

# Juvenile Justice Task Force

December 16, 2010 9am-Noon  
Jefferson County JAC 11011 West 6<sup>th</sup> Avenue, Lakewood, CO

## **ATTENDEES:**

### **CHAIR**

Regina Huerter, Denver Crime Prev. & Control Comm.  
Ken Plotz, Task Force consultant

### **TASK FORCE MEMBERS**

Don Quick, District Att. 17<sup>th</sup> Judicial District  
Susan Colling, State Court Administrators Office  
Meg Williams, Division of Criminal Justice  
Don Moseley, Ralston House  
Bill Kilpatrick, Golden Police Chief  
Inta Morris, Department of Higher Education  
Stan T. Paprocki, Division of Behavioral Health  
Regis Groff, Retired State Senator  
Karen Ashby, Juvenile Court Presiding Judge  
Norene Simpson, Defense Attorney  
Jeff McDonald, Jeffco Juvenile Assessment Center  
Alaurice Tafoya Modi  
Debbie Rose fills in for Jan Simkins  
Kirk Henwood, Montrose County School District (on phone)  
Linda Newell, Senator

### **STAFF**

Paul Herman, Consultant  
Kim English, Division of Criminal Justice  
Germaine Miera, Division of Criminal Justice

### **ADDITIONAL ATTENDEES**

Hailey Wilmer for Steve Siegel  
Jennifer Bacon, Padres & Jóvenes Unidos  
Evie Hudak, Senator  
Dixie Payne, Equinox  
Mary Marcantonio, Equinox  
Lyn Stewart-Hunter, Colorado Juvenile Defender Coalition  
Kim Dvorchak, Colorado Juvenile Defender Coalition  
Shawn Cohn, Denver Juvenile Probation  
Annette Severson, Colorado Department of Education  
Brian Boatwright, District Court Judge  
Judith Martinez, Colorado Department of Education  
Marco Nunez, Padres & Jovenes Unidos

## **ABSENT:**

Karen Beye, Department of Human Services  
Joe Higgins, Mesa County Partners  
John Gomez, Director of NYC  
Debbie Zwirn, Logan County Commissioner  
Jan Dempsey Simkins, Juvenile Parole Board  
Beth McCann, Representative

<p style="text-align: center;"><b>Issue/Topic:</b></p> <p style="text-align: center;">Welcome and Introductions</p>	<p style="text-align: center;"><b>Discussion:</b></p> <p>Regina Huerter welcomes the group and thanks Jeff McDonald for providing space for the meeting at the Jefferson County Juvenile Assessment Center. Jeff gives a brief history of the building and all the agencies that it houses.</p>
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<p style="text-align: center;"><b>Issue/Topic:</b></p> <p style="text-align: center;">Vision/Mission Values</p>	<p style="text-align: center;"><b>Discussion:</b></p> <p>Regi discusses the work done by the small vision/mission group.</p> <p><u><i>Meg Williams reports on how the group came up with the draft Vision/Mission statements</i></u></p> <ul style="list-style-type: none"> <li>• What are we striving for regarding children and youth in the state?</li> <li>• Obviously public safety is an issue but safety for the child as well.</li> <li>• Regarding Mission – the small group believes it is the task force’s responsibility to make recommendations.</li> <li>• There should be strategic alignment of everything from policies to practices throughout the systems.</li> <li>• It is also necessary to make sure resources are available, check for overlap, make more sense of the resources available and funding as well.</li> <li>• The Vision statement is as broad as possible</li> <li>• The small working group left the values and goals for the larger group to work on.</li> </ul> <p><u><i>Feedback/Discussion Points</i></u></p> <ul style="list-style-type: none"> <li>• There are advantages and disadvantages to this being so broad – it may be too broad</li> <li>• When we’re talking about juvenile justice and we make it this broad, it sometimes becomes difficult to tell if the group really is aligning correctly</li> <li>• Can we narrow down in the goals and strategies instead?</li> <li>• The broadness allows us to change and morph over time as the group progresses. The broadness also allows us to refine it in terms of goals, objective and strategies</li> <li>• Change verbiage from ‘kids’ to ‘children’</li> <li>• Add language around broad partnerships</li> <li>• Keep in mind that the vision and mission encompass all of Colorado and all of the children in the state. If we incorporate specifics under ‘goals’ we’ll be all right.</li> <li>• Do we need to add something around ‘administration of justice’? Maybe add “and supports the equitable administration of justice “.</li> <li>• Support for keeping it broad while narrowing in on partnerships (Vision) and administration of justice (Mission).</li> <li>• How do we incorporate community based small organizations (non-profits, faith based, after school programs, etc.)? The word ‘systems’ does include the smaller organizations; we’re talking about ALL systems. Maybe tweak verbiage to encompass smaller groups. Because we say ‘systems that support’ – that does cover the non-profits.</li> <li>• Also, what is meant by “equitable administration of justice”? This implies that it’s NOT always equitable. What’s the value or principle we’re talking about?</li> <li>• It’s not right that 6 communities have JAC’s but not all. It shouldn’t be</li> </ul>
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**Issue/Topic:**

Vision/Mission Values  
(cont'd)

based on where you live whether your kid gets services.

- Equitable is really looking at what are the individual needs of this child and then making sure we're meeting those needs. Those needs may be different for every child. Equitable does not necessarily mean equal. It's about appropriately meeting needs.
- Equitability can be incorporated in values. This definitely goes into the values area.
- The Vision should be as broad as possible so it can really be timeless.
- The justice system is like an octopus, it has tentacles everywhere. Whether it's a Dependency and Neglect case, or a delinquency case. The mission has to connect the justice system and with all that's going on.
- Should we add to the end of the mission 'equitable administration of justice'?
- We should add 'juvenile justice system' somewhere. We don't get involved with these kids until they are 'in the system'. – The reason the Vision is so broad is because ideally we want to make all the systems better so kids don't end up in the system in the first place.
- Can we add the word 'improvement'?
- Add verbiage about 'the whole child' – which covers education, mental health, physical health, before and after involvement in the juvenile justice system. Often kids get into the system because it's the ONLY way to access services. Locking kids up 'jumps starts' other services.
- Add 'whole child' into values.
- The word 'system' promotes silos – we need to bridge the 'systems' and not encourage silos.
- Can we change the word 'systems' to programs or services?
- Aren't we here to focus on conducting the analysis of the juvenile justice system?
- Simply evaluating the system is a huge mission in itself

Vision

- It should read "All Colorado children and families live in safe, healthy and vibrant communities that support the needs of the whole child and their families".
- There are TWO issues here. One is to evaluate and improve the juvenile justice system. The other is to address how systems can collaborate to effectively support children and their families. Can we just have the vision address TWO things?
- "Safe" and "healthy" does not address the juvenile system at all – too broad
- Everyone wants to do 'happy prevention work' – but that doesn't address us still meeting the needs of kids. When we get so grandiose and utopian we lose sight of what THIS group was tasked to do.
- We will work on this more and come back to this.
- Vision should be motivational only. The bottom line that's going to get the most attention is the work that we actually do.
- Vision - add "This is a collaborative system that meets the needs of youth and family"
- Again, this is a STATEWIDE Vision; the Mission is specific to this group's particular work. The Vision speaks to everyone; the Mission is our (the Task Forces) piece of it. Keep that in mind.

- We'll take this back and rehash some of these items.

#### Values – (from flip-chart )

- Consistency
- Efficiency
- Cost Effective
- What's right for the kids

#### What's the value of community and state-level involvement?

- Collaboration
- Shared responsibility
- Better decisions
- What's the value of better outcomes in the JJ system?
- Making a positive difference
- Healthy adults and communities

#### Evaluating best practices

- Outcomes
- Do what works
- Highest quality
- Evidence based
- Consistent positive outcomes

#### Coordinated case management and system alignment, breaking down silos

- Cross-training
- Efficiency
- Integrated services
- Collaboration
- Looking at the whole child
- Consistency
- Best decision making

#### Core of standards and expectations, what's the value-

- Developing a higher standard of practice
- Common clarity
- Quality

#### Equitability and value of services

- Not about equitable access to services, more about everyone getting what they need when they need it
- Access to services and applying those services
- There are also kids that don't need to be there
- Appropriate and proper assessment and response of actual needs
- Early identification of needs
- Not just assessment, but proper RESPONSE to the assessment

#### What's Missing

- There doesn't seem to be any reference to VICTIMS in any of this stuff. We need to use the word victim at least somewhere in all our documents. Also there are no words that address accountability and

<p><b>Action:</b> Paul, Germaine and Ken will compile the feedback and then get the Vision/Mission group together again to refine</p>	<p>punishment.</p> <ul style="list-style-type: none"> <li>• We're also talking a lot about WHAT we do but not HOW we do it. The 'process' piece.</li> <li>• Also, safety and responsiveness.</li> <li>• Also, we talk about individualized assessment and consistency, how do you do that? Also, how valid ARE the assessments? What do they really tell you? How do you have consistency county to county, and between defense and prosecution, etc.</li> </ul>
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<p><b>Issue/Topic:</b></p> <p><b>Education P20</b></p>	<p><b>Discussion:</b></p> <p>Regi introduces Judy Martinez, Annette Severson and Inta Morris who present on P20. The state is going in the direction of looking at the whole education system as one pipeline, from kindergarten through college as one continuous pathway. Judy presents first regarding kindergarten through 12<sup>th</sup> grade.</p> <p><u><i>Education reforms pre-school to grade 12 (please see attached PowerPoint )</i></u></p> <ul style="list-style-type: none"> <li>• More than 800,000 kids in Colorado schools</li> <li>• We do not count students in juvenile detention centers and facility schools. However public schools are well represented. The numbers do not include private, parochial schools, only those receiving state dollars. Not faith based schools or home schooling.</li> <li>• There is a bill this year to change the 'count day' system, which is currently problematic.</li> <li>• Kids who go on to get their GED are not considered a drop-out for state statistics (see PowerPoint definition, slide 6).</li> <li>• Around 15,000 a year drop out, avg. age is 17 ½</li> <li>• Ages 6-17 is compulsory attendance</li> <li>• Many issues OUTSIDE of school contribute to drop-out situations</li> <li>• 'Had trouble with math' is one of the top educational problems for dropping out, along with writing. These are unique to Colorado.</li> <li>• <b>Can the task force at sometime address finding the areas of contradiction that actually end up working against the end goal?</b></li> <li>• It would be better to have in-school suspensions so kids don't have to then get caught up. In school suspension often looks like one or two people designated to be with the student and can pull up info on the classes the student is missing.</li> <li>• Annette Severson/data services – She reports that they can provide the group with any data the task force may need.</li> <li>• The last few years have been very busy with education reform</li> <li>• The Colorado preschool program under the Dept. of Education. This serves kids in pre-school who are most vulnerable. Legislation also passed that provided full-day kindergarten.</li> <li>• CAP for kids – this bill moved the state toward updating its standards. This focuses on 'by grade' – rather than 'elementary, middle school, high school'. Fewer standards, make them clearer, and add rigor.</li> <li>• Another standard related to health, social, emotional and physical</li> <li>• Financial literacy added as well</li> <li>• SB163 (education/accountability act) – this can be found online at <a href="http://www.schoolview.org">www.schoolview.org</a>. Four areas, academic achievement, academic</li> </ul>
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<p><b>Action:</b> Inta will continue the discussion with her presentation at the next meeting</p>	<p>growth, growth gaps and post-secondary and workforce readiness.</p> <ul style="list-style-type: none"> <li>• Educator effectiveness bill – SB10-191</li> </ul> <p><u>Education reforms pre-collegiate to college</u></p> <ul style="list-style-type: none"> <li>• Inta will present on this at the next meeting when we have more time</li> </ul>
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<p><b>Issue/Topic:</b></p> <p><b>Legislation Update: Padres &amp; Jovenes Unidos</b></p> <p><b>Action:</b> Senator Newell will provide more finalized legislation verbiage to the task force at the next (January) meeting</p>	<p><b>Discussion:</b></p> <p>Jennifer Bacon, Senator Linda and Marco Nunez report on upcoming proposed legislation. The legislation addresses the fact that there are far too many kids in the justice systems that are referred there directly from schools.</p> <p><u>Presentation Discussion Points</u></p> <ul style="list-style-type: none"> <li>• 100,000 students referred to law enforcement from schools over the last 10 years</li> <li>• Last year alone, more than one out of every 100 students statewide was referred to law enforcement by their schools.</li> </ul> <p><u>Marco Nunez/Padres &amp; Jovenes Unidos presents</u></p> <ul style="list-style-type: none"> <li>• Padres &amp; Jovenes Unidos has been working for 20 years to help ready kids for college</li> <li>• Every student deserves a right to a quality education that makes them college ready</li> <li>• Regarding kids in Denver schools, only 5% of DPS graduates do not have to take a remediation class when they go into college.</li> <li>• When you increase the rigor and elevate the expectations of kids they will meet it.</li> <li>• College readiness is intimately related to ‘push-out’</li> <li>• Let’s look at the role of resource officers. It’s not supposed to be discipline oriented.</li> <li>• Not looking at eliminating resource officers but possibly redefine their role. We don’t want to see over-policing or an alienating environment</li> <li>• The question is what do the referrals for minor offenses lead to?</li> <li>• There will be stakeholder meetings regarding the upcoming legislation December 22<sup>nd</sup> and January 5<sup>th</sup></li> <li>• Verbiage in the bill may contain “No referrals for minor offenses, only felonies”</li> <li>• Bill introduced by end of January.</li> <li>• The goal is to bring more local control back to teachers, school districts, etc.</li> <li>• The whole goal is to increase graduation rates and make sure kids are ready for college</li> <li>• More focus on restorative than punitive. Involvement of police as a last resort.</li> </ul>
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<p><b>Issue/Topic:</b></p> <p><b>Adjourn</b></p>	<p><b>Discussion:</b></p> <p>The group is scheduled to meet again on Thursday January 20<sup>th</sup> from 9am-Noon at 710 Kipling, 3<sup>rd</sup> floor conference room</p>
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### Meeting Schedule Jan-June 2011

January 20 <sup>th</sup>	9:00am – 12:00pm	710 Kipling St., 3 <sup>rd</sup> floor conference room
February 17 <sup>th</sup>	9:00am – 12:00pm	710 Kipling St., 3 <sup>rd</sup> floor conference room
March 17 - 18 <sup>th</sup>	8:30am – 5:00pm	710 Kipling St., 3 <sup>rd</sup> floor conference room
April 21 <sup>st</sup>	9:00am – 12:00pm	710 Kipling St., 3 <sup>rd</sup> floor conference room
May 19 <sup>th</sup>	9:00am – 12:00pm	710 Kipling St., 3 <sup>rd</sup> floor conference room
June 15 <sup>th</sup>	9:00am – 12:00pm	710 Kipling St., 3 <sup>rd</sup> floor conference room