decision points to be studied,
- What type of research design to use,
- What data to be examined,
- Is the data available,
- Sampling issues, and
- Who will conduct the research.



*Included in the Planning:*

- Collaboration between state, localities, agencies and researcher.
- A committee should be formed that discusses issues that pertain to
  - the cost of the study, what should be studied,
  - what kind of assessment study,
  - data availability and
  - what will be the process for recruiting someone either internally or in-house or externally such as an agency or a university to conduct the study.



- Review past assessment studies and look at results from Identification to provide direction.
- Need to decide what kind of assessment study is needed.



## Two things to keep in mind

- All assessment studies should include both quantitative and qualitative components, however if only one method is used, it needs to be quantitative.
- There is a range of assessment studies and each provides greater or less confidence in identifying and understanding the contributing mechanisms for DMC.



## *“Formal” Assessment Studies*

If done correctly, can provide the greatest level of confidence in the results A formal Assessment study generally involves:

- Both quantitative and qualitative techniques.
- Following the same youth from initial contact with the police or the juvenile court to a final case outcome.
- The use of multivariate analyses includes as many of the key pieces of information possible that a decision-maker may rely on to arrive at outcomes for youth.



## Examples of information

- Police - variables must reflect
  - certain characteristics of the youth,
  - the situation which led to police involvement,
  - the officers themselves,
  - victims, the community, and
  - how the police agency is organized
- Need to focus on initial contact between police and youth.



- Examples of Information - Courts
  - information that captures the legal background and seriousness of the case
  - extralegal factors, such as race, gender, family status, etc.
- Need to focus **on:**
  - referral to juvenile court, intake,
  - diversion, petition, adjudication,
  - judicial disposition, detention,
  - transfer to adult court



# DISPROPORTIONATE MINORITY CONTACT



## *An Example*

Information from the identification stage indicates African American overrepresentation at secure detention

- A formal assessment study would examine youth referred and not referred to detention and what has happened to youth at other stages of the system: intake, petition, adjudication and judicial disposition.
- include information from case files that also include: race/ethnicity, gender, family situation, # of prior referrals, crime severity, crime type, detention status, weapon involved, type of legal counsel, etc.



## *An Example (cont.)*

- Would use multivariate analyses in the form of logistic regression to examine results to see if race/ethnicity predict detention decisions once all factors are considered and what role legal and extralegal factors play as well as detention on other decision making stages.



- If race/ethnicity predicts decision making after all factors are considered, then legal factors alone are not accounting for decision making. A focus then should be on system and programming issues, cultural training, etc.
- If race/ethnicity does not predict decision making once all factors are considered, a focus then is needed on strategies to reduce delinquent offending or other ways in which youth come to the detention stage.



## Alternatives to the Formal Study

- If data and resources are not available to conduct a formal assessment study, may choose to instead to plan a study that focuses on one or two decision points with the highest disproportionality.
- In this type of assessment study greater confidence in the results will come from the use of multivariate analyses.



Although confidence levels in the validity of the results will be less, controlling for **at least some** variables such as race, gender, family structure, prior referral, crime severity, and crime type with the decision making stage by the use of bivariate statistics, such as crosstabulations rather than multivariate procedures, could also be sufficient.



- **The Detention Example:** focus on detention decision making and maybe judicial disposition decision making use either multivariate analyses or cross tabulations with race and detention, race, crime severity and detention, etc.



## *Qualitative Designs*

- Regardless of the assessment study chosen, encouraged to include a qualitative research design to provide a context for understanding the quantitative results.
- Generally, should be used after quantitative study is completed.



## Types of Qualitative Research

- Focus groups - group discussions with eight to ten participants lead by a moderator using a semi-structured discussion guide brought together to discuss a particular issue.
- In-depth interviews - typically semi-structured one-on-one discussions between an interviewer and interviewee.
- Factors that need to be considered when determining whether focus groups or in-depth interviews should be used. – Geography, Candor/Confidentiality, Cost.



- **Example:** Decision-makers at detention and if possible, the police, are interviewed. Questions are asked that focus on the detention process and what they think may account for the quantitative findings and what they think can be done to reduce reliance on secure detention and in particular, the secure detention of African American youth.



# ***DMC Intervention Strategies***

*Marcia Cohen, Development Services Group, Inc.*

*Stephen Gies, Ph.D., Development Services Group,  
Inc.*



## *DMC Phases*

- Identification
- Assessment
- **Intervention**
- Evaluation & Monitoring



## *Main Goals*

- Establish a conceptual framework for DMC interventions.
- Organize intervention strategies into three broad categories based on the target.
- Provide a collection contemporary DMC initiatives.



# *Conceptual Framework*



## *Conceptual Framework*

### **The Issue:**

How do communities identify intervention strategies that solve DMC problems?



## *Conceptual Framework (cont.)*

### **The Solution:**

Relate identified factors directly to appropriate strategies using an adapted version of the risk and protective factor conceptual model.



## *Conceptual Framework (cont.)*

### **The Model:**

Factors in the community (i.e., DMC factors) can increase (either individually or in combination) the level of minority youth in the juvenile justice system.



# DISPROPORTIONATE MINORITY CONTACT

## *Conceptual Framework (cont.)*

Strategy	Differential offending	Differential Opportunities	Differential Handling
A			X
B		X	X
C		X	X
D	X	X	X
E		X	X
F			X
G		X	X



## *Conceptual Framework* (summary)

- **Step One:** Properly define the factors that contribute to DMC during the assessment phase.
- **Step Two:** Narrow search to strategies specifically designed to address the identified DMC factors.
- **Step Three:** From the narrowed list, choose the strategies that best fit the factors in your community.



# DISPROPORTIONATE MINORITY CONTACT

## *Other Considerations*

- Employ multiple strategies concurrently.
- Prioritize strategies to focus on critical decision points.
- Assess community readiness.
- Use evidence-based strategies when applicable.



# ***DMC Reduction Strategies***



## *DMC Reduction Strategies*

- Demand side
- Supply side



## ***DMC Reduction Strategies***

- Direct service programs  
(Demand)
- Technical assistance and  
training (Supply)
- System change (Supply)



## *Direct Service Programs*

### **Prevention strategies**

- Proactive services prior to delinquent behavior
- Recognize risk factors and *prevent* delinquent behavior



## *Direct Service Programs*

### **Intervention strategies**

- Theoretically similar to prevention
- Operationally different from prevention (reactive vs. proactive)
- Graduated severity and nature of crime



## *Direct Service Programs*

### **Principles of effectiveness**

- Risk principle (who)
- Need principle (what)
- Treatment principle (how)
- Fidelity principle (how well)



## *Direct Service Programs*

Prevention and intervention services include:

- Family therapy
- Parent training
- Academic skills enhancement
- Day treatment
- Cognitive behavioral treatment
- Mentoring
- Wraparound services
- Vocational/job training



## *Direct Service Programs*

### **Diversion**

- Community service
- Family group conferences
- Victim impact panels
- Victim–offender mediation
- Mentoring
- Teen court
- Restitution



## *Direct Service Programs* (cont.)

### **Alternatives to secure confinement**

- House arrest with electronic monitoring
- Day treatment
- Shelter care
- Foster care
- Intensive supervision programs



## *Direct Service Programs* (cont.)

### **Advocacy**

- Improving access to counsel
- Assistance in understanding legal rights
- Facilitating system coordination, detention advocacy



## *Technical Assistance & Training*

- **Cultural competency training**

Training in cultural differences for law enforcement and juvenile justice system personnel.



# DISPROPORTIONATE MINORITY CONTACT

## *Technical Assistance & Training*

- **Culturally competent  
program development**

Providing culturally appropriate services grounded in culture and traditions of the population being served.



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## *Technical Assistance & Training*

- **Hiring and recruitment of diverse staff**

Staff diversity, interpreters, translators, minority internship programs, program materials in other languages.



# *Principles of Culturally Competent Programs*

- Commitment to providing culture-specific services
- Awareness and acceptance of the concept of diversity
- Staff self-awareness and self-appreciation
- Understanding cultural differences
- Knowledge of client and community cultural backgrounds and values
- Flexibility in the adaptation of methods and skills to match client and community needs



## *System Change Strategies*

- **Legislative reforms**  
Changes in state and local laws
- **Administrative policy and procedural changes**  
Changes in the operating standards of an organization, prosecutor guidelines, annual monitoring, etc.

## *System Change*

- Structured decision making  
Risk assessment instruments, detention  
screening instruments.



# *Evidence-Based DMC Initiatives*



## *Evidenced-Based Initiatives*

Evidence-based practices are programs or a differentiated set of program elements, which are associated with positive outcomes.



## *Evidenced-Based Initiatives* (cont.)

The literature on what works to reduce DMC is not as extensive as the “what works” literature in prevention and other areas of juvenile justice because the research base is not sufficiently rigorous.



## *Evidenced-Based Initiatives* (cont.)

In addition, communities tend to aggregate strategies into a single initiative and can not disentangle the effects of one strategy from another.



## *Evidenced-Based Initiatives* (cont.)

As a result, the examples cited in the manual are described at a jurisdictional level which include multiple DMC reduction strategies.

These initiatives are referred to as “developing” based on anecdotal and empirical evidence.



## *Evidenced-Based Initiatives* (cont.)

The manual includes the descriptions of seven county-level DMC initiatives that have shown some evidence of effectiveness in addressing one or more DMC contributing factors.



## *Evidenced-Based Initiatives* (cont.)

The eight DMC initiatives include:

- Bernalillo County (NM)
- Cook County (IL)
- Dauphin County (PA)
- Hillsborough County (FL)
- King County (WA)
- Mesa County (CO)
- Multnomah County (OR)
- Santa Cruz (CA)



## *Evidenced-Based Initiatives* (cont.)

Each initiative profile includes:

- A review of the DMC problem, including the identified DMC factors and DMC decision points,
- A description of each direct service, training and education, and system change strategies employed, and
- Evidence of success.



***Evidence-Based DMC  
Initiative Case Study***



## *Mesa County DMC Initiative*

- Location: Mesa County, CO
- Issue: DMC in Detention and Secure Corrections
- Strategies: Diversion, Advocacy, Cultural Competency Training, Administrative and Policy Changes
- Results: The percent of minority youth in detention has decreased 65 percent from 26 percent in 1996 to a low of 9 percent in 2004. The percent of minority youth placed in secure commitment declined 63 percent from 66 percent in 1996 to 24 percent in 2004.



## *Next Steps*

- Identify additional *developing* DMC initiatives.
- Further refine DMC program components.
- Establish uniform measurements of DMC success.
- Build a more rigorous knowledge base of DMC research.



***The Juvenile Detention  
Alternatives Initiative: The  
Santa Cruz and Portland Models***

*Mark Soler*

*Youth Law Center*



## *The Juvenile Detention Alternatives Initiative: The Santa Cruz and Portland Models*

- Location: Santa Cruz, CA; Multnomah County, OR
- Issue: DMC in Detention
- Strategies: Leadership, Collaboration, Mapping Decision Points and Collecting Data, Objective Criteria for Decision-Making, Culturally Competent Staff, Partnerships with Families, Alternatives to Incarceration, Full Continuum of Supervision and Placement Options
- Results: Santa Cruz – ADP down 47 to 27, annual detention admissions down 38%

Multnomah – ADP down 96 to 33, annual detention admissions down 88%, % youth of color fell 73% to 50%



## *Reducing Disproportionate Minority Confinement in Seattle: The W. Haywood Burns Institute Approach*

- Location: Seattle, WA
- Issue: DMC in detention
- Strategies: Collaboration Among Traditional and Non-Traditional Stakeholders, Consensus-Based Decision-Making, Reliance on Data, Focus on Neighborhoods, Community Mapping, Revised Police Booking Procedure, Expansion of Alternatives to Detention
- Results: ADP for African-American youth from 58 to 30



# DISPROPORTIONATE MINORITY CONTACT

## *DMC Performance Measurement*

*Marcia Cohen  
Development Services Group, Inc.*



# *Defining Performance Measurement*



## *What Is Performance Measurement?*

- Performance measurement is a system of tracking progress in accomplishing specific goals, objectives, and outcomes.
- It may be a basis or component of a more formal evaluation.



## *What Defines Performance Measurement?*

Performance measurement:

- Tracks progress in accomplishing program goals and objectives.
- Provides a “temperature” reading—it may not tell you everything you want to know but provides a quick and reliable gauge of selected results.



## *Principles of Performance Measurement*

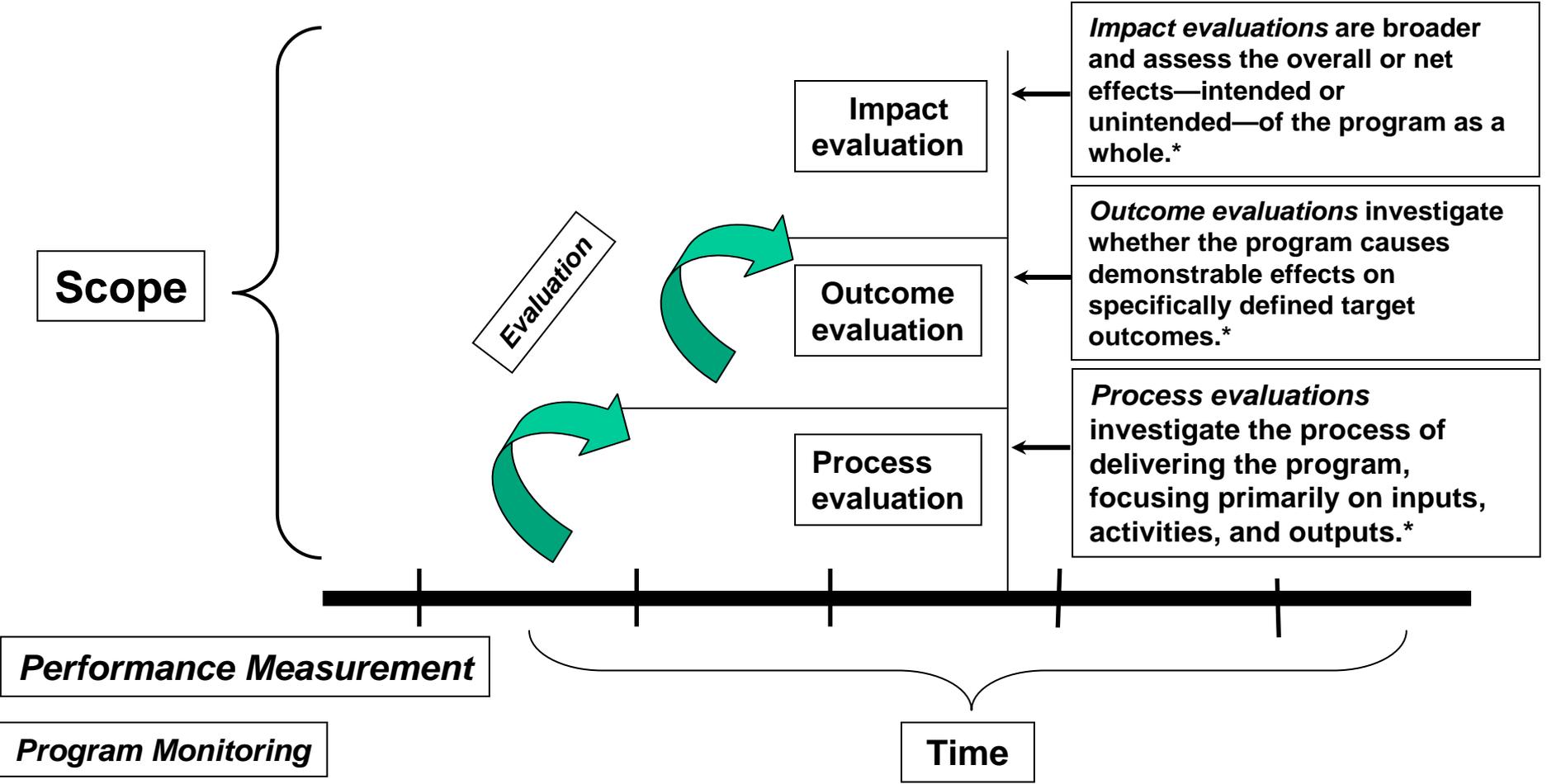
**Q** Quantitative  
**U** Useful/Meaningful  
**I** Important

**R** Results-oriented  
**R** Reliable  
**R** Realistic  
**C** Cost-effective  
**C** Comparable  
**C** Credible



# DISPROPORTIONATE MINORITY CONTACT

## Measurement vs. Evaluation



\* Evaluation definitions excerpt from: Trochim, William M. The Research Methods Knowledge Base, 2nd Edition. Internet WWW page, at URL: <<http://trochim.human.cornell.edu/kb/index.htm>> (version current as of Aug. 02, 2000).



## *Development of OJJDP's Performance Measurement System*

- Developed overall Formula Grants and Title V logic model.
- Defined all Performance Measurement terms.
- Categorized 34 Formula Grants Program Areas into four program types:
  - System Improvement
  - Core Requirements
  - Prevention (includes Title V Community Prevention Grants Program)
  - Intervention.
- Developed logic models and definitional charts for each area.



## *Outputs and Outcomes*

- Outputs are products of program implementation and activities (volume of work accomplished).
- Outcomes are benefits or changes that result from the program. Related to changes in participants':
  - Behavior
  - Attitudes
  - Skills
  - Knowledge (BASK)Or in a community's values or condition.



## *Short-Term and Long-Term Outcomes*

- Short-term Outcomes: those that occur during a youth's involvement with the program or by the end of the grant period.
- Long-term Outcomes: those that occur 6 months to 1 year after a youth completes the program or the grant period ends.



# DISPROPORTIONATE MINORITY CONTACT

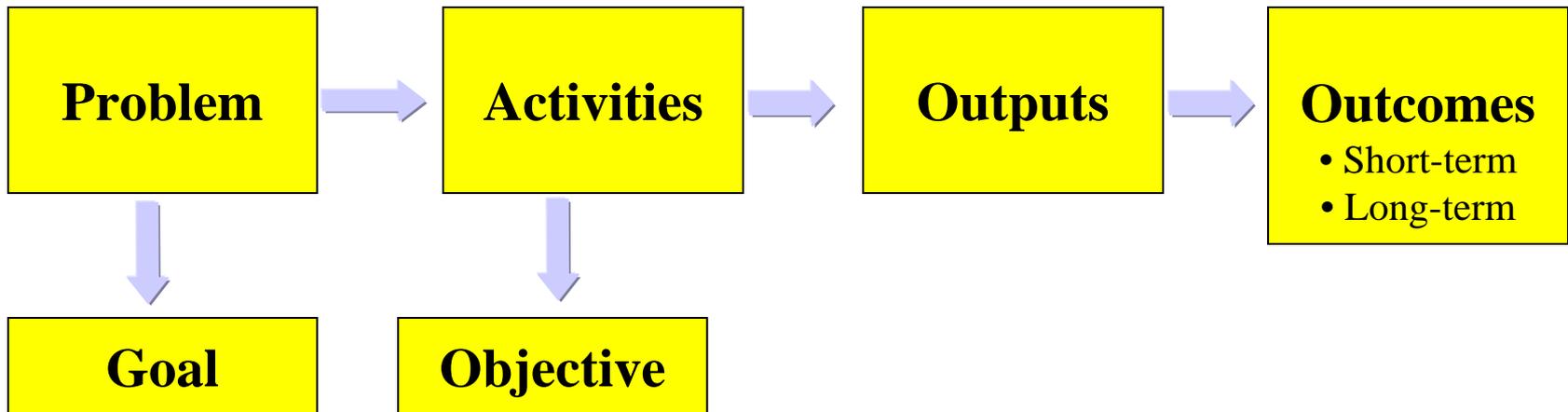
## *Program Areas*

### **Categories of Program Areas:**

- **Prevention and Intervention** – focus on direct services for delinquent youth, and/or youth and families at risk of involvement in the juvenile justice system.
- **Juvenile Justice System Improvement** – focus on policy and system level changes (court system, school system, law enforcement policies, legislation, etc.).
- **Core Requirements** – focus on the safe and appropriate secure holding of juveniles, and any disproportionate minority youth contact at decision points in the juvenile justice system.

**DMC is unique in that it is included in all program areas,**<sub>142</sub>

## *Logic Model*



A logic model is a graphic representation that clearly lays out the logical relationships between program area problem, objectives, activities, outputs, and outcomes.



## *Goal Statements*

### **Goal statements should be:**

- ✓ Broad statements of what the program hopes to accomplish
- ✓ Expressed in a way that makes it clear that their fulfillment will lead to a solution to the problem being addressed

**Each goal should have two or more objectives associated with it.**



## *Objectives*

- Objectives state the precise and measurable results that the program intends to achieve during a specified period. Each objective should be linked to a particular goal.
- Objectives should state improvement over the baseline, be measurable, and be reachable but not too easy.



## *Objectives*

**Use the “SMART” guide when writing objectives:**

- **S:** Specific
- **M:** Measurable
- **A:** Attainable
- **R:** Related to goal
- **T:** Time specific



## *Activities*

*Activities* are the program's efforts conducted to achieve the identified objectives.



# *Outputs and Outcomes Quiz*



# *DMC Reporting Requirements and Measures*



## *Reporting Requirements*

- **Output: All mandatory (bold) and two non-mandatory measures**
- **Outcome: All mandatory (bold) and two non-mandatory measures (may be either short-term or long-term)**



# DISPROPORTIONATE MINORITY CONTACT

## *Key to Logic Models and Grid Charts*

### Key



= system-level indicator



= individual-level indicator



= objectives

**BOLD**

= mandatory measure

+

= mandatory only if applicable (if not applicable, choose a different measure)

\*

= mandatory for intervention programs only

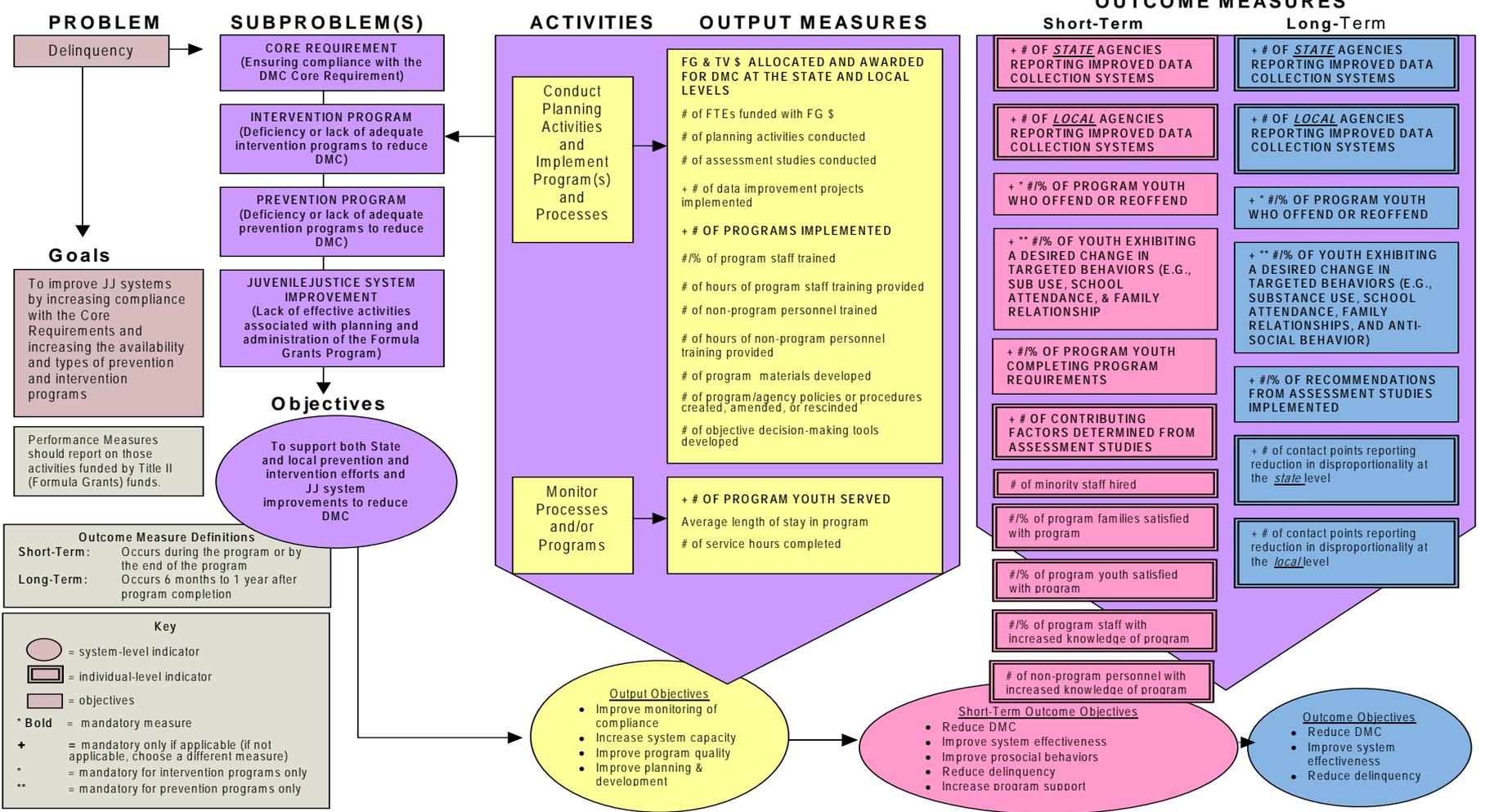
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= mandatory for prevention programs only

# DISPROPORTIONATE MINORITY CONTACT



## FORMULA GRANTS – PROGRAM AREA #10 – DISPROPORTIONATE MINORITY CONTACT





## *Mandatory Output Measure*

### **Title V or FG \$ awarded for services**

- The amount of Formula Grants and Title V funds in whole dollars that are allocated at the State level for the DMC Coordinator and at the State and local levels for DMC during the reporting period. Program records are the preferred data source.



## *Mandatory Output Measure*

### **Number of program youths served**

- An unduplicated count of the number of youths served by the program during the reporting period. Definition of the number of youth served for a reporting period is the number of program youth carried over from previous reporting period, plus new admissions during the reporting period. In calculating the 3-year summary, the total number of youth served is the number of participants carried over from the year previous to the first fiscal year, plus all new admissions during the 3 reporting fiscal years. Program records are the preferred data source.



## *Mandatory Output Measure*

### **Number of programs implemented**

- The number is provided by the State agency only and should present an aggregate of all DMC-related programs implemented. The number of State programs in operation at the State and local levels during the reporting period.
- Formula Grants files are the preferred data source.



## *Non-mandatory Output Measures*

- Number of FTEs funded with FG funds
- Number and percent of program staff trained
- Number of hours of program staff training provided
- Number of non-program personnel trained
- Number of hours of non-program personnel training provided
- Number of program materials developed
- Number of service hours completed



## ***Non-mandatory Output Measures (cont.)***

- Average length of stay in program
- Number of planning activities conducted
- Number of assessment studies conducted
- Number of data improvement projects implemented
- Number of objective decision-making tools developed
- Number of program/agency policies or procedures created, amended, or rescinded



*Short and Long-Term  
Mandatory Outcome Measure*

**Number of State agencies reporting improved data collection**

- The number of State-level agencies that show improved data collection systems as evidenced by an ability to collect data by race; collect data by race with increased accuracy and consistency; report timely data collection and submission, etc. during the reporting period. Data improvement project files are the preferred data source.



*Short and Long -Term  
Mandatory Outcome Measure*

**Number of local agencies reporting improved data collection systems**

- The number of local-level agencies that show improved data collection systems as evidenced by an ability to collect data by race; collect data by race with increased accuracy and consistency; report timely data collection and submission, etc. during the reporting period. Data improvement project files are the preferred data source.



*Short and Long-Term*  
***Mandatory Outcome Measure***

**Number and percent of program youth who offend or reoffend**

- The number of program youth who were rearrested or seen at juvenile court for a new delinquent offense. Appropriate for any youth-serving program. Official records (police, juvenile court) are the preferred data source. (Note that this measure is mandatory for intervention programs only.)



# DISPROPORTIONATE MINORITY CONTACT

## *Short and Long-Term Mandatory Outcome Measure*

**Number and percent of program youth exhibiting desired change in targeted behaviors**

- Substance use
- School attendance
- Antisocial behavior
- Family relationships

(This is a prevention program measure only.)



# DISPROPORTIONATE MINORITY CONTACT

## *Short-Term*

### *Mandatory Outcome Measure*

#### **Number and percent of youth completing program requirements**

- The number and percent of program youth who have successfully fulfilled all program obligations and requirements. Program requirements will vary by program but should be a predefined list of requirements or obligations that clients must meet prior to program completion. Program records are the preferred data source.

*Short-Term*

***Mandatory Outcome Measure***

**Number of contributing factors determined from assessment studies**

- Assessment studies are conducted to determine the factors contributing to disproportionality at certain juvenile justice system contact points for certain racial/ethnic minority(ies). Count the number of factors in the family, the educational system, the juvenile justice system, and the socioeconomic conditions determined to have contributed to minority overrepresentation at certain juvenile justice system contact points.



# DISPROPORTIONATE MINORITY CONTACT

## *Long-Term*

## *Mandatory Outcome Measure*

### **Number and percent of recommendations from assessment studies implemented**

- Assessment studies contain multiple recommendations. Count the total number of those chosen for implementation.



## *Short-Term*

### *Non-mandatory Outcome Measures*

- Number of minority staff hired
- Number and percent of program families satisfied with the program
- Number and percent of program youth satisfied with the program
- Number and percent of program staff with increased knowledge of the program area
- Number and percent of non-program personnel with increased knowledge of program area



## *Long-Term*

### *Non-mandatory Outcome Measures*

- Number of contact points reporting reduction in disproportionality at the State level
- Number of contact points reporting reduction in disproportionality at the local level

# DISPROPORTIONATE MINORITY CONTACT



Core Requirements

## PROGRAM AREA 10. DISPROPORTIONATE MINORITY CONTACT OUTPUT PERFORMANCE MEASURES

#	OUTPUT MEASURE	OBJECTIVE	DEFINITION	REPORTING FORMAT
1	Formula Grant funds allocated for DMC	Increase organizational/system capacity	The amount of formula Grants money in whole dollars that are allocated to meeting the DMC requirement during the reporting period. Program records are the preferred data source.	Dollars allocated to DMC core requirement
2	Number of MOUs developed for data improvement efforts	Increase organizational capacity	The number of Memoranda of Understanding developed during reporting period of the program. Include all formal partnership or coordination agreements. Program records are the preferred data source.	Number of Memoranda of Understanding in effect
3	Number of new programs selected/created	Increase organizational capacity	The number of new programs created during the reporting period. Program records are the preferred data source.	Number of programs created
4	Number of programs implemented	Increase organizational capacity	The number of current programs in operation during the reporting period. Program records are the preferred data source.	Number of programs in operation during the reporting period.
5	Number of minority staff recruitment efforts	Increase organizational/system capacity	The number of recruitment efforts aimed at hiring employees of a specific minority group. Efforts include ads placed, job fairs, outreach efforts, presentations made, work shops held, etc. during the reporting period.	Number of recruitment efforts
6	Number/% of staff cultural competency trainings conducted	Increase organizational/system capacity	The number of staff trainings conducted that dealt with improving staff's comprehension and understanding of cultural differences, cultural context, cultural diversity, cultural awareness, bias, multicultural workplaces, and managing change. Training records are the preferred data source.	Number of trainings conducted
7	Number and percent of program staff trained	Increase organizational capacity	The number and percent of staff that are trained during reporting period. The number is the raw number of staff to receive any formal training relevant to the program or their position as program staff. Include any training from any source or medium received during the reporting period as long as receipt can be verified. Training does not have to have been completed during the program. To get the percent divide the raw number by the total number of program staff. Training records are the preferred data source.	A. Number of staff that participated in training B. Total number of staff C. Percent (A/B)
8	Number of hours of program staff training provided	Increase organizational capacity	The number of training hours that program staff are provided during the reporting period of the program. Training includes in-house and external trainings, conducted and available to staff.	Number of hours of training provided to staff
9	Number/ per cent of selected DMC programs using best practice model	Improve program quality	Report whether a program was implemented by the program. Best practice models include program models that have been shown, through rigorous evaluation and replication, to achieve target outcomes. Model programs can come from valid sources, such as Blueprints, OJJDP's Model Programs Guide, S&S&S's Model Programs, etc.	Was the program implementing a best practice model? (Yes or No response.)
10	Number of programs evaluated	Improve program quality	Report the number of programs on which a process or outcome evaluations was conducted during the reporting period.	Number of programs evaluated.
11	Number of DMC-related materials developed	Improve monitoring of DMC	The number of materials that were developed during the reporting period of the program. Include only substantive materials such as program guidance manuals, monitoring tools, etc. Do not include program advertisements or administrative items such as sign-in sheets or client tracking items. Count the number of pieces developed.	Number of materials developed during reporting period.
12	Number of activities that pursue state/local legislatures to reduce DMC	Improve monitoring of DMC	The number of significant meetings held, presentations given, work shops held, or related activities that relate to the passage of law that address compliance with the DMC requirement of the JDP Act of 2002.	Number of activities undertaken during the reporting period







# *Performance Measurement Data Collection*



# DISPROPORTIONATE MINORITY CONTACT

## *DMC Project Logic Model*

**Goal:** To reduce overrepresentation of minorities in detention and throughout the system.

<b>Problem<sup>1</sup></b>	<b>Objective</b>	<b>Activities</b>	<b>Output Measures</b>	<b>Short-Term Outcomes</b>	<b>Long-Term Outcomes</b>
Inadequate number of alternatives to detention programs available in high-minority areas, resulting in minority youths being detained at higher rates than nonminorities.	Increase number of detention alternatives for minority youths.	<p>Implement one new program to serve as an alternative to detention</p> <p>Inform court staff of availability of detention alternative.</p>	<p><b>Mandatory:</b> Formula Grant or TV funds allocated or awarded for DMC at the local level</p> <p>Number of programs implemented</p> <p>Number of program youth served</p> <p><b>Non-Mandatory:</b> Number of FTE's funded with FG funds</p> <p>Number of program materials developed</p> <p>Average length of stay in day reporting center</p>	<p><b>Mandatory:</b> Number of program youth completing program requirements</p> <p>Number of program youths who reoffend</p> <p>Number of program youths exhibiting change in targeted behaviors</p> <p><b>Non-Mandatory:</b> Number and percent of program families who are satisfied with program</p> <p>Number and percent of program youth who are satisfied with the program</p>	<p><b>Mandatory:</b> Number and percent of program youth who reoffend</p> <p><b>Non-Mandatory:</b> Percent of contact points reporting reduction in DMC at jurisdiction level</p>

[1] The problems are identified in a needs assessment that should be completed prior to the development of the logic model



# DISPROPORTIONATE MINORITY CONTACT

## *DMC Project Logic Model*

**Goal:** To reduce overrepresentation of minorities in detention and throughout the system.

Problem	Objective	Activities	Output Measures	Short-Term Outcomes	Long-Term Outcomes
Lack of objective detention assessment instrument, resulting in minority youths being placed in detention at higher rates than nonminority youths	Reduce rate of minority placement in detention	<p>Hire consultant to develop/adapt a new detention assessment instrument</p> <p>Pilot test new detention assessment instrument, make revisions as necessary.</p> <p>Train staff in using new detention assessment instrument</p> <p>Use new detention assessment for all youth entering the system</p> <p>Provide oversight of staff using modified detention tool through modification of policies and procedures.</p>	<p><b>Mandatory:</b> Formula Grant or TV funds allocated or awarded for DMC at the local level</p> <p><b>Non-Mandatory:</b> Number of objective decision-making tools developed</p> <p>Number of staff trained on new detention assessment instrument</p> <p>Number of program/agency policies or procedures created, amended, or rescinded</p>	<p><b>Non-Mandatory:</b> Number and percent of program staff with increased knowledge of program area</p>	<p><b>Non-Mandatory:</b> Percent of contact points reporting reduction in DMC at jurisdiction level</p>



# DISPROPORTIONATE MINORITY CONTACT

## *DMC Project Logic Model*

**Goal:** To reduce overrepresentation of minorities in detention and throughout the system.

<b>Problem</b>	<b>Objective</b>	<b>Activities</b>	<b>Output Measures</b>	<b>Short-Term Outcomes</b>	<b>Long-Term Outcomes</b>
Lack of cultural diversity knowledge, skills, and awareness among court staff, resulting in minority youths staying in detention for longer periods than nonminority youths.	Improve the cultural competency of court staff	<p>Hire minority staff</p> <p>Select curriculum for diversity training for court staff</p> <p>Hire trainers</p> <p>Have court staff complete pre-training questionnaire measuring cultural diversity</p> <p>Train court staff</p> <p>Have court staff complete post-training questionnaire measuring cultural diversity</p>	<p><b>Mandatory:</b> Formula Grant or TV Funds allocated or awarded for DMC at the local level</p> <p><b>Non-Mandatory:</b> Number of hours of program staff training provided</p> <p>Number and percent of program staff trained</p>	<p><b>Non-Mandatory:</b> Number of minority staff hired</p> <p>Number and percent of program staff with increased knowledge of program area</p>	<p><b>Non-Mandatory:</b> Percent of contact points reporting reduction in disproportionality at the local level</p>

Exhibit \*\* provides a sample data collection plan that specifies in precise, clear, and unambiguous terms the data that must be collected and the sources of the data, how it will be collected, where the data is located, and who will be responsible for collecting it. Performance measurement data can be obtained from a variety of sources, including individuals involved with a given program or initiative, such as agency staff, and official records (e.g., police reports, court/agency records). The data source(s) selected will depend on the outcome measures selected and the relative *feasibility* of getting it.



# DISPROPORTIONATE MINORITY CONTACT

## *DMC Data Collection Plan*

Measures	Frequency of Collection	Instrument/Data Source	Location of Data	Person Responsible for Data Collection
<b>Output Measures</b>				
<b>FORMULA GRANTS OR TV FUNDS ALLOCATED OR AWARDED FOR DMC AT THE LOCAL LEVEL</b>	Annual (at the end of the fiscal year)	County Controller's General Ledger	County Controller's Office	Assistant to County Clerk
<b># OF PROGRAMS IMPLEMENTED</b>	Annual (at the end of the fiscal year)	County Controller's General Ledger	Juvenile Court	Detention Alternatives Supervisor
<b># OF PROGRAM YOUTH SERVED</b>	Monthly	Juvenile Court MIS	Juvenile Court	Detention Alternatives Supervisor
Number of FTE's funded with FG funds	Annually	Program records	Program files	DMC Coordinator, Program Director
Number of program materials developed	Monthly	Program records	Program files	Program Director
Average length of stay in program	Monthly	Program records	Program files	Program Director
Number of objective decisionmaking tools developed	Annually	DMC Records	DMC files	DMC Coordinator
Number of staff trained on new detention assessment instrument	Annually	Detention records	Detention files	Detention staff
Number of program/agency policies or procedures created, amended, or rescinded	Annually	Detention records	Detention files	Detention staff



## *DMC Data Collection Plan (cont.)*

<b>Measures</b>	<b>Frequency of Collection</b>	<b>Instrument/Data Source</b>	<b>Location of Data</b>	<b>Person Responsible for Data Collection</b>
Hours of program staff training provided	Annual (at the end of the fiscal year)	Training Files	Training Office Files	Training Director
Number and percent of program staff trained	Annual (at the end of the fiscal year)	Training Files	Training Office Files	Training Director
<b>Outcome Measures</b>				
<b># OF PROGRAM YOUTH WHO OFFEND OR REOFFEND</b>	Annual (at the end of the fiscal year)	Juvenile Court MIS	Juvenile Court	Juvenile Court Director of Research
<b>NUMBER OF PROGRAM YOUTH COMPLETING PROGRAM REQUIREMENTS</b>	Annual (at the end of the fiscal year)	Juvenile Court MIS	Juvenile Court	Detention Alternatives Supervisor
Number of minority staff hired	Annual (at the end of the fiscal year)	Personnel Files	Personnel Office	Director of Personnel



# DISPROPORTIONATE MINORITY CONTACT

## *DMC Data Collection Plan (cont.)*

Measures	Frequency of Collection	Instrument/Data Source	Location of Data	Person Responsible for Data Collection
Number/percent of program staff with increased knowledge of program area	(1) Pre-post cultural competency training (2) Pre-post detention screening instrument training	Pre-post cultural competency training survey Pre-post detention screening instrument training survey	Juvenile Court Training Department	Training Director
Number of program youth exhibiting change in targeted behaviors	Monthly	Detention records	Detention files	Detention staff
Number and percent of program families who are satisfied with program	Monthly	Special data collection tool	Varies	Varies
Number and percent of program youth exhibiting change in targeted behaviors	Monthly	Special data collection tool	Varies	Varies



## *Data Reporting*

Two relevant systems:

- DMC RRI Reporting System
- Data Collection Technical Assistance Tool (DCTAT)



# DISPROPORTIONATE MINORITY CONTACT

## *Performance Measurement Tools and Support*

- **OJJDP Performance Measurement Web site:**  
[www.dsgonline.com/performance\\_measures.htm](http://www.dsgonline.com/performance_measures.htm)

- **Model Program Guide Web site:**  
[www.dsgonline.com/mpg2.5/mpg\\_index.htm](http://www.dsgonline.com/mpg2.5/mpg_index.htm)

- **Training and Technical Assistance**





# DISPROPORTIONATE MINORITY CONTACT

## Performance Measurement Web Site

The screenshot shows a web browser window with the following content:

- Page Title:** OJJDP Performance Measures for Formula Grants and Title V
- Navigation Menu (Left):**
  - Home
  - Frequently Asked Questions
  - Glossary of Terms
  - Title V Program Performance Measures
  - Formula Grants Performance Measures
  - Overall Formula Grants/Title V Program Logic Model
  - Formula Grants Program Area Descriptions
- DSG Home** (radio button)
- Main Content Area:**
  - Top Left:** Frequently Asked Questions
  - Top Right:** Click here for the Title V Program Performance Measures (with TITLE V logo)
  - Bottom Left:** Overall Formula Grants/Title V Program Logic Model
  - Bottom Right:** Click here for the Formula Grants Performance Measures (with OJJDP logo)
- News & Announcements (Right):**
  - Please remember to register for the upcoming OJJDP Performance Measures Regional Trainings (registration is by invitation only).**
  - Western Region:** February 1 and 2, 2005, San Diego, California. Deadline for registration - January 14, 2005. [Click here for San Diego Agenda](#), [Click here for San Diego Meeting Materials](#).
  - Southern and Northeast Region:** February 24 and 25, 2005, Atlanta, Georgia. Deadline for registration - February 7, 2005. [Click here for Atlanta Agenda](#), [Click here for Atlanta Meeting Materials](#).
  - Midwest Region:** March 15 and 16, 2005, San Antonio, Texas. Deadline for registration - February 21, 2005. [Click here for the San Antonio Agenda](#), [Click here for the San Antonio Registration Form](#).
- For more information about the training, please contact:** Joseph Fedeli, Formulas Grants T&TA Project Director, Development Services Group, (DSG) Inc., 7315 Wisconsin Ave., Suite 800E, Bethesda, MD 20814, (301) 951-5376 (w), jfedeli@dsgonline.com
- For more information about the hotel and meeting registration, please contact:** Regina Guyther, DSG Senior Meeting Planner, (301) 951-5372 (w), rguyther@dsgonline.com

[http://dsgonline.com/performance\\_measures.htm](http://dsgonline.com/performance_measures.htm)



***Beyond Performance  
Measurement:  
Conducting Evaluations of  
DMC Initiatives***

*Ashley Nellis*

*Juvenile Research and Statistics Association*



## *Evaluation of DMC Interventions*

- Why do it?
- How is it done?
- Who does it?
- When is it done?



## *Characteristics of Evaluation*

- Identify effect of intervention on DMC.
- More comprehensive than performance measurement.
- Can control for outside factors.
- Conducted by trained researchers.
- Can draw conclusions about an intervention.



## *Components of Successful Evaluations*

- Planned in advance
  - Consider:
    - Funds
    - Data
    - Skills
    - Time



## *5 Steps to Prepare for Evaluation of DMC Initiatives*

1. Develop an evaluation framework.
2. Select a research design.
3. Develop a plan for data collection.
4. Develop a plan for data analysis.
5. Develop a plan for data reporting.



## *Evaluation Framework*

- Developing a theoretical claim
- Data sources
- Tips for writing hypotheses



## *Evaluation Framework (cont.)*

- Logic model
  - Additional purposes and uses
  - Components remain the same as in performance measurement:
    - Goal, objectives, activities, output measures, outcome measures, outcomes



## *Selecting a Research Design*

- Three types:
  - Experimental
  - Quasi-Experimental
  - Non-Experimental
- Which one should be used? Consider:
  - Research question
  - Data
  - Sample
  - Resources



## *Experimental Research Designs*

- Random assignment (the gold standard)
- Control and experimental groups
- Determine cause and effect
- Controls for outside factors



## *Experimental Research Designs (cont.)*

- Advantages:
  - Reliable, generalizable
  - Rigorous
- Disadvantages:
  - Ethical concerns
  - Potential time, money and expertise constraints
  - Must have large enough sample size



Example 1: Improve detention alternatives in high-minority areas

Theoretical claims:

1. Alternatives to secure detention will lower DMC rate at the detention decision point.
2. Alternatives to detention will lower the recidivism rate among program participants compared to control group youths.
3. Alternatives to detention will lower risk factors associated with delinquency among program participants compared to control group youths.



- Information recorded from both groups to measure change as a result of the intervention:
  - Risk factors
  - Rate of minorities at detention decision point
  - Minority recidivism rate



## *Quasi-Experimental Designs*

- Ideal when random assignment is not possible or appropriate
- Multiple ways to conduct these types of studies
  - Compare 2 groups
  - Compare 2 time periods



## *Quasi-Experimental Designs (cont.)*

- Advantages
  - Often more feasible than experimental design
  - Control for outside factors
  - Reliable, generalizable
- Disadvantages
  - Potential time, money, and expertise constraints
  - Must have large enough sample size
  - Slightly less rigorous than experimental design



Example 2: Implement new detention screening instrument

Theoretical claim: Use of a revised detention assessment tool will result in a significantly lower rate of minorities entering the system than the rate of minorities under the previous assessment tool.

- Information recorded from both groups
  - Rate of minorities entering the system



## *Non-Experimental Designs*

- Examples include case studies, surveys, document reviews
- No control
- Cannot identify if outcome is result of intervention
- Not appropriate for outcome evaluations



## *Non-Experimental Designs (cont.)*

- Advantages
  - More feasible than previous 2 methods
  - Can study more in-depth
- Disadvantages
  - Cannot establish causality
  - Results are not generalizable



Example 3: Provide cultural competency training for all court workers

Theoretical claim: Participation in cultural competency training will reduce the average length of detention stays among minority youths in the area.

- Information collected from ONE group only:
  - Attitudes before and after training



## *Developing a Plan for Data Collection: Suggestions*

- Collect all of data needed to answer the evaluation questions.
- Consider how one will analyze the data *before* data collection so that data are collected in the right way and so that no extraneous data are collected.
- Develop instruments that measure what is intended to be measured (i.e., they are valid).
- Develop instruments that will produce the same results with repeated use (i.e., they are reliable).
- Provide clear guidance about how to collect data.



## *Questions to Guide the Development and Assessment of Your Data Collection Plan*

- Does the data collection plan include all of the data needed for the output and outcome measures?
- Are the data requirements clear?
- Can the data be obtained from the identified source (i.e., is it feasible)?
- Is the method of data collection appropriate (Will data collection produce valid and reliable data)?



## *Questions (cont.)*

- Are the instruments culturally appropriate?
- Have personnel received cultural competency training?
- Does data collection plan include effective management and oversight (e.g., training personnel, data entry, and cleaning)?
- Has adequate planning taken place to collect follow-up data 6 months to 1 year after the initiative, if applicable?



## *Using Instruments to Collect Data*

- When to use them
- Where to get them
- How to develop them
- Gaining informed consent



## *Developing a Plan for Analyzing Data*

- Use outside evaluators when possible
  - Why?
- Consider your resources (data, expertise, time, money) well before the analysis begins



## *Develop a Plan for Reporting Data*

- Who gets report?
- How to report information so it is understood?
- Different audiences are interested in different aspects.
- Expect some resistance.



## *Suggestions for Reporting Outcomes*

- Have evaluation conducted by a reputable and objective source.
- Inform stakeholders along the way to limit surprises.
- Avoid statistical jargon.
- Release findings to the media.



## *Reassess Program Logic*

- Future research may be guided by some questions:
  - Is this what we expected to happen?
  - Are we satisfied with the results?
  - Which objectives have been accomplished and which have not, and why not?
  - Are there data to suggest why certain objectives were not accomplished?
  - Do certain objectives or activities need to be modified?
  - Does the goal need to be redefined?



## *Overcoming Obstacles*

- Sole focus on youth
- Money
- Time
- Communication, involvement of multiple players



# *Summary*

*Heidi Hsia*

*Office of Juvenile Justice & Delinquency Prevention*



## *OJJDP's Assistance to States' & Localities' DMC-Reduction Efforts*

- E-mail, phone, and on-site Technical Assistance (TA)
- *DMC Technical Assistance Manual*
- DMC Web-based data entry
- DMC Curriculum & DMC training videos
- DMC Coordinators' listserv
- DMC-related publications
- DMC web page



## *OJJDP's DMC Website*

A screenshot of a website interface. At the top, there is a banner with the same 'DISPROPORTIONATE MINORITY CONTACT' and 'DMC' logo as seen in the first image. Below the banner is a navigation menu with five yellow buttons stacked vertically, each containing a link: 'About DMC', 'Tools', 'Resources', 'Publications', and 'Contacts'. To the right of the navigation menu, the website URL 'www.ojjdp.ncjrs.org/dmc/' is displayed in large, bold, blue text.



## *Potential TA Requests*

- Conference presentations
- Data system improvement
- Data analysis and interpretation
- Articulate contributing factors to DMC
- Choice of data-based intervention strategies
- Evaluation of DMC strategies
- Establishment of mechanisms for sustained monitoring and momentum
- Development of comprehensive DMC plans



## *Revisit Preconference Objectives*

- Learn the background & purpose of the DMC requirement.
- Learn how to systematically examine and reduce DMC.
- Learn OJJDP tools/resources to reduce DMC.
- Obtain individual consultation from speakers.