

Utah Board of Juvenile Justice

Meeting Notes

Date:	Friday, Aug. 26, 2005	Time:	8:00 – 10:30 am	Place:	Utah State Capitol Complex Seagull & Copper Rooms
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Members Present	Gary Anderson, Pat Berckman, Leslie D. Brown, Andria Burton, Adam Cohen, Gary Dalton, Michael Di Reda, Maria Garciaz, Max Jackson, Jennifer Jolley, Willard Malmstrom, Holly Martak, Huy D. Nguyen, Fred Peake, Lonnie Thomas, Natalie Thornley
Members Excused	Russ Van Vleet, Judge Brown, Paul Tsosie
Staff & Visitors	Matt Davis, Reg Garff, Jo Lynn Kruse, Laura Martine

Agenda Item:	Welcome and Chair's Report
Notes:	<p>Fred Peake called the meeting to order and welcomed everyone.</p> <p>The committee was asked to review four one-time proposal requests for funds. <i>Green River Community Center</i> requested \$1600 for travel, training and program materials for an abstinence program. Gary Dalton made the motion to support this program by funding everything but the travel portion (\$685) leaving \$915. Andria Burton seconded the motion and the motion passed with one no vote.</p> <p><i>Community First</i> in Delta requested \$1,809 to pay for insurance. Gary Anderson made the motion to pay. Willard Malmstrom seconded the motion and it passed unanimously.</p> <p>The National <i>Do the Write Thing</i> campaign has asked for a donation. Andria Burton made the motion to send them \$2000. Gary Dalton seconded the motion and it passed unanimously. The money will come from the board account.</p> <p>Pat Berckman (director of Salt Lake County Division of Youth Services) asked the board to consider funding for registration scholarships for the 9th Annual <i>Critical Issues Facing Children and Adolescents Conference</i> on Oct 31 - Nov 1, 2005. Gary Anderson motioned to approve their \$2000 request. Natalie Thornley seconded the motion and it passed unanimously.</p>

Agenda Item:	Outcome Measures – Matt Davis
Notes:	<p>Matt reported on Comin' Up (Colors of Success) and Poder Para La Familia Hispana. Comin' Up targets minority youth, with an early intervention type program. Participants complete three, two-hour courses. Their alcohol usage increased between the pre and post tests, while their hard drug usage decreased. Their criminal behaviors and attitudes toward anti-social behavior decreased. Suspensions from school increased but their risk for school failure went down.</p> <p>Poder targets youth who need services in school, community and peer/individual domains. The average days between pre and post test approximately one week. Low level of substance abuse and perceived availability of drugs in pre and post tests. Most youth suspended from school and risk for academic failure increased while family conflict decreased as well as arrests. Their social skills increased but their anxiety and depression increased. Interpersonal and social problems, critical items and total score decreased.</p> <p>Juvenile Offenders with Mental Retardation – Laura Martine Mental retardation is a lifelong condition of impaired or incomplete mental development. The majority of people in the United States have an IQ from 80-120, with an IQ of 100 considered to be average. To be diagnosed with mental retardation, a person must have an IQ below 70-75.</p>

	<p>Mental retardation involves significant limitations in two or more areas that are necessary to cope with everyday life. Areas include: communication, self-care, home living, social skills, community use, self-direction, health and safety, functional academics, leisure and work.</p> <p>Mental retardation is present from childhood. It can be caused by any condition that impairs development of the brain before, during, or after birth. Cause can be: substance use during pregnancy, illness during infancy, poor prenatal care, among others.</p> <p>Both mental retardation and learning disabled are underneath the umbrella of developmental disabilities. The terms mental retardation and learning disabled are often used interchangeably, although they are two totally different things. Mental retardation occurs before the age of 18 and is caused by complications in the developmental process of the brain. As a result, these individuals have significantly lower intellectual and social abilities. Someone with a learning disability can have an average or above average IQ, but suffers in areas of learning such as reading, writing, or arithmetic. The majority of people with mental retardation do not break the law. Nonetheless, those individuals with mental retardation that are involved with the juvenile justice system tend to be disproportionately represented in the United States. People with this impairment who break the law are more likely to get caught, more likely to confess and be convicted, and less likely to be paroled. Some confess to crimes they did not commit because of their characteristic to please authority figures.</p> <p>There is a lack of understanding/educational training for professionals that are involved in the juvenile justice system. There is also a lack of understanding by those with mental retardation in that they do not understand their rights, do not understand commands and have a difficult time explaining/describing facts of details of the event.</p> <p>There are two areas where UBJJ could make a difference in regard to future funding:</p> <ol style="list-style-type: none"> 1. Education and training for those with mental retardation that are involved already with the juvenile justice system. 2. Education and training for those professionals involved in the juvenile justice system. 3. Supportive services that provide competency restoration after involvement with the system and address the needs of juvenile offenders with mental retardation. <p>Natalie noted that TBI, Traumatic Brain Injury kids should also be treated differently than retarded kids. If one can identify those that are TBI, steps can be taken to help them as well.</p>
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Agenda Item:	Committee Meetings/Grant Allocations
Notes:	The Pre-Adjudicated and Post-Adjudicated separated to discuss their assigned grants. The full Board then reconvened to make allocations. There were \$911,952 in total requests for the \$54,000 in available funding for the Title II Supplement Grant. The Board recommended the following projects for funding: (See the following page.)

Pre-Adjudicated Projects

Title	Agency	Description	Request	Award
Polynesian Young Women's Self Esteem Group	Child & Family Empowerment	12-week self-esteem workshop giving Polynesian girls the tools to bridge the gap between their Polynesian and American traditions. Will serve 24 girls.	\$79,931	\$40,000
Grandfamilies	Children's Service Society	Funds a full-time children's group coordinator and case manager to increase individual/group counseling and family mediation for Tooele & SL Co. for children in a kinship placement.	\$76,735	\$40,000
TOTAL			\$156,666	\$80,000

Post-Adjudicated Projects

Title	Agency	Description	Request	Award
Discovering Possibilities Program (DPP)	SL Co. Youth Services	Serve 24-36 girls referred by JJS between 13 & 17 with a 12 week program. There will be 7-9 hours per week of psycho-educational curriculum (Girls' Circle), case management, mentoring and community service.	\$61,474	\$55,000
The Dream Team	Colors of Success	Targets 50 minority females age 12-17 in the Ogden area. Includes: life skills to instill cultural pride, case management educational recreation activities, service-learning projects & mental health services (as needed). Parents invited to attend activities modeled after the Strengthening Families Program.	\$82,295	\$75,000
Protective & Risk Assessment (PRA) Enhancement for Females	Division of Juvenile Justice Services	Will develop a gender-specific risk assessment tool for girls to be used by line staff.	\$39,192	\$35,000
TOTAL			\$182,961	\$165,000

Agenda Item:	Other Business
Notes:	The UBJJ Annual Meeting will be held October 28, 2005 from 8:00 a.m. - 5:00 p.m. Please plan accordingly to attend.

The next meeting is scheduled for Friday, September 23, 2005 at 8:30 a.m., State Capitol Complex, Beehive Room. Minutes prepared by Jo Lynn Kruse - Executive Secretary, CCJJ