



JUVENILE JUSTICE

**CAMPAIGN OF THE NATIONAL JUVENILE JUSTICE & DELINQUENCY
PREVENTION COALITION**

www.act4jj.org

Profile of Federal Juvenile Justice and Delinquency Prevention Funding: New York

The New York State Advisory Group (SAG) serves as New York's federally-mandated state advisory body. The group administers the state's Juvenile Justice and Delinquency Prevention Act (JJDP) funds and provides the Governor, state legislature, and other policymakers with recommendations for improving and supporting the state's juvenile justice system. The JJAG helps determine how funds granted by the U.S. Department of Justice Office of Juvenile Justice and Delinquency Prevention (OJJDP) should be expended, and reports regularly to the Governor and state legislature on the status of the state's compliance with the four core requirements of the JJDP.¹

The federal allocation of grant funding to New York has decreased dramatically in recent years. Nationwide, during the 16 years that the JJDP went unauthorized, **federal juvenile justice funding decreased by nearly 42%**.² In New York, meanwhile, between FY10 and FY19 alone, the state experienced a 61% reduction in its formula and block grant allocations.³ In FY10 the state received \$2,213,300 through the Juvenile Accountability Block Grant (JABG) program. For the past five fiscal years, however, that sum has been zeroed out in the federal budget. New York also received \$84,945 in Title V funding in FY2010. That funding source, however, has been earmarked for non-JJDP purposes in recent years. The lone remaining source of formula and block grant funding, Title II, has also diminished. In FY10, New York received \$3,281,000 in Title II funding. In FY19, that figure had decreased to \$2,153,177.

**Formula & Block Grant
Funding FY10:
\$5.6 million**

**Formula & Block Grant
Funding FY19*:
\$2.15 million**

**Decrease of 62% so far
this decade.**

*This number only includes Title II funds; JABG has been zeroed out & Title V funds have been earmarked

¹ The four core requirements of the JJDP are: 1) deinstitutionalization of status offenders, (2) separation of adults and juveniles in secure institutions, 3) jail removal, and 4) reduction of the disproportionate number of minority youth who come into contact with the juvenile justice system (disproportionate minority contact, or DMC). Retrieved from http://www.act4jj.org/about_requirements.html.

² Act4JJ. (2020). Juvenile Justice Federal Funding Chart. Retrieved from <https://www.act4jj.org/sites/default/files/ckfinder/files/Historic%20Funding%20Chart%20-%20FY20.pdf>.

³ All numbers are based upon figures reported by the Office of Juvenile Justice and Delinquency Prevention. Grant Awards and Past Solicitations. Retrieved from <https://www.ojjdp.gov/funding/funding.html#2>.

Federal Dollars in Action:

New York remains committed to using its limited federal allocation to fulfill the JJJPA's core requirements. Recently, New York has used its funding to finance programs such as:

- Nine Regional Youth Justice Teams meet quarterly to share and analyze data; prioritize juvenile justice goals; and develop efficient, evidence-based regional interventions.
- Local teams are sent to the Center for Juvenile Justice Reform (CJJR) Reducing Racial and Ethnic Disparities Certificate Program to train in R/ED⁴-reduction practices.
- Four counties collaborate with the Ceres Policy Research on a Sexual Orientation, Gender Identity/Expression (SOGIE) data collection initiative to collect SOGIE data at probation and participate in SOGIE-specific training, policy, and programming to address the needs of the SOGIE population.
- New York has introduced Youth Empowerment Academies across the state to generate and organize youth perspectives on policy and practice. The Academies train youth who were formerly involved in the juvenile justice system to lead focus groups and report on youth recommendations for juvenile justice system improvement.
- The Results Based Accountability™ (RBA) framework is a data-driven decisionmaking process that helps communities create solutions for identified problems in the community. These communities identify what they would like their systems to look like and learn how to use their data to achieve their desired results.

This fact sheet was prepared by:



⁴ "R/ED" stands for "Racial and Ethnic Disparity."