

Examining the Capacity of the Juvenile Justice System



WYANDOTTE COUNTY
JUDICIAL DISTRICT (JD #29)

Center for Community Health and Development

University of Kansas

SEPTEMBER 30, 2020

YOUTH JUSTICE CAPACITY TOOLKIT: [HTTPS://YOUTHJUSTICE.CTB.KU.EDU/](https://youthjustice.ctb.ku.edu/)

About this Report and Toolkit

This report and associated toolkit were prepared by Jomella Watson-Thompson, Jerry Schultz, Josh Harsin, Marquis Everett, Cynthia Esiaka, Christina Holt, and Paul Schneider with the Center for Community Health and Development at the University of Kansas. Support was provided by the Kansas Department of Corrections (KDOC) Juvenile Service Division and the Kansas Advisory Group on Juvenile Justice and Delinquency Prevention. The content of this report is solely the responsibility of the authors and does not necessarily represent the official views of the Kansas Department of Corrections.

As a resource, the Youth Justice Toolkit was developed to enhance the capacity of juvenile justice system partners to plan and support systems improvements. The Youth Justice Toolkit is accessible here: <HTTPS://YOUTHJUSTICE.CTB.KU.EDU/>

Contact

For more information about the report or the toolkit, contact Dr. Jomella Watson-Thompson with the Center for Community Health and Development at the University of Kansas at jomellaw@ku.edu.

Suggested Reference:

Watson-Thompson J., Schultz J, Harsin J., Everett M., Esiaka C., Holt C., & Schneider P. (2020). Examining the Capacity of the Juvenile Justice System, Wyandotte County Judicial District (JD #29). Center for Community health and Development, University of Kansas. Lawrence, KS 66045

CONTENTS

About this Report and Toolkit.....	1
Contact.....	1
Suggested Reference:	1
Summary	3
Purpose of the Report.....	5
Juvenile Justice System Overview.....	7
Community Context.....	8
Who is in the Juvenile Justice System?.....	9
How do Youth Become Involved in the System?	12
How Do Youth Move through the System?	14
Does the System Meet the Needs of Youth? What is the Experience of Youth in the System?	19
What are the Long-Term Measures of Success?.....	22
What is the Capacity of the Local System?	24
References	26
Appendices.....	27

Summary

The Kansas Department of Corrections (KDOC) Juvenile Service Division and the Kansas Advisory Group on Juvenile Justice and Delinquency Prevention (KAG) supported a process to examine the capacity of the Wyandotte County (JD #29) Juvenile Justice System to use data to inform and enhance supports for youth served. The likelihood of youth involvement in the Juvenile Justice System is influenced by the environment in which they live, go to school, work, and play, including opportunities to engage in safe choices and constructive behaviors. In order to minimize involvement in the juvenile justice system and to promote youth success, we must understand both the conditions in the community that contribute to youth involvement in the juvenile justice system as well as the capacity of the system to effectively serve youth. The conditions in both our community and the juvenile justice system are always evolving, which can contribute to or detract from efforts to lessen youth engagement with the juvenile justice system. Understanding how both the community and the juvenile justice system are functioning and changing may enhance efforts to improve and promote justice.

Nationally, and at the state level, there have been changes in policies to reorient the juvenile justice system from an approach that is punitive to more of a focus on preventing reoffending or recidivism.

- In 2017, the State of Kansas passed Senate Bill 367 (SB 367), also known as the Juvenile Justice Reform Act. The bill was in response to a juvenile justice system that was arresting, detaining, and prosecuting youth at high rates.
- Prior to SB 367, Wyandotte County was involved in the Juvenile Detention Alternatives Initiative (JDAI) beginning in 2011, which promoted community-based programming rather than incarceration for youth. The Reinvestment Grant funds support community-based programming.

From 2011 to 2014, the average daily youth population decreased from 32 to 41 youth in the Wyandotte County Juvenile Detention Center.¹ In Kansas, annual costs per bed in detention facilities was as high as \$45,000², rendering high rates of detention not only harmful for youth, but expensive for communities. There are barriers to regularly obtain data that efficiently examines how youth move through the system. From the present study, it was found that data are largely isolated within each juvenile justice agency, making it difficult to systematically track youth as they move through the system.

Process

For the purposes of this study, multiple components of the juvenile justice system were examined to better understand how youth become involved, move throughout, and leave the system, with the goal of not recidivating. Data on youth were identified to help examine multiple aspects of the Juvenile Justice System, from arrest through recidivism. The study examines a variety of juvenile justice system data including arrest from law enforcement, intake assessment, pre-trial placement, prosecution and adjudication of cases, programming and service outcomes, and recidivism. The breadth of data that were collected and analyzed for this report—from arrest all the way through to programming and services—allows for critical insight into the functioning of the juvenile justice system in Wyandotte County. The data represents a snapshot of the juvenile justice system. The insight has led to further questions to consider, but also allows for several conclusions. The study allows for recommendations of

¹

² Kansas Department of Corrections. (2015). *Cost study of youth residential center for juvenile offenders: Pursuant to Senate Substitute for House Bill 2588*. <https://www.doc.ks.gov/publications/juvenile/ycr>

specific practices to ameliorate current disparities to help create a more fair and equitable juvenile justice system.

Key Findings: The Juvenile Justice System in Wyandotte County

Although some progress has been made through local and state efforts to support juvenile justice reform, racial and ethnic disparities are experienced in the system at each stage, particularly for Black youth. There are also some persistent disparities for Hispanic youth, particularly males. By examining the data, it was identified that the disparities in initial contact with the juvenile justice system (e.g., 1.5 to twice as many arrests of Black youth arrested as White) remain steady with similar disparities in rates of detention, prosecution, sentencing to correctional facilities, and recidivism. There have also been notable reductions in rates of arrest, detention, and cases received by the DA in recent years.

- Black youth experience elevated levels of arrests compared to their White and Hispanic peers. A high proportion of arrests, particularly for Hispanic females, include Runaway charges. There is a racial disparity at intake with Black youth having a higher rate as compared to youth who are Hispanic or White.

Racial and ethnic minority youth in Wyandotte experience elevated rates of detention and longer stays than their White peers. Required detentions and time in supervision has decreased. Youth are receiving a detention risk assessment upon arrival at the Juvenile Intake and Assessment Center based on SB 367 requirements.

- For most low and high-risk youth, the risk assessment guidelines are followed (i.e., release without restrictions and detention). However, youth assessed as moderate risk are detained at higher rates, which should be further examined.
- The number of overrides of the detention risk assessment may warrant deeper examination by the KDOC for if the tool may function satisfactory, especially for youth with moderate risk.

Another important conclusion is the lack of available data on the experience of LGBTQI+ youth and undocumented youth or those with undocumented family members. Experiences of vulnerable populations including undocumented youth and LGBTQI+ as they move through the system are not well collected.

- National research suggests that LGBTQI+ youth experience elevated levels of verbal and physical abuse in juvenile detention.
- Data on the experience of undocumented youth is not collected. Key stakeholder interviews suggested that youth with undocumented family members more frequently enter the courtroom alone due to fears of meeting immigration officials and deportation.

The Wyandotte County juvenile justice system is supporting implementation of changes required by Senate Bill 367. The data were mixed for the impact of the changes required by the legislation on youth.

- The increase in the number of evidence-based programs is anticipated to contribute to increased positive outcomes for youth through prevention and diversified programming.
- Recommendations to address current inequities and disparities are in Appendix 5.

Purpose of the Report

The juvenile justice system in Wyandotte County (JD #29) was examined with the aim of enhancing the capacity to systematically collect and use data to inform decision-making. The specific goals are:

1. Increase community capacity to use juvenile justice system data;
2. Increase community capacity to identify areas for juvenile justice system change and improvement; &
3. Increase community capacity to collaborate to support systems change.

This report summarizes information collected in examining local system capacity. The [Fundamental Measures for Juvenile Justice](#) developed by the National Center for Juvenile Justice guided this study. The study focuses on understanding the following:

1. Who is in the juvenile justice system?
2. What are the characteristics of those in the system?
3. Are there disparities for youth in the system?
4. How do youth become involved in the system?
5. How do youth move through the system?
6. Does the system meet the needs of youth?
7. What is the experience of youth in the system?
8. What are the long-term measures of success?
9. What is the capacity of the local system?

Information was collected in several ways including:

- Justice system interviews with 13 stakeholders
- Focus groups with justice-involved youth and parents
- Local data collection and analysis
- Capacity Assessment from the [National Center for Juvenile Justice Model Data Project](#)

Based on the review of information gathered, recommendations for consideration by the local juvenile justice system are provided to aid in identifying areas of strength and to support justice system improvements. A focus of the study was to also examine disparities experienced by youth in the juvenile justice system, including those who are racial and ethnic youth, undocumented, or based on gender identity (LGBTQI). There was insufficient data to examine the priority sub-populations except by race/ethnicity.

Juvenile Justice Partner Engagement

The [ThrYve](#) Youth Justice Initiative served as the convener with the Center for Community Health and Development at the University of Kansas to collaboratively engage 71 multisector stakeholders. A participatory process of reviewing the capacity of the local juvenile justice system in Wyandotte County, JD #29 was supported.

Community members and representatives from 36 organizations were involved including:

- Unified Government of Wyandotte County (WYCO)
- WYCO Sheriff's Department
- WYCO District Court
- Local Police Departments
- WYCO District Attorney's Office
- KU Police Department
- USD #500 School District
- WYCO Public Health Department
- Metropolitan Organization to Counter Sexual Assault
- PACES
- Heartland 180

Using the Report to Inform Decision-Making

The report is developed to support critical reflection on the local juvenile justice system, including what is working well and areas for system enhancements to improve outcomes. A focus of the report is also understanding how to enhance and refine data and evaluative capacity of the local juvenile justice system. As the report is being reviewed there are some key questions that may be helpful to guide understanding and to make sense of the data.

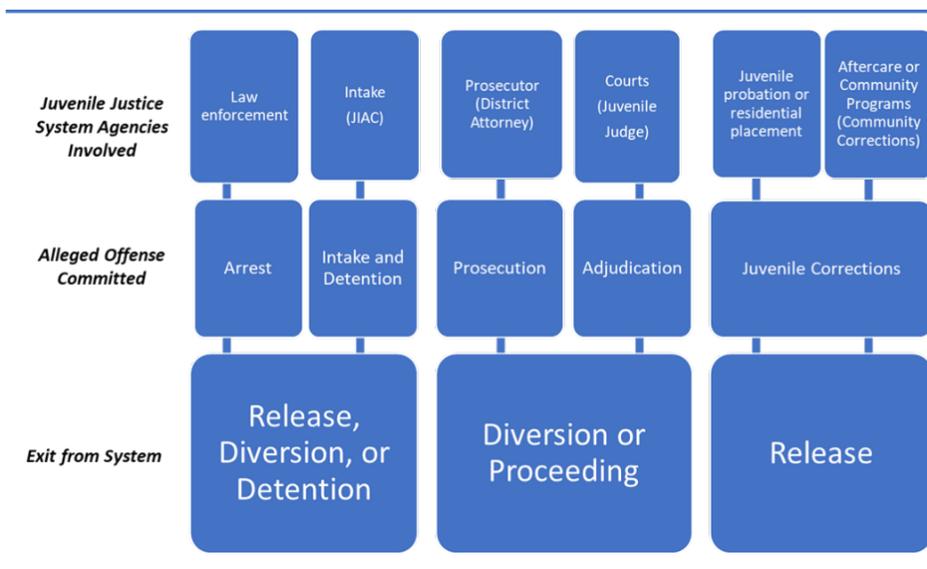
Some questions that may be helpful to consider and reflect on when reviewing information presented in this report include:

1. What does this information tell you about the youth who are in the juvenile justice system?
2. What does this information tell you about the factors that contribute to engagement in the juvenile justice system?
3. What does this information tell you about the capacity of the system to prevent youth reoffending and recidivism?
4. What does this information tell you about the performance of the juvenile justice system?
5. What does the report tell us about availability and access to data?
6. What is the quality of the data that are used?
7. Does this information tell us anything about the capacity of the system (e.g., leadership, vision)?
8. How well does the juvenile justice system use data? Is data driving decision making in the system? Do agencies share data with one another?
9. What are the strengths of the juvenile justice system? How can they be enhanced?
10. What are the juvenile justice system's weaknesses? How can they be addressed?
11. Are you satisfied with this report? Why or why not?
12. What is missing from this report that you hoped or anticipated would better help you understand the system?
13. How can the information presented be used to move system partners towards action?
14. What are change levers (i.e., programs, policies, and practices) that can be identified and supported to enhance the juvenile justice system?

Juvenile Justice System Overview

There are several entry and decision points in the juvenile justice system process by which youth become involved. The general entry point into the juvenile justice system is through initial contact generally with law enforcement which can be in response to an offense or based on a referral (e.g., parent/guardian, school, clergy). Based on the initial contact or referral, the youth may be released and does not move to the next point in the system. Often, the initial contact results in a discretionary decision by law enforcement or the justice system partner involved, which has implications for how the youth becomes further engaged in the system. The next decision point is intake where an initial assessment is conducted locally by the Juvenile Intake and Assessment Center (JIAC) through the Sheriff’s Office. The intake determines if the youth will be released or detained while the case is reviewed by the Prosecutor’s Office. The Prosecutor or District Attorney’s Office reviews cases for initial determination related to diversion or adjudication for the youth case. Post-adjudication, the juvenile case proceeds to the juvenile court for disposition by the juvenile judge. Based on the disposition, the youth may become involved with juvenile corrections (locally Community Corrections) for probation or may be sentenced to the Juvenile Detention Center in Topeka, KS. Ultimately, youth entering the juvenile justice system exit based on release (likely with warning or after time served), diversion to more intensive programming, or dismissal of the case.

Figure 1. Juvenile Justice System Process and Decision Points³



The study provided an opportunity for multiple juvenile justice agencies to review the [Kansas Juvenile Justice Process](#) to discuss local implementation and ensure a common understanding within and across agency partners.

Senate Bill 367 (SB 367)

The 2016 Kansas Juvenile Justice Reform Act, referred to as SB 367, resulted in substantial changes to the Kansas Juvenile Justice Code. In JD #29, the fuller implementation of the Act took full effect as of January 1, 2018. The overall goal of SB 367 was to reduce out-of-home placements of youth and increase supports for community programming by reducing the use of detention for youth in out-of-home placements prior to adjudication. Prior to SB 367, Wyandotte County (WYCO) was one of five Kansas counties that participated in the Annie E. Casey Foundation’s Juvenile Detention Alternatives

³ Retrieved and adapted from: https://www.ncjrs.gov/hTml/ojdp/juris_Tap_reporT/ch2_02.html

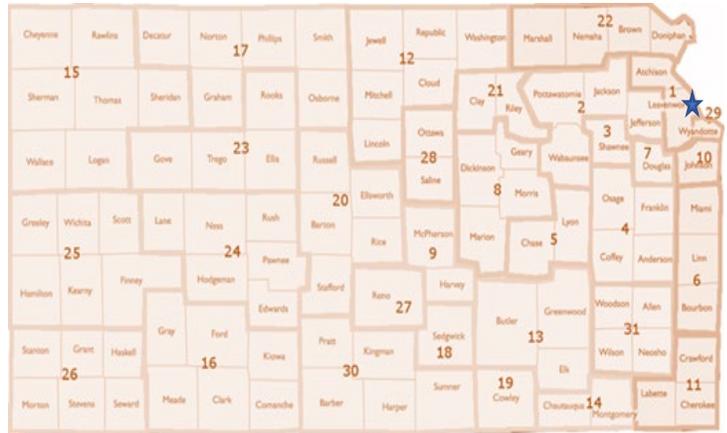
Initiative (JDAI). Beginning in 2011, the JDAI spurred communities to pursue policies and practices in their communities, courts and out-of-home placements to keep young people safe and on track for long-term success, while still holding youth accountable for their actions.

Community Context

Judicial District #29 encompasses Wyandotte County, Kansas and includes the incorporated cities of Bonner Springs, Edwardsville, and Kansas City. Wyandotte County has the fourth largest county population in Kansas but is geographically the smallest county (156 sq. miles).

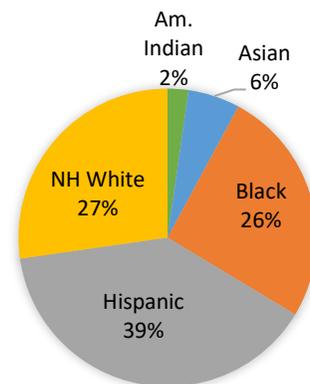
In 2019, Wyandotte County had 165,429 residents, with nearly 28% of the population under 18 years, which is a slightly higher proportion of youth residents as compared to the State overall (24%). There were 19,976 youth (12%) ages 10 to 17 in Wyandotte County, which is often the priority age group served by the juvenile justice system. In Wyandotte County, nearly half of the youth are male (50%) and female (48%).

Figure 2. Kansas Judicial District Map by County



Wyandotte County is **more diverse than the state of Kansas** overall with nearly 40% of the adult population being White non-Hispanic compared to 75% for the State. Nearly, 23% of residents in the County are Black with a growing Hispanic population (30%). Figure 3 shows the youth population distribution by race and ethnicity.

Figure 3. 2019 Youth Population in WYCO



Nearly, 17% of the population in the county were born outside of the United States. The proportion of non-U.S. citizens in Wyandotte County is three times higher than for the state. There is also a substantial population of refugees from Bhutan, Burma, and Somalia.

Linguistic diversity reflects the changing patterns of immigration and refugee settlement in the county. Nearly, 27% of households in Wyandotte County indicated a non-English language was spoken at home. Many households are predominately Spanish speaking, but also include other language groups reflecting refugee settlement and other immigrants. Linguistic diversity presents challenges to the juvenile justice system. Limited English Proficient (LEP) youth and families often face barriers when services are provided in English. In addition, the immigration status of residents may affect interactions with the juvenile justice system as unauthorized immigrant parents may interact with the juvenile justice system less than other groups when their documented children or those who are citizens are system involved.

Who is in the Juvenile Justice System?

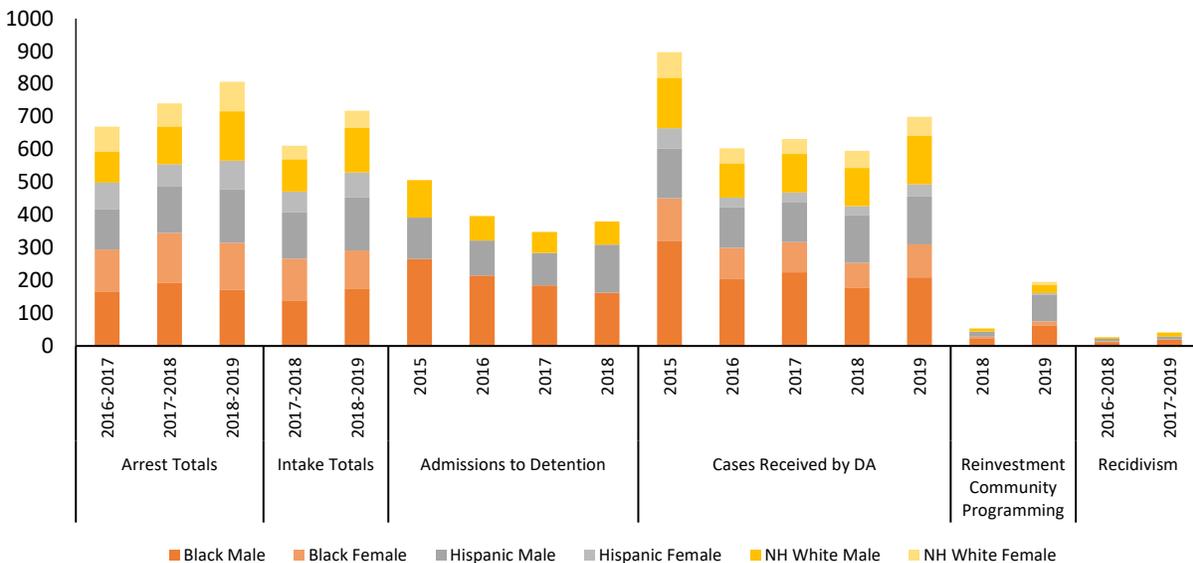
In Kansas, youth between the ages of 10 and 17 are considered minors and may be involved in or served by the juvenile justice system. A young person may remain in the custody of the Kansas Department of Corrections until the age of 22 in a juvenile correctional facility or through the age of 23 if involved in community supports.

What are the characteristics of those in the system?

Figure 4 presents the **characteristics of youth** who enter the system. The type of youth in the system is shown for six components of the system: **1) arrest; 2) intake; 3) detention; (4 Prosecution; 5) programming or supervision; and for 6) recidivism**

- Youth primarily become involved in the juvenile justice system through arrest as the entry point. The number of arrest and intakes slightly increased over the past couple of years.
- The number of youths in detention is lower than those arrested or processed through intake. Detention admissions have decreased for Black males and remained somewhat stable for White and Hispanic youth. Although cases received by the DAs office has decreased in recent years, the disparities in cases received by race/ethnicity has persisted.
- Youth involved in programming has increased and was more substantial in 2019.⁴
- Most of the youth involved in each stage of the system are Black, Hispanic, or White and there is more male involvement.⁵
- The number of youth recidivating remained stable across time.

Figure 4. Youth involvement varies across entry and exit points of the Juvenile Justice System



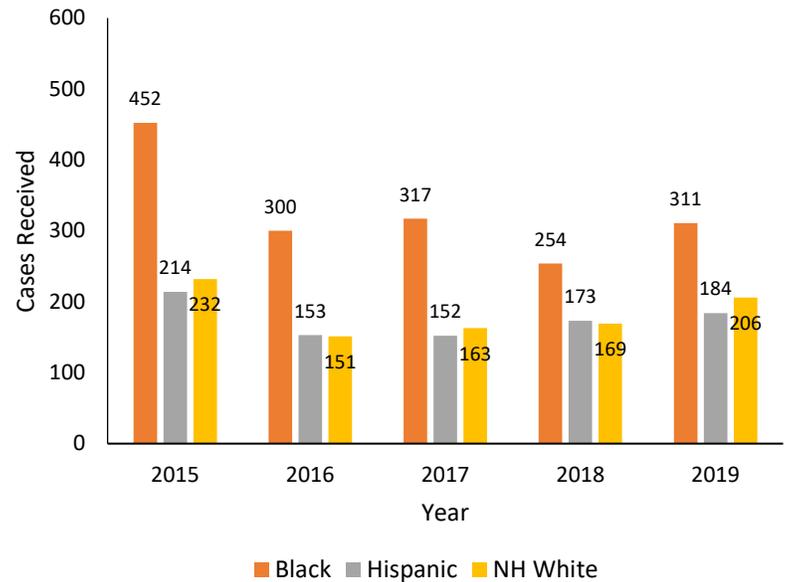
⁴ Data may have been less available in prior years, which may have contributed to increased numbers of youth on programming in subsequent time periods. The data on youth programming is from Community Corrections Reinvestment Grant activities and does not include information from the courts.

⁵ There was a small number of youths of other races involved across all aspects of the juvenile justice system, but were not included in this report due to the low numbers of youth in the “Other” category.

After youth are arrested, their cases are referred to the District Attorney's (DA) office where the **determination to prosecute** the case is made.

- The total number of juvenile cases received by the DA's office has decreased since 2015 (see Figure 5), with a range from a high of 898 in 2015 to a low of 596 in 2018. Cases referred to the DA's office is a subset of the total youth arrested.
- During the 2016 to 2017 and the 2018 to 2019 periods, between 60% to 75% of youth arrest cases were referred to the DA's office.

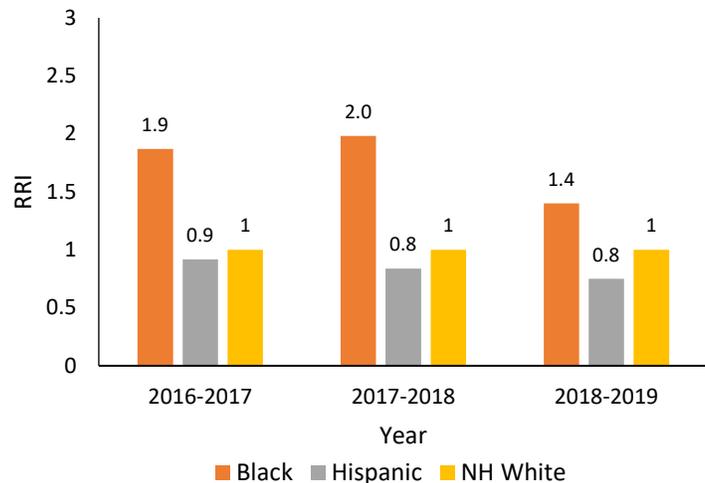
Figure 5. Number of Youth Cases Received by DAs office



Disparities in Arrests

Disparities in arrest for Black youth persisted between 2016 and 2019, with a decrease during 2018 and 2019 (see Figure 6). Although overall arrests have declined in Wyandotte County, the disparity between Black and other youth based on the Relative Rate Index⁶ ranged from 1.4 in 2018-19 to 2.0 times higher in 2017-18.

Figure 6. RRI rate shows disparities in arrest rates for Black youth slightly decreased between 2016 and 2019.



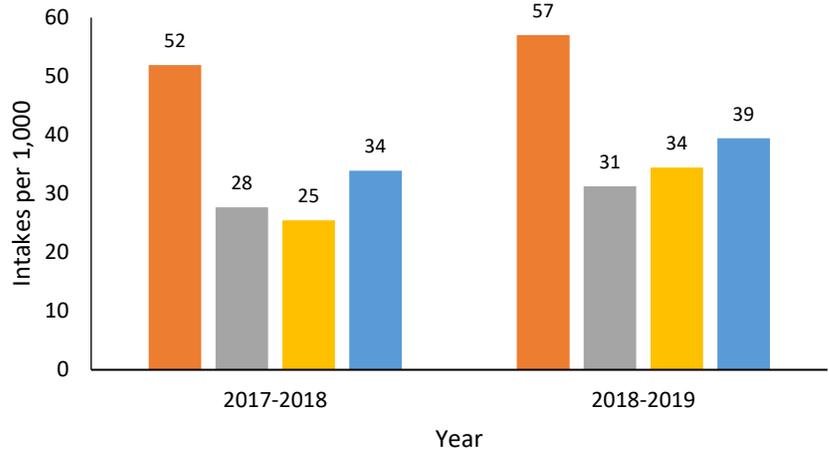
- From 2016-2019, Black youth were arrested at a rate of 53 per 1,000 youth, compared to 24 per 1,000 Hispanic youth and 31 per 1,000 White youth.
- There are racial and ethnic arrest **disparities by type of charge**, but the most substantial area of overrepresentation for Black youth were for arrests related to battery and theft.
- For Hispanic youth, drug-related arrests were an area of overrepresentation. For Hispanic female youth, arrests related to runaway was also disproportionately higher.

⁶ Relative Rate Index (RRI) is used by the [Office of Juvenile Justice and Delinquency Prevention \(OJJDP\)](#), U.S. Department of Justice to measure the rate of disparity between racial and ethnic groups as compared to Whites. A rate of 1 is equal to the rate of White youth.

Disparities in Intake

The Relative Rate Index shows there is a **substantial racial and ethnic disparity at intake**. In 2019, the RRI was 1.7 for Black youth and 0.9 for Hispanic youth as compared to White youth (1.0). The intake rate (per 1,000 youth) at JIAC slightly increased for all youth in 2018-19 (see Figure 7). The rate for Black youth was again higher than Hispanic and White youth.

Figure 7. The rate of intake assessment is higher for Black youth.



Disparities in Detention

Between July 2017-2018, 65% of youth intakes in JIAC resulted in a detention decision for Black males, 61% for Hispanic males, and 39% for White males (see Figure 8). For 2018-2019, the percentage of intakes resulting in detention dropped to 46% for Black males, held steady for Hispanic males at 60% and jumped to nearly 50% for White males.

Between 2015 and 2018, Black youth were detained between two and three times as often as White youth (see Figure 9). Detentions of Hispanic youth decreased slightly from 2015 to 2017 but increased during 2018 reaching nearly 1.5 times the rate of White youth. In 2015, the detention rate for Black youth was 51 per 1,000 as compared to 18 for Hispanic and 21 for Whites. The rate for Black youth has steadily decreased since 2015 and in 2018 was 32 per 1,000. The rate for White youth has also decreased over time. The alleged offenses may contribute to the disparities observed between youth in detention.

Figure 8. Black youth detained after intake has decreased but increased for White youth.

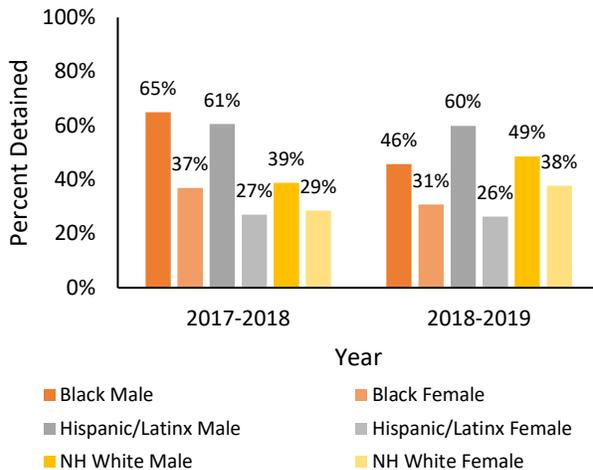
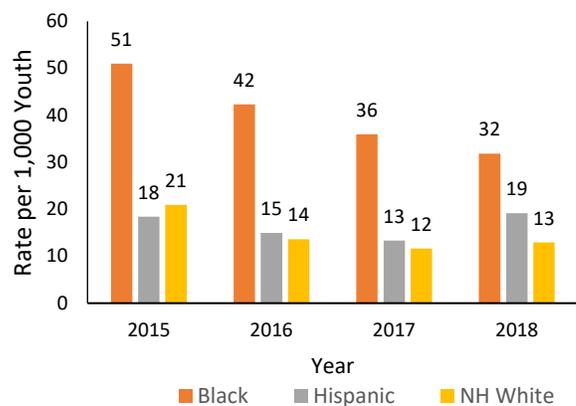


Figure 9. Rate of detention per 1,000 youth in the community; Black youth are detained at higher rates



How do Youth Become Involved in the System?

School Occurrences

How school suspensions contribute to youth entry into the Juvenile Justice System was of special interest and concern to interviewees. Students who are suspended or expelled from school often have extended periods of unsupervised time during which problem behavior may occur. It was noted that in the community there are relatively few programs or initiatives that intervene with or support students expelled from the school system for disciplinary issues. Some behaviors in schools may also lead to direct engagement of youth with law enforcement and entry into the system. Interviewees indicated the school to prison pipeline in Wyandotte County should be further explored.

A case example: a high school youth got into an argument with a teacher, then with the school resource officer, which then escalated and led to police being called; thereafter, the youth entered the juvenile justice system

- Kansas Department of Education Data Central for Wyandotte County schools were only available through 2016, but overall show an increasing trend between 2014 and 2016 of in-school incidents resulting in suspensions.
- In 2016, there were 1,680 suspension-related incidents with 70% resulting in out-of-school suspension. Some interventions were implemented between 2017 and 2020, and that suspension data should be examined once available.

Figure 10. Incident counts for ISS increased in 2016 with modest decreases in ISS between 2014 and 2016.

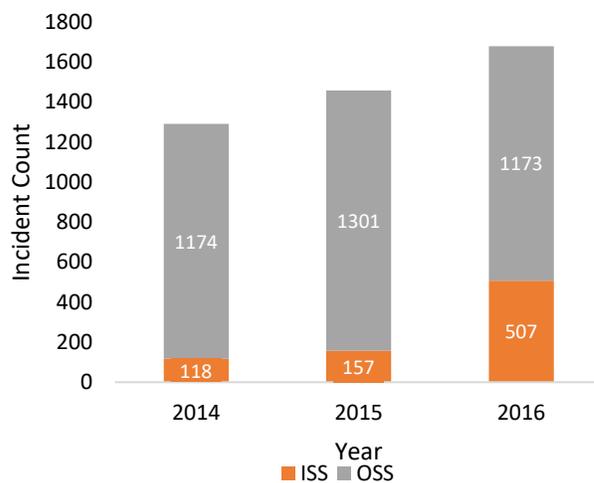
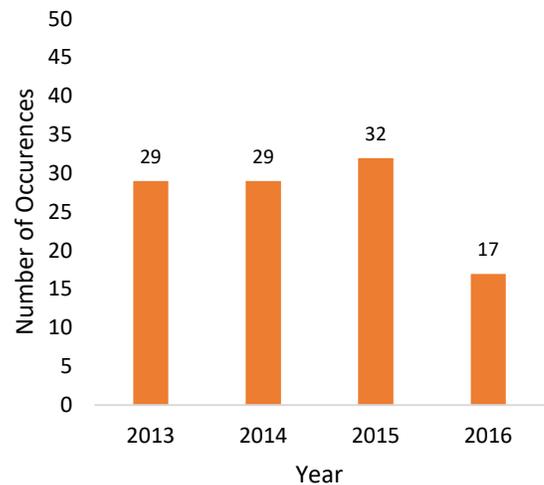


Figure 11. Occurrences of crime during school decreased substantially in 2016.

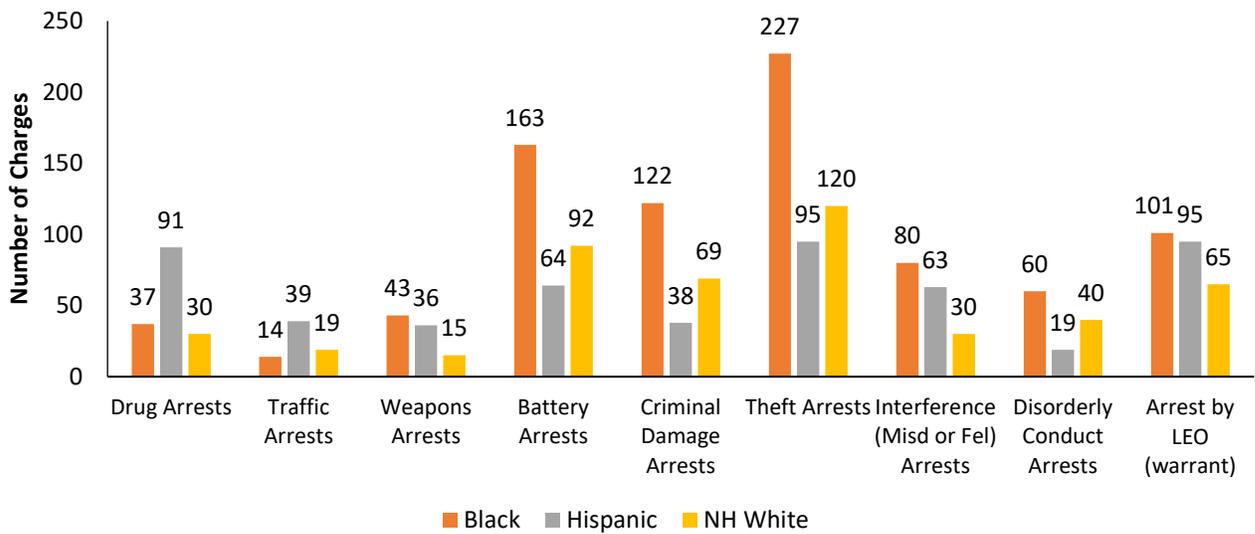


Arrests

Youth often become involved with the Juvenile Justice System through contacts with law enforcement that result in arrests. Juveniles were **arrested for a variety of different crimes**.

- From 2016 to 2019, there were nearly 3,000 arrests of Black, Hispanic, and White youth by local law enforcement.
- The largest number of arrests (36%) were for runaway, which are reviewed separately and not included in Figure 12.
- Among the remaining types of arrests, theft arrests (15%) and battery arrests (11%) were the highest proportion of arrests over the three-year period. Criminal damage arrests (8%) and arrests by law enforcement officers (LEO) on a warrant were also high (9%) compared to other offenses.

Figure 12. Types of charges youth were arrested varied with overrepresentation of Black and Hispanic youth in a few areas. ⁷

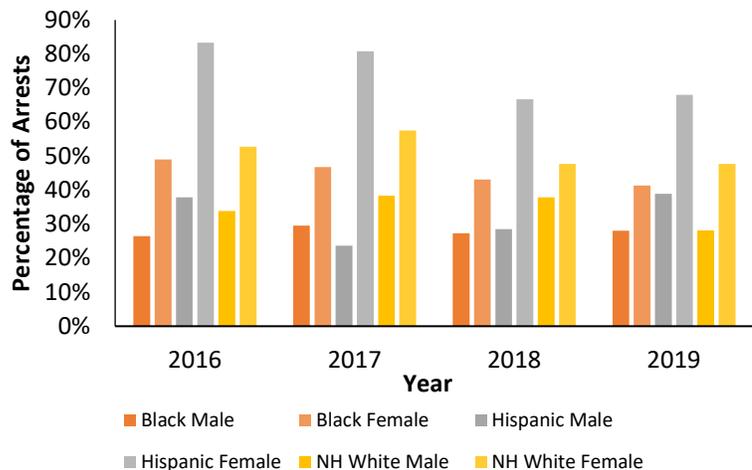


Runaways

Arrests related to **runaways** were the most frequent type overall and across race and ethnic groups. These arrests often resulted in the youth being charged with multiple offenses (e.g., runaway and theft/larceny). The proportion of runaway arrests ranged from 26% to over 80% of the total arrests for any racial/ethnic group.

- Runaway arrests were high for female youth overall. The largest percent of runaway arrests were of Hispanic females (ranging between 66.7% and 83.3% of their arrest between 2016-2019). Running away with the expectation of arrest and detention may often be a safety option for possible sex-trafficking situations.

Figure 13. Percentage of runaway of total arrests were high for Hispanics.



⁷ Interference is any act that leads to resisting arrest.

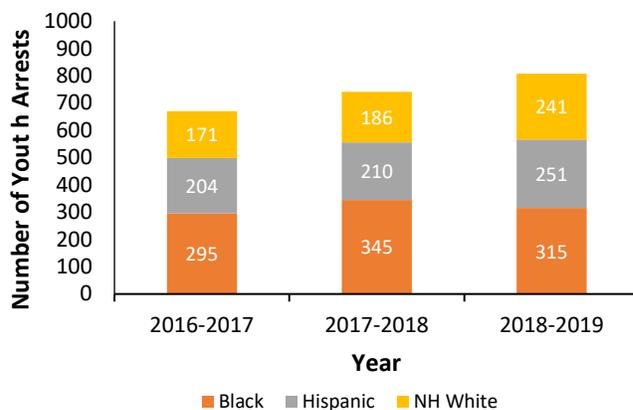
How Do Youth Move through the System?

Arrests

The initial stages of the juvenile justice system are referral, arrest, and detention. Youth typically encounter the juvenile justice system through **arrests** by a law enforcement official. Less frequent ways by which youth enter the system is from **referrals** by schools, parents, or probation officers.

- The total number of arrests of youth in Wyandotte County ranged from 670 in 2016 to 807 in 2018 (see Figure 14).
- Arrests for White and Hispanic youth has increased each year since 2016.
- Although the rate of the arrest of Black youth decreased between 2017 and 2018, there is still overrepresentation.

Figure 14. Black youth are arrested more than other racial or ethnic groups.



Intake

In Wyandotte County, after youth are arrested, they are administered an **intake assessment** by the Juvenile Intake and Assessment Center (JIAC). Most youth admitted to JIAC are either detained or sent home without restrictions. There were few youths released with restrictions.

- From 2017 to 2018, 1,468 youth completed an intake assessment through JIAC.⁸

System Navigation

It is critical for youth who are justice-involved and their parents or guardians to understand how to navigate through the multilayered system.

Responses from interviewees about the Juvenile Justice System suggest:

- Need for more ways to inform the community and families about the system, including the programs available to help youth;
- Increased awareness and understanding of families of the juvenile justice system process and options for supporting their child(ren).
- Increased collaboration between justice system agencies and stakeholders to ensure supports for youth and families to access programs and supports. It was noted that collaboration between law enforcement, the District Attorney's office and other justice agencies have improved.
- There is an intentional effort of system agencies to transition from a detention approach.

⁸ Asian American Indian, or Pacific Islander represented less than 1% of the total intakes between 2017 and 2019.

The overall rate of intake was 40 per 1,000 youth from 2017 to 2018 and 39 per 1,000 youth from 2018 to 2019.

- The rate of intake for Black youth was two or three times higher than for Whites and Hispanic youth, which may also interact with the type of arrest charge.

Intake and Pre-Hearing Placement

At JIAC, the **Kansas Detention Assessment Instrument (KDAI)** is administered as required based on the [juvenile intake and assessment system standards](#) issued by KDOC. The detention risk assessment guides placement decisions based on the level of anticipated risk related to a juvenile's risk of failing to appear in court or reoffending pre-adjudication. The assessment provides a recommended placement decision based on low, medium, or high risk.

- Low Risk: Recommended release without restrictions
- Medium Risk: Recommended release with restrictions (e.g., house arrest) and/or seek alternative placement options
- High Risk: Recommended detention
- Special Detention Case: Mandatory detention

The placement decision for **Detention** is based on the KDAI risk score of the youth and case-specific factors, including officer discretion^{9,10} Approximately 14% of the 1,468 intakes resulted in a pre-hearing

Figure 15. Most Black and White youth are released without restrictions. Most Hispanic youth are detained.

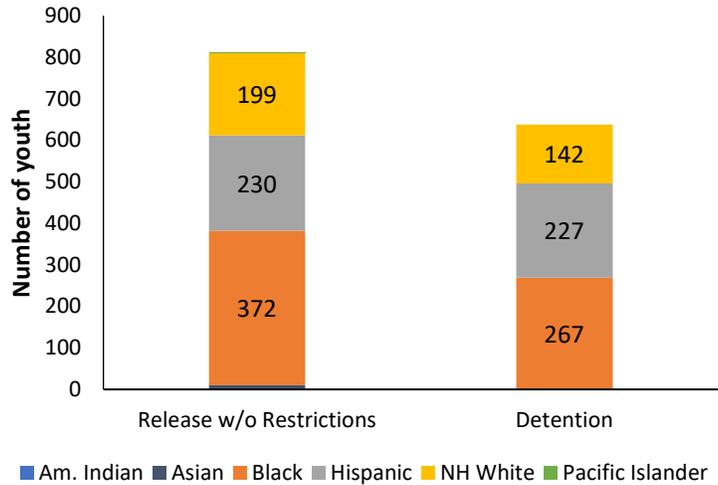
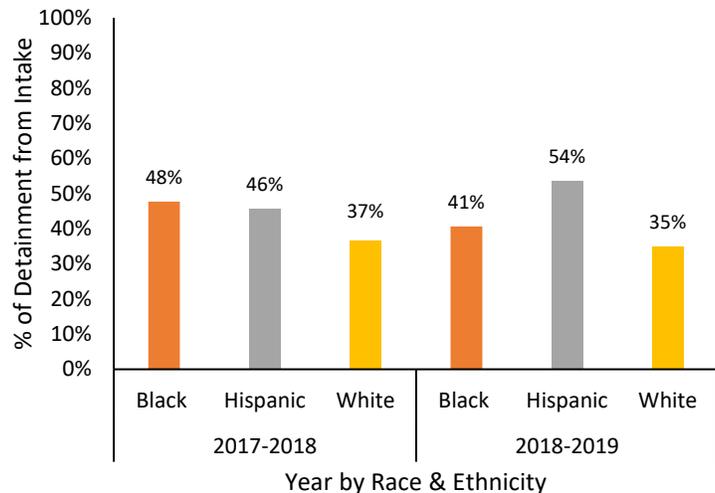


Figure 16. The percentage of intakes that resulted in pre-hearing detentions for Hispanic youth was higher than for other groups in 2018.



⁹ Based on the KDAI Guide, there may be an override to the KDAI recommended detention decision for any of the following: (a) Appropriate alternative placement unavailable; Out-of-state runaway; (b) Immigration and Custom Enforcement, (c) Parent refuses custody and alternative placement; (d) Gang motivated; (e) No available parent/guardian; (f) victim resides in home; (g) Alternative option available (e.g., house arrest, responsible adult, foster care); or (h) Juvenile has medical or psychiatric need. Other considerations for an override are less clear, but may include law enforcement request, noncompliance while at JIAC, and judge orders.

¹⁰ For special detention cases, the JIAC may automatically detain a youth, including for any of the following: (a) Mandatory detention warrant (e.g., probation violation, probable cause, failure to appear, out-of-state); (b) Violation of a Valid Court Order in a CINC case; (c) Interstate Compact Juvenile (e.g., runaway); or (d) Person felony by documented gang member.

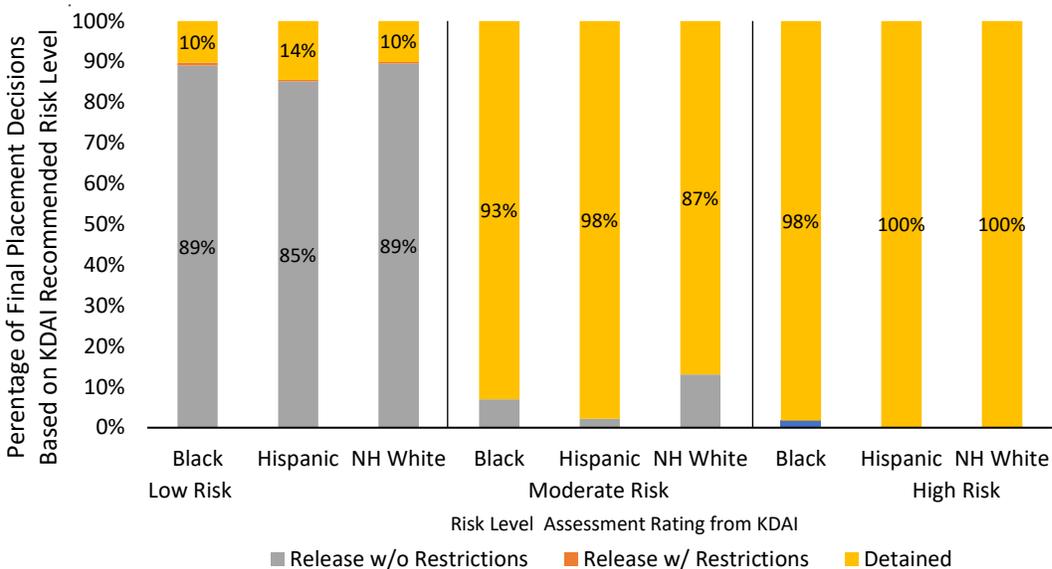
override of the KDAI recommended decision for placement. Of those intakes that resulted in an override, more than 49% of the youth scored as low risk on the KDAI assessment.

Between 2017 and 2019¹¹, 85% of the JIAC Intakes followed the KDAI decision based on risk level recommendation. Most youth were released without restriction.

- Between 2017 and 2019, there was a slight decrease in detention placements for Black and White youth.
- More Hispanic youth (54%), particularly males, were placed in detention between 2018 and 2019. The alleged offense seems to be associated with the override decision for detainment and overrepresentation of Hispanic with a detainment placement.
- Over 49% (103) of those assessed as low risk on the KDAI recommended placement received an override most often for detention. In instances that the KDAI low risk recommendation for placement was overridden, it was related to a felony charge for 61% of the KDAI low risk placement recommendations overrides.

Figure 17 indicates the percentage of final pre-hearing¹² placement decisions within each of the KDAI recommended risk levels to better examine areas of override. Based on the KDAI recommended placement, moderate risk youth are eligible for release with restrictions (e.g., house arrest). There were overrides for 91% of the 112 intakes assessed as moderate risk. For 64% of the moderate risk overrides, a felony charge was the noted reason for the override.

Figure 17. The percentage of pre-hearing detention for moderate risk youth is nearly 90% for all



Detention

Detention admissions decreased for all racial and ethnic groups between 2015 and 2017, but then increased again for Hispanic youth in 2018. The increase in number of detentions for Hispanic youth

¹¹ JIAC Data were examined from July 2017 through July 2019.

¹² The placement data are based on the JIAC decision that is pre-hearing for overrides. Within 48 hours of a placement decision, overrides are reviewed by the DAs office for final placement determination. The data regarding final placement for overrides post-hearing were unavailable.

mirrors an increase in arrests for Hispanic youth in this same period. Youth may be admitted to detention pre-adjudication (i.e., pre-trial) based on the final placement decision.

For youth held pre-adjudication, the average number of days youth were held in **detention prior to adjudication** in the Wyandotte County Juvenile Detention Center was between 27 to 33 days in 2015 and 2018, respectively.

- Black youth spent the most time in detention pre-trial for every year examined, averaging nearly 40 days in 2018.
- Hispanic youth averaged 35 days in detention pre-adjudication, and White youth averaged below 20 days in 2018.

Figure 18. Number of admissions to JDC decreased overall from 2015-2017, but increased in 2018 for Hispanics

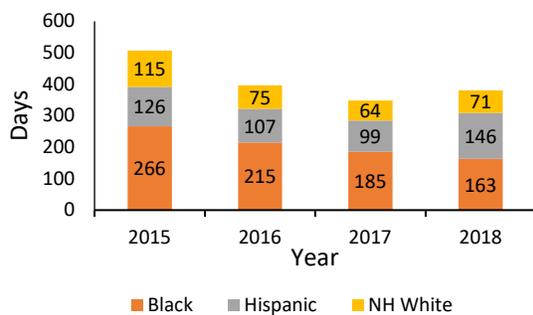
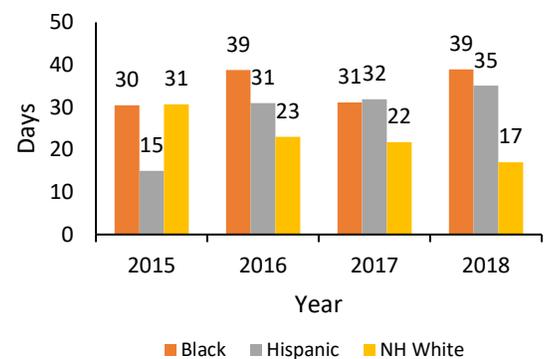


Figure 19. The average length of stay in detention pre-adjudication was nearly 40 days for Black and Latino youth in 2018



Prosecution

Between 2015 and 2019, there was an average of 699 juvenile cases received annually by the DA's Office (range 608 to 911 cases) of which on average 475 cases were filed and prosecuted each year. There was an increase in the percentage of cases filed by the DA's office between 2015 and 2019.

Figure 20. Percentage of Cases Filed/Prosecuted by the DAs Office increased from 2015 to 2018

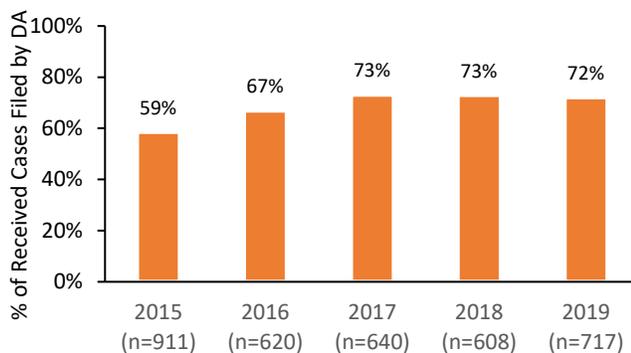
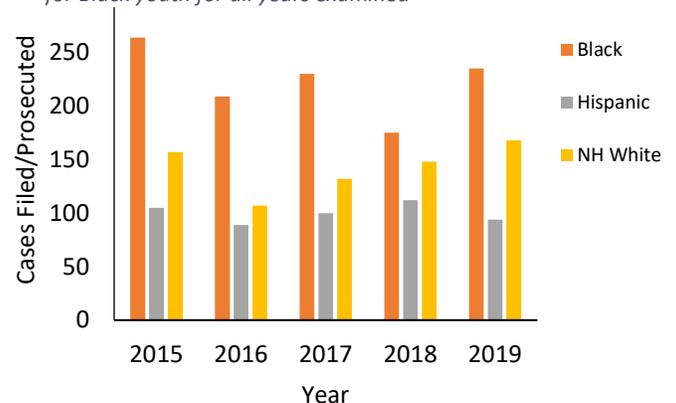


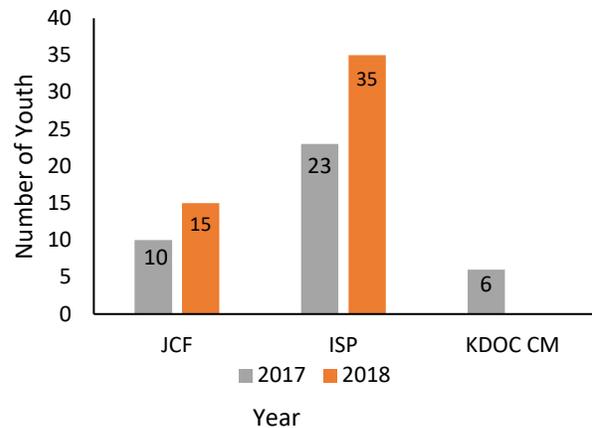
Figure 21. Cases Filed/Prosecuted by the DAs Office is highest for Black youth for all years examined



Sentencing

The disposition is the hearing when adjudicated youth receive a sentence. Sentencing to the Juvenile Correctional Facility (JCF) is the most severe sentence. Youth can also be sentenced to community supervision, intensive supervised probation (ISP), granted diversion, ordered to pay fines, or the case can be dismissed.¹³ The number of admissions to the JCF and ISP increased in 2017 and 2018 (see Figure 21), but additional data needs to be reviewed to determine more recent trends. Admissions to the JCF by race show similar disparities to other points in the system. Twice as many Black youth were sentenced to the JCF over this two-year span than White youth. From July 2017 to 2018, sentencing of Hispanic youth decreased from 6 to 0 for KDOC.

Figure 21. Number of admissions to the JCF and ISP increased from 2017-2018



Probation and Supervision

Disposition of youth may lead to probation, incarceration, mandated fines, or release. From 2018 to 2019, there were 285 youth on supervision. Additional data will need to be collected for another year to determine if it is an increasing trend. The number of days the youth were in supervision is shown in Figure 22. The rate of youth on supervision was higher for Black youth (15 per 1,000).

- For youth on probation and under supervision during 2018 to 2019, there was an overall decrease in the average number of days on supervision after adjudication (see Figure 22). Overall, time on supervision decreased for all participants from 158 to 113 days. Black youth decreased sharply from 202 to 126 days. Days on supervision for White youth also decreased but increased slightly for Hispanic youth.

Figure 22. Average number of days youth are on supervision decreased

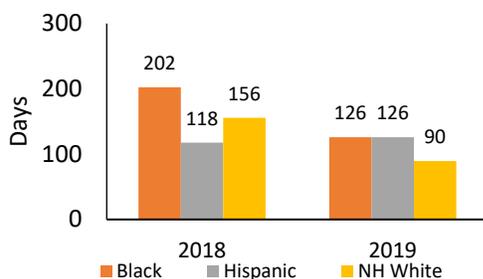
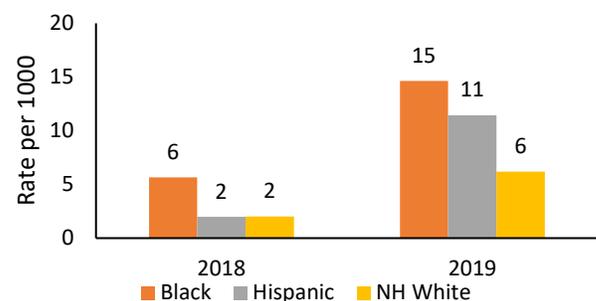


Figure 23. Rate of youth on supervision with WYCO Community Corrections increased for all Races



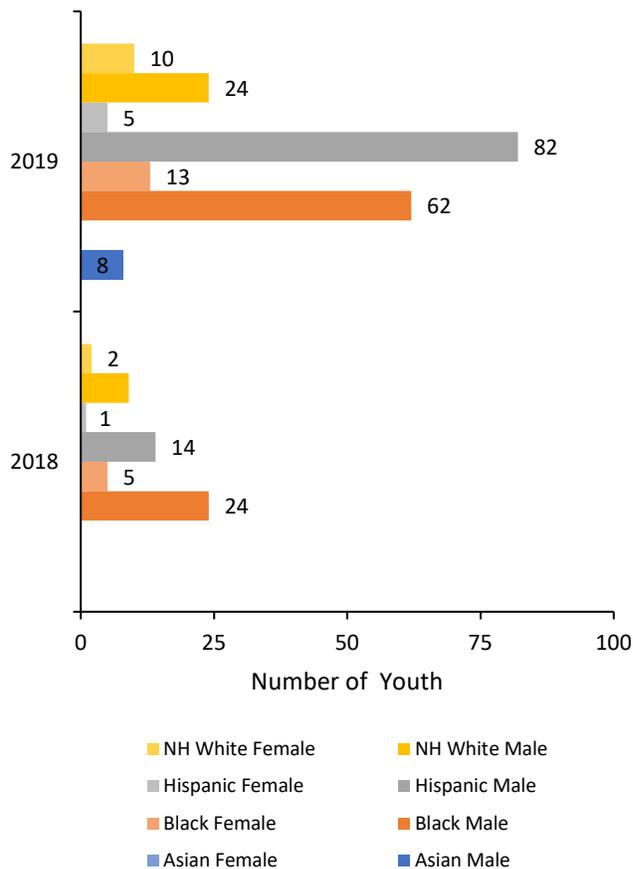
¹³ Prior to Juvenile Justice Reform (SB 367), youth could formerly be placed into the custody of the Secretary of Corrections for out-of-home placement (KDOC CM).

Does the System Meet the Needs of Youth? What is the Experience of Youth in the System?

Programming/Services

Between 2018 and 2019, there were 261 youth who received evidence-based programming through WYCO Community Corrections¹⁴ (see Figure 24). Nearly 49% received programming and the other 51% received service supervision. More Black and Hispanic youth received supervision than White.

Figure 24. Number of youths on programming funded by Reinvestment Grant has increased over time.



Community Supports

Supports are provided to youth and families to meet their basic needs, manage family dynamics, reach educational and employment goals, and respond to mental health issues.

- Most programs and services are delivered in-house, often by certified staff. Programming includes Youth Employment Services (YES), Aggression Replacement Therapy (ART), Parent Program, and mental health and substance use and other services.
- More community-based services are provided instead of relying on out-of-home placement, including parenting and family program. Some mental health services are provided through a MOA, for example there is an agreement with PACES to provide mental health services.
- The Police Department engages youth through outreach efforts including a summer program and Police Athletic League. Police officers also receive training on mental health.

¹⁴ Juvenile justice reform (SB 367) passed by the state legislature in 2016 mandating the creation of a new Reinvestment Grant fund. The purpose of the fund was to support evidence-based community programming for justice-involved youth as alternatives to detention. The data focuses on 2018 and 2019 after fuller local implementation started.

Challenges

Interview and focus group responses indicated that current prevention and developmental programs may be insufficient in scale to overcome the multiple factors affecting many youth and families. More proactive efforts, including character building and prosocial activities were identified as areas for support.

- There is an increased effort to view this from a trauma informed perspective, but not all interviewees saw this as the emphasis of the correctional system.
- Community awareness of individual programs and other efforts may be limited.
- Challenges in programming often relate to limited communication and coordination. For example, the probation officer may only be aware that a youth is not in school, but not about the circumstances or other aspects of the situation.
- Sometimes there are not enough youth to enroll in a program and it is not held.
- Some interviewees indicated there were not enough programs to support reentry into the community after detention and incarceration.
- Challenges facing the community more broadly affect the ability of families and youth to cope and manage their lives.

Wyandotte County has implemented a range of programs, including those related to social skills, employment skills, mental health counseling and family-based programming.¹⁵ Some of the programming takes place in-house (e.g., Youth Employment Services) and others are contracted to domain-specific professionals (e.g., mental health counseling).

- In 2018, the TRAC program (Thinking Rationally and Committing to Change) had the most youth with 119. Other programs like Day/Evening Reporting (72), Youth Employment Services (26), Community Service (30) and Girls Circle (30) also had high numbers of youth relative to other programs.
- In 2019, some of the programming included: Strengthening Families, Youth Employment Services, Thinking Rationally, ART, Community Service Program, Parent Empowerment Program, Functional Family Therapy, Day Reporting at the Youth Justice Service Center, Youth Advocate Program, Girls Circle, and Teen Fathers.¹⁶

New facilities in the system were identified as an opportunity to improve programming. The co-location of multiple justice agency partners will help improve coordination.

Some additional areas for opportunity enhancement identified by interviewees included:

- Enable law enforcement to be proactive prior to arrest and sentencing to keep youth out of the system.
- The current assessment tool takes too long and not accurate enough or used effectively. Enhanced use of the assessment should improve the justice effort.
- There is a need for more non-emergency beds for youth who do not need to be taken into custody.
- Additional KDOC funding is helpful, particularly more flexible funding that can support intervention prior to a youth becoming system involved (e.g., sibling or peer justice-involved youth).
- More timely data from KDOC (e.g., recidivism) that can be used locally to inform decision-making.

Since 2016, Wyandotte County has implemented several programs, including those related to social skills, employment skills, mental health counseling and family-based programming. Some of the programming takes place

¹⁵ Justice-involved youth involved in programming directly through the Courts are not included in these data.

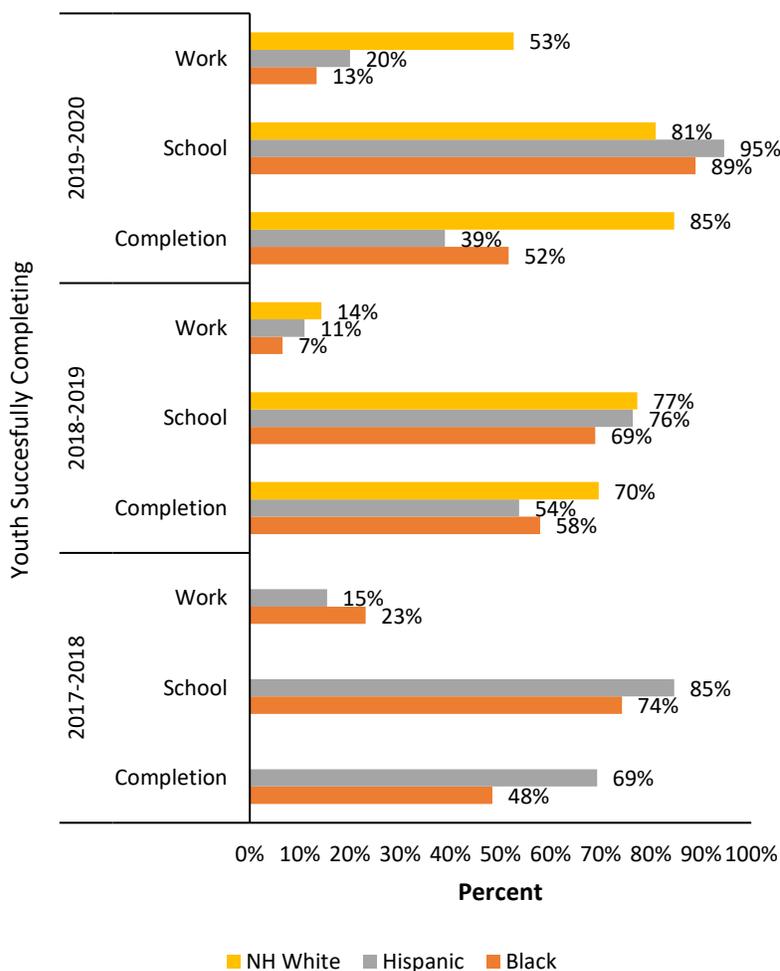
¹⁶ Girls Circle and Teen Father administered by Court Services.

in-house (e.g., Youth Employment Services) and others are contracted to domain-specific professionals (e.g., emotional health counseling). Goals of services are to provide youth in the system assistance in completing programming and services, graduating from school, and finding and/or maintaining employment.

Completion of programming, school enrollment and attendance, and employment at the start and end of supervision are examined in Figure 25.¹⁷

- From 2017 to 2019, the overall completion of programming by youth ranged from 39% to 85%, showing wide variability between years and between race/ethnicity within years.
- The percentage of youth enrolled and attending school varied from a low of 69% to a high of 95%. The proportion of youth attending school was consistently higher than the proportion of youth completing programming of those that were employed.
- Youth employment was consistently low and ranged from about 7% to 23% during this period. Surprisingly, there were youth each year who were listed as too young to be employed, meaning they were under the age of 14.

Figure 25. The percentage of youth successfully completing programming, attending school, and employed at time of program termination



¹⁷ The n values for Figure 25 vary across completion, school, and work depending on if a youth is old enough to be employed or has graduated from high school or dropped out, rendering n values lower for school and work than those for completion. The total n for 2017-2018 is 44 (7 graduated 2 not employed due to age) for 2018-2019 it is 179 (5 graduated, 18 not employed due to age) and for 2019-2020 103 (2 graduated, 18 not employed due to age)

What are the Long-Term Measures of Success?

One of the major goals of the juvenile justice system is a reduction of juvenile recidivism,¹⁸ as well as preventing future re-offending and protecting public safety. The programming and services offered by community corrections—including substance abuse counselors, mental health specialists, youth employment programming, and family therapy—are intended to, in part, address factors to reduce the likelihood that youth will return to the system.

Assessment

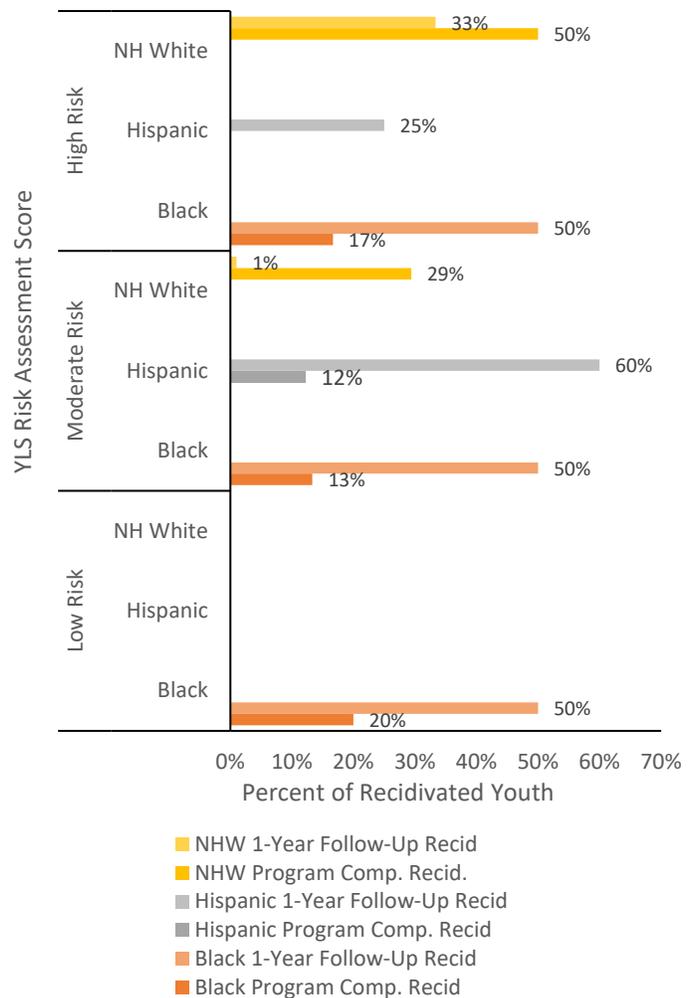
After the youth is adjudicated, a risk assessment is conducted with an aim to reduce recidivism. The tool is the Kansas Youth Level of Service (YLS)/Case Management Inventory and it assesses the risk of reoffending or re-referral and the areas of needed service. Figure 26 shows the percent of youth who recidivated by race/ethnicity at each risk level.

There are three levels of risk:

1. Low Risk means the assessment finds that the youth is unlikely to commit a new offense (even if no intervention or other services are provided);
2. Moderate Risk— not low, nor high and the re-offense rate for this group is predicted to be about average; and
3. High Risk means the assessment predicts the youth to have a greater likelihood of committing a new offense.

There are many factors that contribute to risk including substance abuse, family dynamics, delinquent peers, mental health, violent offending, history of offending and other. High risk youth should receive the most intensive support and programming. Figure 25 shows the percentage of youth at each risk level (assessed by the YLS Assessment) who recidivated by the end of programming or at their one-year follow-up.¹⁹ Recidivism

Figure 26. Recidivism for all youth increase sharply from program completion to one-year follow-up



¹⁸ Juvenile recidivism is commonly defined as a youth who has been released from custody or discharged from community supervision and then subsequently arrested, adjudicated or convicted.

¹⁹ N values for Figure 25: Low Risk- 5 | Moderate Risk- B: 60; H: 41, W: 17 | High Risk- B: 12; H: 23; W: 6

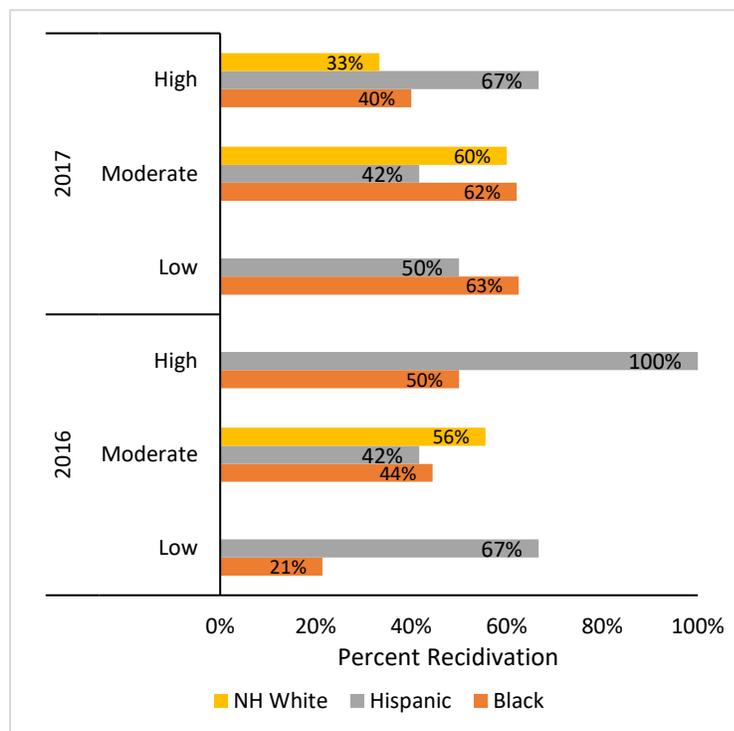
refers to a delinquency adjudication or adult conviction up to 24 months after discharge from supervision or custody. There were a small number of recidivists²⁰ about which information was available. There were 27 in 2016 and 40 in 2017.

- The number of Black youths who reoffended increased from 13 in 2016 to 25 in 2017. There is overrepresentation of black youth who recidivate.²¹

More recidivists are Black youth than other youth, although Black youth do not recidivate at a higher rate than other youth. The number of Black youths who reoffended within two years increased from 13 in 2016 to 25 in 2017. Data for more recent years is not available given the two-year period needed before a youth can be determined not to have recidivated.

- Of the 144 youth who reoffended during 2016 and 2017, 64% percent were assessed as moderate risk. Figure 27 shows recidivism by risk level for Black, Hispanic, and White youth.

Figure 27. Youth recidivate at variable rates across risk level



Recidivism Considerations

- Interviewees suggested that upon release youth fall back into previous behaviors because they return to the same environment in which the behaviors initially occurred.
- There are few new supports that maintain new behaviors and re-entry can sometimes be dangerous.
- The importance of working with youth to change their environment was emphasized.
- Re-entry options and strategies for youth once they leave the correctional facility was identified as an issue. More pre-release pre-planning is needed, including a reentry team, case manager or similar approach to connect to and engage community supports.

²⁰ Recidivism refers to a delinquency adjudication or adult conviction up to 24 months after discharge from supervision or custody.

²¹ Data for more recent years is not available given the two-year period needed before a youth can be determined not to have recidivated; if a youth is adjudicated for a new crime within two years of discharge, they are considered to have recidivated.

What is the Capacity of the Local System?

The [National Center for Juvenile Justice Model Data Project Capacity Assessment](#) was used to examine the local capacity of the Juvenile Justice System. A key focus was to enhance the capacity to use data to guide decisions and effective engagement with youth served. For the system to be both equitable and beneficial to the youth it serves, it should effectively monitor whether policies and practices lead to fair and beneficial treatment of youth. To do so requires collecting data and using those data to inform decisions. This study examined the capacity of the juvenile justice system in Wyandotte County to use data for decision-making. A data capacity survey was disseminated to different agencies and offices

within the system. The survey and table of results is in the Appendix.

Figure 28 presents a summary of the results. The Wyandotte County juvenile justice system **Infrastructure** is the basic physical and organizational structures needed for operation. The infrastructure capacity and use were rated moderate and knowledge of the infrastructure was rated low. **Data use and dissemination** is the distribution of data to end users and the application of information development from disseminated data. Most respondents thought there was minimal sharing of data with other agencies. Other agencies can request data from agencies in the system through a formal data request, but there are no (or limited) formal agreements in place to share data. The attitudes toward data at the state level were limited in the sense that the benefits of using data were acknowledged, but the system does not practice data informed decision-making.

Figure 28. Preliminary System Assessment Results (rating scale 1-5, unsure to optimal capacity)

Infrastructure	Data Use	Indicators
Moderate Capacity and Use	Low Capacity and Use	Moderate Capacity and Use
Mean Response = 3.21	Mean Response Score 2.52	Mean Response Score = 3.5
Infrastructure	Data Use	Indicators
Low Knowledge of System	Low Knowledge of System	Low Knowledge of System
Mean Response Score = 2.58	Mean Response Score = 2.45	Mean Response Score = 2.69

Capacity Survey

- The data capacity survey was sent to 37 community partner agencies/ stakeholders (86% response rate). The survey was adapted from the Juvenile Justice Model Data Project 3D Data Capacity Assessment.
- The survey used a 5-point scale for responses to questions about data use capacity. The scale ranged from 1 – unsure, 2 – No capacity to 5 - Optimal Capacity.
- Questions were asked that assess capacity/use and knowledge of system across these areas: 1) Infrastructure; 2) data use; and 3) indicators.
- **Infrastructure** is the physical systems used to collect data as well as the organizational structures that allow juvenile justice system stakeholders to effectively use data.
- **Data use and dissemination** is the distribution of data to end users and the extent of established practices to review information.
- **Indicators of the Juvenile Justice System engagement** is the ability to produce process and outcome measures to describe youths' involvement in the juvenile justice system & fairness of policies and practices to youth who are justice system involved.

Capacity to use and disseminate data and knowledge of the data in the system was rated low.

- The availability of reports to the public were rated as moderate to optimal as it was noted that positive information is shared with stakeholders and to a lesser degree reports are made public.

Indicators of juvenile justice system involvement is the ability to produce process and outcome measures to describe youth involvement in the juvenile justice system. Capacity to use indicators about the system was rated moderate and knowledge of the indicators was rated low.

- The respondent ratings for the set of performance measures was split. Approximately, half of the respondents thought that the system had a documented set of performance measures and regularly measured them in ways that were optimal. While the other half responded that there was little capacity and there was not an overarching set, but that they knew what their goals were. It is likely that the role of the respondent interacted with rating whether performance measures overall were established and guiding the work. Results suggest that a risk assessment was well used with a policy supporting use.
- Respondents thought that information about victim services was very limited or not collected.

As there are multiple agencies involved in the justice system, it is also important for justice agency partners to convene to regularly and periodically discuss how youth navigate within and across the system partner agencies. A key contribution of this study's process was that it occasioned an opportunity for justice system partners to discuss the juvenile justice system process and adaptations both within and across the system.

In terms of the impact on the youth themselves, interviews with community members suggested a disconnect between the day-to-day lives of youth in Wyandotte County and the expectations of the system. One community member put it this way, "They [the courts] don't understand what the kids are going through. They are talking to them through a book, what they learned in college. They're not talking to them where the kids are".

References

Deal, T. & Ehrmann, S. (2019). "Fundamental measures for juvenile justice" [interactive database]. [http:// http://www.ncjj.org/fmjj/](http://www.ncjj.org/fmjj/).

Kansas Department of Education. 2020. Kansas K-12 Report Generator (interactive database). *Kansas Department of Education Data Central*. Retrieved on 9/27/20 from https://datacentral.ksde.org/report_gen.aspx

Krogstad, J.M., (2019, August 21). *Reflecting a demographic shift, 109 U.S. counties have become majority nonwhite since 2000*. Pew Research Center. <https://www.pewresearch.org/fact-tank/2019/08/21/u-s-counties-majority-nonwhite/>

National Center for Health Statistics (2020). *Vintage 2019 postcensal estimates of the resident population of the United States (April 1, 2010, July 1, 2010-July 1, 2019), by year, county, single-year of age (0, 1, 2, .., 85 years and over), bridged race, Hispanic origin, and sex*. Prepared under a collaborative arrangement with the U.S. Census Bureau. https://www.cdc.gov/nchs/nvss/bridged_race.htm

Appendices

Appendix 1. 10 Assessment Questions

This study was guided by ten questions developed by the National Center for Juvenile Justice as well as fundamental measures for Juvenile Justice. Local data sources and complete data were not available for several of the questions. The National Center for Juvenile Justice identified 10 fundamental questions to examine when assessing a juvenile justice system. Accompanying each of these ten questions are a host of measures by which to answer the question- the Fundamental Measures for Juvenile Justice. The measures for which we were able to collect data on are listed below, the full list can be found at <http://ncjj.org/fmjj/>. Listed with each of the measures is the fundamental question it helps to answer.

FUNDAMENTAL QUESTIONS TO ASSESS JUVENILE JUSTICE SYSTEMS

The framework for examining the Juvenile Justice System focuses on ten questions that juvenile justice systems should be able to answer. The measures are derived from these questions and listed following the related questions.

1. How many youths are involved in various stages of the system?

One of the foundational measures of the juvenile justice system is the count of individuals at various decision points—from initial contact with police, through detention and referral to court, and counts of youth who are diverted, adjudicated, placed, and/or processed as adults.

2. What are the key characteristics of the youth involved?

It is important to be able to describe the individuals who come into contact with the juvenile justice system. Demographic information like date of birth, gender, and residence, and characteristics like risk level and protective factors can help to identify trends and learn about subpopulations. At a minimum, agencies with higher data capacities may also collect information on other characteristics, for example, education and employment status, substance use history, exposure to trauma, and involvement with other systems.

3. How did the youth become system involved?

Information describing the situational characteristics of incident(s) can help explain the behavior that resulted in system involvement, such as an arrest or referral to juvenile court. This information might include the reason for referral, the type of behavior, or the victims impacted.

4. How did the youth move through the system?

The ability to document the counts of individuals as they move from one decision point to the next helps to identify patterns of movement through the system. To do this, juvenile justice system professionals must carefully collect information on decisions made and their corresponding dates.

5. Is the system fair?

Fairness refers to decisions that do not discriminate against youth from gender, racial, ethnic, or other subpopulations. These could be decisions on how to process a case (i.e., legal representation) or how to respond to a behavior (i.e., responses appropriate to risk and harm). Research indicates that when youth perceive themselves being treated fairly; they are more likely to internalize the lessons of accountability.

6. How did the youth change while in the system?

The juvenile justice system aims to hold youth accountable and support them toward becoming productive citizens- hence the use of terms like “justice”, “correctional”, etc. To that end, it is important to assess how youth change, either positively or negatively, while involved with the system. That includes completion of services or supervision plans, progression in school, or learning new skills.

7. Does the system meet the needs of youth and families?

To effectively meet the needs of youth and their families, services provided to youth should be matched to assessed needs and accessible. Juvenile justice systems, then, need to know certain information about the youth, including risk level and needs, and about available services, such as service types, location, capacity, and quality.

8. What was the experience of youth in the system?

States are responsible for keeping system-involved youth safe and free from further psychological or physical harm. These experiences can be measured by collecting and analyzing data related to use of restraints, solitary confinement, and isolation, as well as positive experiences, like receiving incentives or bonding with a caring adult.

9. How much does it cost?

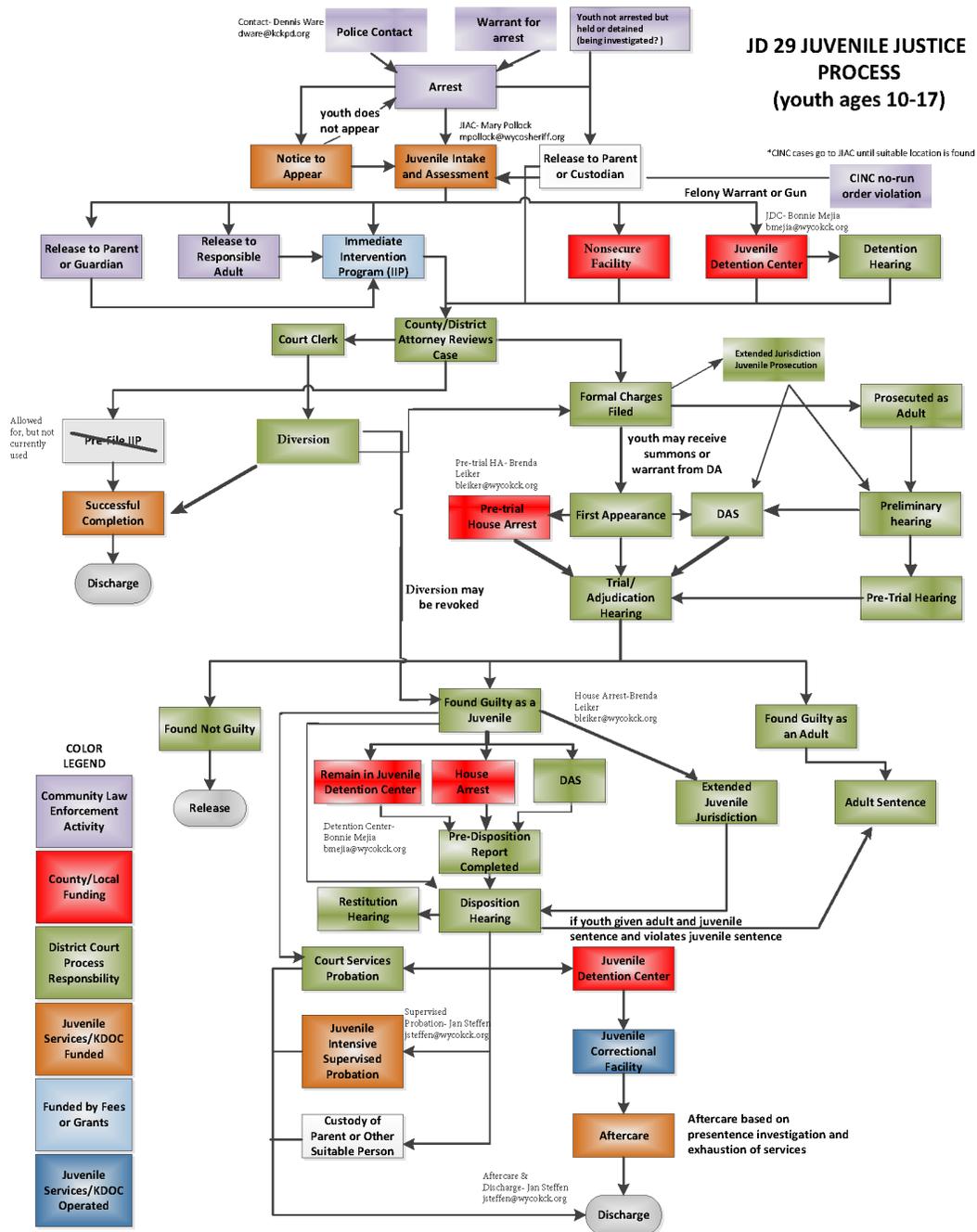
States and jurisdictions should understand the financial costs associated with handling youth at multiple points of the system, and for related programs and services. Knowing how cost is spread between various system stakeholders, understanding the cost of one day of detention or placement, or identifying investments in research and planning efforts can help jurisdictions better understand how to implement changes and the fiscal impact of reforms.

10. What are the long-term measures of success?

The justice system should not limit its measures to input or activity indicators and immediate system outputs, although those indicators are often more easily obtained. All agencies that are involved in juvenile justice should work together to assess if, when, and in what manner system-involved youth return to the justice system, and positive indicators, such as employment and graduation.

Appendix 2. Model of Juvenile Justice System and Definitions

The study created a detailed model of the Juvenile Justice System in Wyandotte County. General descriptions of the components of the Juvenile Justice System in Figure 3 Stages of the Juvenile Justice System are drawn from Youth.gov's points of intervention model - <https://youth.gov/youth-topics/juvenile-justice/points-intervention>, but also apply to the more detailed model of the local system presented above.



Description of Juvenile Justice System Components and Definitions

Initial contact and referral: When a youth is suspected of committing an offense, the police are often the first to intervene. Law enforcement officers respond to calls from schools, parents, the concerned public, and victims of a suspected offense. When responding to a call, law enforcement officers typically have discretion about how best to respond. Common responses include

- informal “adjustment,” either on site or at the station house;
- [diversion](#) of youth from formal processing based on certain conditions; or
- filing of a formal complaint or charges.

Increasingly, law enforcement departments are partnering with community agencies to assist police responding to calls by co-responding with police officers, co-training police on how best to respond to youth, or providing an alternative place for law enforcement officers to take youth other than a detention facility or jail. Communities can partner with law enforcement on such efforts, to ensure that youth are processed in the manner that is best for the community and the youth.

Intake: “Intake” generally refers to the process after a formal referral by law enforcement (or, in some cases, from a parent or family member), during which an assessment process determines whether a case should be dismissed, handled informally, or referred to juvenile court for formal intervention.

While the general function of intake is consistent, its structure varies significantly across jurisdictions.

Intake may be the responsibility of

- probation officers,
- the juvenile court,
- the prosecutor’s office,
- a state juvenile justice agency, or
- a centralized intake center

The discretionary decisions made during intake represent a significant opportunity to identify and engage community-based alternatives to detention. By working with intake units to provide assessment services and diversion opportunities, communities and agencies can ensure that the needs of youth are identified early and that youth are [diverted](#) (when appropriate) before they and their families experience the negative effects of system contact. .

Diversion: One process that can happen at any point in a youth’s involvement with the juvenile justice system is diversion. Diversion is an attempt to channel youthful offenders away from the juvenile justice system. The concept of diversion is based on

- the theory that processing certain youth through the juvenile justice system may do more harm than good;
- the idea of reducing stigmatization for youth who have committed relatively minor acts might best be handled outside the formal system; and
- a method to address overburdened juvenile courts and overcrowded juvenile justice institutions, so that courts and institutions can focus on more serious offenders.

Learn more about the [impact of diversion programs](#) of youth involved in the juvenile justice system.

Detention: The most common use of secure detention facilities is as a short-term “holding” facility for youth while they await processing and/or disposition. However, some states also use detention as a holding facility for youth awaiting placement after adjudication. In any case, detention is not intended to

be punitive. The state or local jurisdiction is usually responsible for providing education, recreation, medical attention, assessment, counseling, and other intervention supports and services. The intent is to maintain a youth's well-being during his or her short-term stay in custody.

Two of the recognized benefits of detention services are maintaining the safety of the public and providing initial quality screening and assessment services for youth who encounter the justice system. The data collected using a validated screening and risk and needs assessment tool can prove to be invaluable to the youth, family, court, and child-serving agencies as decisions are made that address the youth's future.

Graduated Sanctions: Graduated sanctions or consequences are a continuum of disposition options that juvenile court judges and court staff have to help reduce delinquency. These sanctions have a dual role—protecting the public and children and facilitating access to services for the juvenile offender. For graduated sanctions to reduce delinquency, they must work to ensure that the right juveniles are connected to the right programs at the right time.

Typically, graduated sanctions are divided into three to five major levels/categories and have programs and intervention strategies that work within each level. They include

- immediate (such as community service or curfew restrictions);
- intermediate (such as intensive supervision or electronic monitoring);
- community confinement;
- secure confinement; and
- reentry/aftercare.

Each level/category identifies the behavior that has brought the youth to the court's attention, possible program types or components, and services. Employment of effective graduated sanctions may bring additional objectivity to the court's decision-making and more effective alignment of supports and services to needs.

Judicial processing: Judicial processing includes adjudication and disposition. *Adjudication* refers to the process of conducting a hearing, considering evidence, and making a delinquency determination. If a youth is found delinquent during the adjudicatory process, a *disposition* plan is developed. The disposition plan is similar to sentencing within the adult system. This plan details the consequences of the youth's offense (e.g., probation, placement in a juvenile correctional facility, restitution). Development of the plan is based on a detailed history of the youth and assessment of available support systems and programs. It can include psychological evaluations and diagnostic testing.

There are many opportunities within judicial processing for communities and agencies to work with the courts. These entities can provide diagnostic and evaluation services, collaborate with the justice system to establish diversion options for youth, and establish community-based programs and services that can be incorporated into a dispositional plan.

Dismissal: Another option in the decision-making process for juvenile offenders is an order of dismissal of the pending case prior to adjudication. The delinquency charge is dropped but the conduct/behavior involved in the charge may be considered by the court and the court may order restitution or another disposition. If the court chooses to dismiss the case, the offense is identified as a dismissal rather than an adjudication in the youth's court record.

Probation supervision: Probation supervision is the most common disposition within the juvenile justice system. Probation supervision is frequently accompanied by other court-imposed conditions, such as community service, restitution, or participation in community treatment services. For youth on probation supervision, this can be an important opportunity to provide physical and mental health services and other supports. Partnerships with communities and agencies can ensure that there is a range of services and programs available to meet the needs of youth on probation supervision.

Secure correctional placement: Placement in a secure juvenile correctional facility is the most restrictive disposition that a youth in the juvenile justice system can receive. Although all juvenile correctional facilities are designed to impose a sanction on the youth, protect the public, and provide some type of structured rehabilitative environment, the characteristics of these facilities vary significantly.

Because of their secure nature and long-term custody of youth, these facilities are responsible for providing a range of comprehensive, individualized, and sustained services similar to those in detention (i.e., educational, recreational, medical, assessment, and counseling). However, some facilities have been criticized as being sterile and inappropriate for rehabilitative programming, and for fostering abuse and maltreatment.³ Further, some facilities do not allow youth to maintain connections with their families and support systems, making it very difficult for the effects of any type of therapeutic intervention to be sustained. Youth who end up in correctional placement should be afforded access to effective, evidence-based services and supports, through effective collaboration between facilities, the community, and applicable agencies.

Reentry: Reentry is the final point in the juvenile justice processing continuum, and incorporates programs and services that assist youth transitioning from juvenile justice placement back into the community.⁴ An effective reentry program involves collaboration between the juvenile justice facility staff, probation/parole officers, and case managers with other child-serving systems and community partners and agencies. This process begins well in advance of a youth's release and ensures that the youth is linked with effective community-based services, which can be critical to his or her long-term success.

Since one of the goals of reentry planning is to link youth with community physical and mental health services and other supports that will be available after contact with the juvenile justice system ceases, reentry is a logical point in the juvenile justice system for a partnership with communities. These efforts are typically managed/supervised by a probation/parole officer. Communities must partner with correctional facilities to provide reentry planning and services to youth who will continue to require care upon release. These efforts need to begin early—shortly after the youth enters the facility—and should, whenever possible, involve the youth, his or her family, the probation/parole officer, and representatives from the community-based agencies that will be working with the youth on release from care. Learn more about [reentry](#)

Appendix 3 – List of Indicators and Supplemental Figures

Racial and Ethnic Disparities Data Origination

AREA REPORTED Judicial District #29 Reporting Period 2018							
	Total Youth	NH White	Black	Hispanic or Latino	Asian	Native Hawaiian or other Pacific Islanders	American Indian or Alaska Native
1. Population at risk (age 10 through 17)	19,804	5,482	5,122	7,612	1,122	Unreported	466
2. Juvenile Arrests	741	186	345	210			
2. RRI		1.00	0.75	1.48			
3. Refer to Juvenile Court		169	254	173			
4. <i>Cases Diverted *</i>							
5. Cases Involving Secure Detention	382	71	163	146	1	0	1
6. Cases Petitioned (Charge Filed)		148	175	112			
7. Cases Resulting in Delinquent Findings							
8. Cases resulting in Probation Placement							
8a. <i>Court Service Probation*</i>		16	27	17			
8b. Intensive Supervised Probation	35						
8c. <i>Case Management*</i>							
9. <i>Cases Resulting in Confinement in Secure Juvenile Correctional Facilities *</i>	14						
10. Cases Transferred to Adult Court	0	0	0	0	0	0	0

Appendix 4. Survey Instrument and detailed results

There are three sections to the survey: 1) data infrastructure, 2) data use and dissemination, and 3) indicators of juvenile justice system involvement. Questions from each of these three sections were chosen based upon their appropriateness to the current project and the language was adapted to fit our level of analysis (Wyandotte County). Questions fit broadly into one of two buckets, data capacity and use and knowledge of the data system. Answers were given on a scale of 1-5 (see table below). From these answers, we ranked respondents on within these two categories, see table below for more details. More complete information on the assessment can be found here: <https://ncjfcj-old.ncjfcj.org/resource-library/publications/model-data-project-3d-data-capacity-assessment-data-use-and>

Data Capacity and Use Survey Scoring Rubric					
Response Scale		Response Scoring			
Unsure	1	Data Capacity & Use Questions		Knowledge of Data System	
No Capacity	2	Low Capacity/Use	Mean < 3	Low Knowledge	Mean < 3
Minimal			Mean 3-	Moderate	Mean = 3-
Capacity	3	Moderate Capacity/Use	3.9	Knowledge	3.9
Moderate					
Capacity	4	High Capacity/Use	Mean > 4	Low Knowledge	Mean > 4
Optimal					
Capacity	5				

Data Use and Dissemination & Data Indicator Systems Questions	
Question	Mean Score
To what extent are data used to inform decisions regarding the overall juvenile justice system (e.g., funding, community resources, and reducing gaps in services)?	2.85
Does the local juvenile justice system stakeholder group have a measurable mission statement?	1.95
Can the local juvenile justice system access data to determine how many youth are arrested each year?	3.40
Can the local juvenile justice system access data to determine how many youth or cases are referred to court each year?	3.10
Can the local juvenile justice system access data to determine how many youth or cases are petitioned to juvenile court each year?	3.20
Can the local juvenile justice system access data to determine how many youth or cases are adjudicated each year?	3.20
Can the local juvenile justice system access data to determine how many youth are admitted to detention each year both pre-disposition and post-disposition?	3.20
Can the local juvenile justice system access data to determine how many youth are under community supervision each year?	3.30
Can the local juvenile justice system access data to determine how many youth are admitted to an out-of-home placement each year?	3.05
Are there efforts to understand the financial cost of system involvement?	2.25

Infrastructure Agency Questions	
Question	Mean Score
What is the research capacity of your agency for juvenile justice information?	2.63
Describe the primary data systems used by your agency.	2.79
To what extent does your agency share data with other agencies?	2.16
Thinking about the data your agency collects, aside from individual case management, how is it used?	2.21
Does the agency's primary data system assign a unique identifier for each youth?	2.37

Infrastructure Systems Questions	
Question	Mean Score
How would you describe the attitude towards data and research across your state's juvenile justice system?	2.76
Thinking about your state system, what is most often the impetus for change in practice?	2.62
How would you describe collaboration across agencies and system actors in your state's juvenile justice system?	3.00
Does your system employ multi-stakeholder groups to drive improvements to practices? For example, a Juvenile Detention Alternative Initiative (JDAI) stakeholder group or a school-justice partnership that includes representatives from multiple agencies.	3.24
Is there a local system-wide strategic plan to improve practice that is supported by the core juvenile justice stakeholders (i.e., juvenile court, juvenile probation, and juvenile corrections)?	2.86
If you have or are working on a plan: Does the system-wide strategic plan include goals related to your ability to collect and use data to inform practices?	2.43

Infrastructure Person Questions	
Question	Mean Score
Do you and/or your coworkers understand what data exist regarding the agency's performance and where to find it?	2.65
Does your agency's primary data system meet the needs of you and/or your coworkers?	2.65
How familiar are you and/or your coworkers with performance measures, data analysis, and continuous quality improvement?	2.59
Do you and/or your coworkers receive reports on overall agency performance?	2.59
Do you receive feedback that is supported by data to improve service delivery and/or interactions with youth and their family?	2.18
Do you receive adequate training and feedback regarding your use of data?	2.53

Appendix 5. System Improvement Recommendations

System Gaps/Disparities	System Improvements	Potential Change Lever Considerations
<p>(1) Tracking Youth: No way to track a given youth from arrest through discharge. Being able to track youth would allow for better understanding of the youth experience with the system.</p>	<p>Integrated, centralized data system where youth information is collectively stored.</p>	<ol style="list-style-type: none"> 1. Develop and provide integrated tracking system to support electronic collection and sharing of information across the justice system and partner agencies (e.g., DCF, School). 2. Support centralized platforms across agency partners to coordinate electronic forms and data collection (e.g., risk and need assessment on paper). 3. Support integrated data reports and collaborative cross-agency review to system and multiple agencies within juvenile justice system and/or related systems (e.g., DCF, School).
<p>(2) Data Collection: Improve data collection relating to adjudications and dispositions from the courts with demographic characteristics, involvement with DCF (crossover youth), utilization of victims' services, and lengths of time it takes to move through various stages of the system.</p>	<p>Establish enhanced data-collection guidelines/policies. Provide resources and support for integrated data personnel across systems/partners.</p>	<ol style="list-style-type: none"> 1. Establish protocols for all agencies involved in the juvenile justice system to collect data on youth pertinent to their office and to record the data electronically. 2. Identify key data that should be minimally collected and shared across agencies. 3. Provide resources and supports for shared infrastructure and personnel who can work across agencies/systems to centralize data collection.
<p>(3) Communication between agencies: There is a lack of communication between system agencies that results in "losing" youth as they move through the system. Some of the challenge relates to not having a centralized data system to continue to share information across agencies as juveniles are involved in the system. The other challenge is no mechanism to broadly convene with agency partners, in addition to the JCAB.</p>	<p>Prior to the Youth Justice Community Engagement Assessment process, there had been limited systematic gatherings across system partners to focus on the juvenile justice system. There were many anecdotes, but data had not been systematically reviewed across system partners to examine the overall justice system.</p>	<ol style="list-style-type: none"> 1. Continue supporting structures and shared projects that promote collaboration across juvenile justice system agencies. 2. Continue to regularly convene justice system partners to consider the infrastructure, system coordination, but also service delivery. 3. Develop periodic case review sessions that support collaborative conversations between system agencies (e.g., DA office and correctional office division, law enforcement collaborative conversations). 4. Consider electronic data sharing and also collaborative system conversations with also other agencies (e.g., DCF for crossover youth).
<p>(4) Arrests- Black youth experience elevated levels of arrests compared to their White and Hispanic/Latino peers.</p>	<p>Examination of arrest and detainment policies. Cultural competency and trauma training for individuals involved in the juvenile correction facilities. Integrated training and rapid assessments to examine implicit biases across the juvenile justice system.</p>	<ol style="list-style-type: none"> 1. Consider racial composition of justice system staff to support a diverse agency to more closely reflect community that is working with them. 2. Consider establishment of career pathway programs beginning in high school. 3. Establish protocols across juvenile justice system agencies, including law enforcement, to conduct regular and periodic review of disparities in contacts (e.g., arrests) and to adjust their policing accordingly.

<p>(5) Diversion Program Community Alternatives: Need for more robust diversion options</p>	<p>Determine additional alternatives for diversion programs and community-based alternatives. Increase community partnership and support for diversion and probation alternatives. It is recognized that first time misdemeanors now go to diversion.</p>	<p>1. Consider Juvenile Review Boards as option to support diversion program alternatives for youth. Juvenile Review Boards may also reduce the load of cases required to be presented before the juvenile judge. Juvenile Review Boards may also enhance the collective responsibility and community engagement with the juvenile justice system. (https://www.icarol.info/ResourceView2.aspx?org=2385&agencynum=17345279).</p>
<p>(6) Runaways: A high proportion of arrests in Wyandotte, particularly for Hispanic/Latina females, are Runaway arrests. These arrests may have other charges as well (e.g., alcohol, traffic stop, etc.), but a reduction in runaways could drastically reduce the number of arrests in Wyandotte.</p>	<p>Establish a policy for decreasing arrests of youth related to Runaway status. Consider the situations the youth may be trying to escape to determine how to partner with other systems and agencies to reduce runaway incidents.</p>	<p>1. Provide safe and separate housing for youths that get arrested related to running away vs. youth offending. 2. Consider alternatives and invest resources for arrests and detention for runaway youth.</p>
<p>(7) Detention Disparities: Racial and ethnic minority youth in Wyandotte experience elevated levels of detention and longer stays in detention than their White peers.</p>	<p>Greater utilization of Community-based Alternatives to Detention, especially for racial and ethnic minority youth. Also, address the challenge of detaining youth at the sole discretion of individual officers.</p>	<p>1. Establish relationships between the justice system and organizations in the community that offer community-based alternatives to detention to redirect youth from detention to the community. 2. Provide technical assistance and supports to community-based programs to help better present programming in ways that can meet needs for sentencing.</p>
<p>(8) Trauma awareness: Lack of understanding, awareness, and appropriate supports for: (a) youth to process trauma being experienced at the individual and/or community levels and impacts, and receive appropriate community supports prior, during and after system involvement; and, (b) justice system staff understanding and recognition of trauma, as well as assessing trauma levels and needed supports in considering outcomes.</p>	<p>Hard for kids to reintegrate into society. Prison is safer basic needs are provided.</p>	<p>1. Establish a systematic protocol for the evaluation of youth based on a trauma-informed approach to guide the use of therapy and other mental/emotional health services. 2. Support sessions or integrated sentencing requirements that train and develop skills of youth and parents to recognize and deal with trauma. 3. Continue to identify community-based programs and alternatives to make the reintegration more streamlined and to provide longer-term support systems and positive relationships for the youth.</p>
<p>(9) Recidivism: Recidivism rates are a great barometer for the success of rehabilitation efforts in the correction system. In Wy Co, youth seem to recidivate at similar rates across risk level.</p>	<p>Youth who score the highest should receive an elevated level of programming (in terms of frequency, duration, and intensity) to reduce likelihood of recidivating. Programming and services could be scaled to youth risk status and services should correspond to youth's specific risks (e.g., score high on drug/alcohol risk, get paired with drug/alcohol treatment).</p>	<p>1. Create a protocol within community corrections to match intensity of youth programming to risk level using evidence-based strategies that are trauma-informed. 2. Develop integrated tools for conducting the risk assessments so it can be more easily conducted and shared across different points in system.</p>

<p>(10) Recidivism: Examine utility of YLS risk scores. Risk score is not highly correlated with recidivism</p>	<p>Review accuracy of risk score system in predicting likelihood of recidivism.</p>	<ol style="list-style-type: none"> 1. Track data on recidivism by risk score 2. If risk score continues to not be predictive of recidivism, consider alternative means of determining likelihood of recidivism
<p>(11) Prevention: Considerations to support youth and prevent system involvement or recidivism.</p>	<p>Provide access to program and supports for youth with elevated risk (e.g., sibling or parent incarcerated or in system, homeless, runaway, truant) prior to system involvement. Integrate and support programming around rec center, redirect resources to ensure they prevent kids from getting into the system. Encourage parent involvement (PTA meeting attendance, reduced time off adult (or youth) probation if participating with youth in specified parent/family activities). Support ongoing mental and health therapy services - provided directly in high or middle school (e.g., help reduce Gun violence/ Anger).</p>	<ol style="list-style-type: none"> 1. Use collaborative relationships (e.g., ThrYve) with community stakeholders to increase the opportunities for youth to engage in pro-social activities outside of school hours. 2. Provide training opportunities or workshops to better help community programs understand how to become part of the court-referred community programs. 3. Consider opportunities to support community programs with relationships and rapport with youth (or even siblings/families of youth in the system) in the system. 4. Determine how to support funding and allocation of resources prior to system involvement based on risk factors (e.g., school attendance, homeless, runaway, friends/peers in system). 5. Address challenges to reduce runaway arrests or consider options for detaining runaways that are unnecessary to result in arrest.
<p>(12) Educational/Employment Improvements: Data from Wyandotte suggests that youth are not increasing attendance in school or employment status because of programming. Youth without employment and that do not attend school offend at higher rates.</p>	<p>Reduce out of school suspensions and school-based arrests, increase use of diversion requiring school attendance.</p>	<ol style="list-style-type: none"> 1. Work with local school districts to reduce out of school suspensions based on best practices and reducing school-based arrests through alternative disciplinary measures. Consider disparities in suspensions by different groups. 2. Increase use of diversion for lower-level offenses that require attendance in school
<p>(13) Justice System Understanding: Increase awareness and understanding of the juvenile justice system across agency partners, as well in the community with residents, including parents and youth.</p>	<p>There had been very limited formal and group-based dialogue across system agencies regarding the juvenile justice system flow in the county. There were different understandings or interpretations of how youth may engage in different parts of the justice system (or agencies). There was also lack of overall clarity on the implications of SB 367 both across agency partners and in the community. It was identified that the community also needed to better understand SB 367 and implications related to the juvenile justice system.</p>	<ol style="list-style-type: none"> 1. Develop and train staff using the Juvenile Justice System Flow Chart to understand how youth navigate through the local juvenile justice system, as well as consider interpretations of policies and practices across agencies. Enhance communication and common understanding of how youth may engage across the justice system(s). 2. Develop & disseminate informational materials to better inform community on SB 367. 3. Enhance awareness of information disseminated by system partners (e.g., pamphlets, online resources) and coordinate sharing of information across agencies (e.g., cross-referencing on agency partner websites, identification of materials available across agency partners to disseminate or reference). 4. Offer periodic trainings to community partners, residents, and youth to better understand how the juvenile justice system works and ways to avoid system involvement.

<p>(14) Feedback: There is lack of feedback from parents, youth, or community agencies and groups. There is also limited opportunities for juvenile justice system partners to consider how to enhance practices across partner agencies.</p>	<p>Feedbacks are important, they show immediate measurement of how the youths are treated in the system.</p>	<ol style="list-style-type: none"> 1. Create Paper or Online Surveys for youths after they are released from Juvenile, so they can express how they are treated. 2. Support an intermediary evaluator or agency responsible for obtaining feedback at regular intervals from juveniles, parents/guardians, and others interacting with the system(s). 3. Support opportunities for juvenile justice system partners to regularly discuss overall effectiveness or challenges.
<p>(15) Detention Risk Assessment: Examine the function and placements for moderate risk. It is underused and may contribute to detention placements pre-hearing. The post-hearing data for overrides need to be obtained and reviewed to understand if release with restrictions are supported.</p>	<p>For youth assessed at JIAC as moderate risk, increase options for release with restrictions so they may go home, rather than relying on detention.</p>	<ol style="list-style-type: none"> 1. Establish options for releasing youth to their home with restrictions (e.g., house arrest) 2. Increase standard for overriding detention risk assessment, so more proof that moderate risk youth is risk to person/property when detention decision is made
<p>(16) Detention Risk Assessment: Examine the functioning of the Kansas Detention Alternatives Initiative risk assessment tool. Many detention admissions for the years examined were from low or moderate risk youth where the risk score was overridden due to criteria not included in the KDAI. The law allows for other criteria to be taken into consideration but consider integrating as part of the risk assessment.</p>	<p>Standardize the criteria that may be used to override a detention decision</p>	<ol style="list-style-type: none"> 1. Require state approval of all local criteria used to override detention risk assessment 2. Disallow detention of youth due to officer discretion/request 3. Examine mechanisms used to determine that youth is a danger to others/property and not likely to appear at future court dates (standards for overriding detention tool)
<p>(17) Pre-Adjudication Hearing: The average of stay in detention pre-adjudication is over one month for Black and Hispanic youth and nearly three weeks for White youth. This may be due to court processing times or other machinations within the courts, but this represents a large period of time where youth are removed from their home before any adjudication as to guilt or innocence has been rendered.</p>	<p>Reduce the amount of time youth are held in detention pre-adjudication (pre-trial).</p>	<ol style="list-style-type: none"> 1. Increase the number of low and moderate risk youth who are sent home with or without restrictions 2. Require written reason for detention of youth who do not meet detention requirements to determine reasons they are thought to be danger to others/property and examine monthly to determine intervention points 3. Standardize appropriate reasons youth are considered danger to others/property 4. Increase processing times 5. Shorten time youth are legally allowed to be held in detention before they've had a trial/adjudication hearing

<p>(18) Data Use: Determine key metrics that are systematically tracked and regularly reviewed across system agencies. The data provided were for different time periods or subsets of data, which makes drawing conclusions difficult.</p>	<p>Track, regularly review, and base decisions off of key metrics with the purpose of increasing equity in treatment</p>	<ol style="list-style-type: none"> 1. Determine which metrics to track across and within each stage of system 2. Determine schedule of review process
<p>(19) Youth Cases: It was unclear what may have contributed to the increase in declined cases by the DAs Office.</p>	<p>The goals of the DAs Office for accepting of declining cases should be further explored (e.g., accepting more cases for diversion that was previously declined, data reporting changes).</p>	<ol style="list-style-type: none"> 1. Review and support diversion for juvenile cases that may have been a prior decline. 2. Support systematic and coordinated tracking of diversions across JJS agencies.
<p>(20) Programming: It is not possible to link programming to risk assessments or track the outcomes of specific programs and services. Alignment of programming with risk and outcomes are unknown.</p>	<p>Data collection system improvements are being made but are insufficient to be able to track by youth.</p>	<ol style="list-style-type: none"> 1. Map programs and services. 2. Develop metrics and outcome measures for each program and service. 3. Develop documentation protocol for program and service providers and communicate youth progress regularly
<p>(21) Services: Currently youth are not systematically assessed for mental health needs, youth who need therapy and/or counseling may be missed due to nonsystematic method.</p>	<p>Systematic use of validated method for assessing mental health needs of youth conducted by a mental health expert for all youth entering detention and all youth receiving an adjudication with the results becoming a part of disposition.</p>	<ol style="list-style-type: none"> 1. Determine a validated mental health needs assessment 2. Contract with mental health experts in community to conduct assessments for all youth entering detention 3. Incorporate counseling into dispositions 4. Utilize services as a term of release with restrictions
<p>(22) There are no data available from any agency on the number and experience of LGBTQI+ youth in the juvenile justice system. These youth experience elevated levels of abuse within the system.</p>	<p>Create an ombudsman and grievance procedure for LGBTQI youth to use. Use Sexual Orientation and Gender Identity/Expression (SOGIE) questions as an optional portion of typical data collected.</p>	<ol style="list-style-type: none"> 1. Create an ombudsman and grievance procedure for LGBTQI+ youth; examine data on a regular basis and make decisions for policy, program, and or/ practice changes based on the data. 2. Train all agencies within the juvenile justice system on the collection of SOGIE questions 3. Use LGBTQI+ friendly mental health experts/therapists when engaging in assessments of needs