

IN THE CIRCUIT COURT OF THE ELEVENTH JUDICIAL CIRCUIT
OF FLORIDA IN AND FOR THE COUNTY OF DADE

FALL TERM A.D. 1990

FINAL REPORT OF THE DADE COUNTY GRAND JURY

FILED

May 15, 1991

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ADDRESS JUVENILE CRIME WITH TIMELY INTERVENTION

I. INTRODUCTION

As we came to our Grand Jury service, our country was poised on the brink of war. In an effort to protect our future from a dangerous force, we sent our best young men and women to a foreign land. Each of us was concerned for the general well being of our young people. As Desert Shield became Desert Storm, the nation proudly rallied together to support one another and confront the stark realities of war and its potential costs in lives and human suffering.

Even while absorbed in the regular accounts of this war, as Grand Jurors, we could not escape the weekly snapshots we saw of a different war raging in our own streets. The cases presented to us for indictments mirrored a terror only slightly different from that portrayed daily on the Cable News Network. By the end of our term, the war in the Gulf was over. As a nation and as individuals, we took great pride in both the abilities of our armed forces and the manner in which our country united to accomplish its goals. Sadly, the result has not been similar for the war in our streets.

Each year, more Americans die on the streets of Dade County than died in the war to free Kuwait. Unfortunately, most of our young people faced a greater risk of being shot by a local teenager than our young soldiers risked when confronting the Iraqi army. When an act of aggression or crisis threatens our national interests, America rallies its best minds and national resources to confront the threat. At home, however, we seem unable to generate the same sense of purpose and commitment to confront threats to our social stability. While we recoil in horror at the often senseless brutality of crimes committed by teenagers, we appear unwilling to pay the price of attacking the problem. Business, education and human services seem unable to rally a combined effort to positively redirect a future generation presently embroiled in failure and rage. Today's delinquent children represent a potential generation of

non-producers, who by their drift toward violence and crime, will erode the foundation of our society.

Juvenile crime is an alarming problem. Nationwide there were 1,744,818 juvenile arrests in 1989. Violent crimes accounted for nearly 279,170 of these arrests. The statistics for the State of Florida are equally as disturbing. In 1983 there were a total of 72,702 arrests of juveniles; almost 9,000 of which were for violent crimes. By 1990, the number of juvenile arrests had increased by 65% to 119,715 and the number of violent crimes committed was almost 23,000; a shocking increase of 155%.

Daily newspaper stories added accounts of teenage rage to the violence we saw in reviewing cases for indictments. Our six months of service represented a horrifying awakening, like a living Stephen King novel, to the teenage violence existing around us. Consider some of the allegations in the cases we reviewed and news accounts we read just during our brief service:

- * Two males, ages 15 and 18, abducted, raped and robbed a female victim at gunpoint.
- * A 16 year old female, together with 3 males, robbed a drug purchaser while the female shot and killed the victim.
- * A 14 year old male approached a neighborhood resident, pointed a gun at the man and shot him 5 times during a robbery attempt.
- * A 19 year old male, along with 3 accomplices, robbed two males and a female. The 19 year old shot both males, killing one.
- * A 15 year old male shot 2 victims during an armed robbery.
- * A 17 year old male robbed and shot a man after the man sought sex from him.
- * A 17 year old male and two associates shot and killed a man during a robbery attempt.
- * A 17 year old male along with a male accomplice, robbed, shot and killed the victim.
- * A 17 year old male and two accomplices committed an armed robbery. During the ensuing gunfight, the 17 year old shot and killed the victim and then shot at a witness in her home.
- * A 15 year old male stole a gun from the glove compartment of a pizza delivery car. Eleven days later, while handling the gun, he said he would shoot a 15 year old girl and did, killing her.
- * A 12 year old girl stabbed another 12 year old girl after an argument in school.
- * An 18 year old male and his 22 year old accomplice shot and killed

the victim of an attempted armed robbery.

- * A 17 year old male shot another male 11 times in a dispute over money.
- * A 16 year old male approached a car with an adult male and his 5 children inside. He fired at least 3 shots into the car, wounded the adult and killed the one year old child.
- * A 17 year old male shot and killed the victim of an armed robbery.
- * A 15 year old female student stabbed a 16 year old female during a fight in their high school.
- * A 19 year old male and a 22 year old female forced their way into a home, demanded money and cocaine and shot two victims, killing one.
- * A 16 year old male gang member shot and killed a 16 year old member of another gang.
- * A 16 year old shot and killed another 16 year old in an argument over a girl.
- * A 15 year old male shot and killed his 12 year old cousin inside a North Dade home.
- * Two male high school students, ages 17 and 18, were arrested for possession of a sawed off shotgun in a school parking lot.
- * Two 19 year old females shot and killed the mother of one of the girls after the mother threatened to disclose the girls' homosexual relationship.
- * A 15 year old male shot through a neighbor's door and killed the neighbor.
- * An 18 year old male, after snatching a woman's purse, shot a man who attempted to assist the victim.
- * A 15 year old male accidentally shot and critically wounded a 14 year old male while he played with a gun in a high school bathroom.
- * A 15 year old male stabbed a 16 year old male in a school playground.

Previously, none of us appreciated the seriousness or pervasiveness of this problem. Exacerbated by an unenlightened public, this problem reflects Florida's shameful record of failing to invest in its future by neglecting its most prized possession, its children. In February 1991, a national study revealed the State of Florida as having the worst high school graduation rate in the United States (58%). At the same time, the report stated that only four other states (and the District of Columbia) did a worse job in providing adequate resources for its children.

Those working in the trenches of the juvenile justice system are all acutely aware of the critical level juvenile

violence and juvenile crime has reached. They see a system that is totally inept in responding to or preventing increases in juvenile crime. Individuals from the various agencies serving juveniles, such as the schools, the courts and the Department of Health and Rehabilitative Services (HRS), are frustrated and angry with the historical lack of resources focused on delinquency and juvenile issues. Within the last decade, Florida's only serious commitment made to its children was the Juvenile Justice Reform Act of 1990. This year's fiscal shortfalls and a failure to increase the tax base have gutted the promise and optimism this act represented.

There seemed little purpose to our reviewing in depth the societal causes of today's delinquency problem. All agree on the general reasons for youth crime and violence. Many traditional family units are dysfunctional or non-existent and lack adequate male role models. Parents are failing to provide their children with a sense of discipline and of values. With more women working, substitute care takers are forced to raise our children. Poverty promotes despair and a general disbelief in a work-ethic. Unemployment is high and what work does exist cannot compete with the perceived financial benefits of selling drugs, robbing and stealing. The availability of handguns is too widespread. Children are failing in school and consequently fail in society. Truants and school dropouts spend their time on the streets and ultimately turn to crime. The public is uncaring and reluctant to pay more taxes to invest in children.

These societal failures result in children and their families being in dire need of an entire continuum of social and health services. The delivery system of services has not been adequately funded and has not kept pace with the needs of those it is designed to serve. Our human services delivery system has failed to address these children and their deficiencies. As these needs go unmet and children grow, their deficiencies may become more unmanageable. Once these children reach school age, their problems become the burdens of our school system. This underfunded school system is unable to cope with and cure the deficiencies that went unaddressed and now manifest

themselves in poor school performance and behavior. HRS and the school system are the monstrous entities upon which we thrust all responsibility for our increasing social failures but then cripple financially, rendering them ineffective.

As these children and their problems mature within the school system, delinquency becomes a natural extension of their unaddressed needs and failures. The juvenile who enters the juvenile justice system encounters yet another system that is inadequately resourced to address these deficiencies and redirect his/her life in a more healthy and productive direction.

We felt ashamed of ourselves as Florida citizens and yet impotent to address our societal neglect. It became clear to us that all these systems and agencies meant well but lacked the resources they needed to be effective. They have been shackled by budget restraints caused by an uncaring or shortsighted public that has failed over the years to invest in its own future and that of its children. While citizens sought to combat crime by increasing police protection and building more prisons, they failed to recognize a wiser investment in developing law-abiding and productive young adults. Such an investment would have had a positive effect on our juvenile crime problem. As a result of this failure, Florida presently spends more money sending people to prison than it does on children.

Florida has been penny wise and dollar foolish in serving its children. In the long run, we have great faith that the people of our state and community will recognize the price necessary to cure the results of this neglect. We firmly believe that if the public became informed, as we have, it would support taxation aimed specifically at preventing delinquency by responding to those youths whose failures ultimately lead them to the prisons of tomorrow.

Out of a desperate desire to "help", we focused our efforts on juvenile offenders and the systems currently in place that deal with them. We also concentrated on our school system and the various programs it utilizes in dealing with problem children. With three of our jurors employed as teachers, this is an area of particular concern. It is our deepest hope that our

cry to Florida's leadership to increase the resources available to our children is heard loud and clear. We also hope that some of the studies we conducted and our general observations on specific topics will be of tangible aid to those floundering systems attempting to save children and safeguard the public at the same time.

II. DADE COUNTY'S JUVENILE CRIME PROBLEM

In 1990, over 17,000 juveniles were arrested in Dade County. Dade County's increase in juvenile violent crimes was unquestionably clear. We analyzed Dade County court records of juvenile arrests occurring between 1984 and 1990. During that period there was a marked increase in the following types of crimes:

Increases in Dade County Juvenile Arrests 1984 - 1990

Weapons Offenses	+ 120%
Homicide	+ 64%
Robbery	+ 42%
Assault	+ 90%
Burglary	+ 59%
Theft/Fraud	+ 41%
Drugs	+ 74%

We also analyzed the grand jury records dating back to the Fall Term of 1988 and found a steady increase in the number of juveniles indicted. For instance, between the Fall Term of 1988 and the Spring Term of 1990, the percentage of indictments of juveniles increased from 12% of all indictments to 27% of all indictments.

While a number of arrested juveniles are processed through the adult courts, an overwhelming majority proceed through the juvenile justice system. Unfortunately, this system is unable to effectively deal with the number or severity of cases coming through it. Little or no rehabilitation exists and juveniles are simply processed through the courts. There is no effective means of evaluating the individual needs of juveniles. There is also no present specialization of programming and an insufficient number of programs to properly place all offenders.

At any given time during 1990, there were between 400 and 600 court committed juveniles statewide who were on an HRS waiting list to enter a program. A frightening number of these juveniles are being sent back into the community unsupervised while waiting for placement.

A lack of proper resources has permeated the entire juvenile justice system. This only added to the frustrations of the many witnesses, including judges, who testified before us. The system was portrayed as awash in cases, understaffed, underfunded and ineffective. HRS intake workers could not properly assess and interview juvenile offenders due to understaffing. HRS community control officers struggled to adequately supervise the huge number of juveniles each officer was assigned. Judges attempted to make fair and appropriate dispositions with inadequate resources and an ever increasing caseload. The present juvenile justice system has nothing "just" to offer, leaving the courts, HRS and our school system to fight a losing battle.

III. DADE COUNTY'S JUVENILE OFFENDERS

Given our current inability to provide the resources necessary to solve this system's many problems, we sought to determine if knowing the common characteristics of our juvenile offenders could be useful in directing our existing limited resources. HRS previously collected and compiled comprehensive data on committed juveniles, including school information. As a result, we obtained data on and studied all Dade County juveniles who were committed to the care and custody of HRS between January of 1988 and March of 1991; a total of 3,330 juveniles. Through this study, we were able to find a variety of different trends and patterns.

The vast majority of these juveniles were between the ages of 15 and 18 with the largest group being the 16 year olds. It should be noted that some of the most serious offenders (primarily aged 16, 17 and 18) may be sent from the juvenile court to adult court. Every year, approximately 800 such juveniles are referred to the adult courts and thus would not be included in this sample.

<u>Age</u>	<u>Percentage of Total Committed</u>
13	4%
14	9%
15	18%
16	27%
17	26%
18	16%

Taking all this into consideration, juveniles under the age of fifteen represent a very small minority of those committed to HRS. This fact should lead us to examine the benefits of early intervention of those juveniles younger than fifteen to prevent them from becoming the committed juveniles of the future.

Of the total study group, 61 % had a history of disruptive or aggressive behavior in school.

Relates well to peers and teachers	26%
Disruptive or Aggressive Behavior	61%

This disruptive or aggressive behavior was prevalent amongst all age groups. However, the fact that an incredible 80% of 13 year olds and 66 % of 14 year olds evinced this behavior further supports the need for early intervention.

<u>Age</u>	<u>Relates Well</u>	<u>Disruptive or Aggressive</u>
13	17%	80%
14	25%	66%
15	26%	65%
16	26%	63%
17	26%	57%
18	29%	51%

Within the study group, 72 % were either not achieving academically or were dropouts. A very small percentage had attained a Graduate Equivalency Degree (G.E.D.) or were in vocational school.

Achieves academically	18%
Does not achieve academically	56%
Drop out (age 16 or older)	16%
G.E.D. attained	.4%
Vocational School	.3%

A substantial majority of our study group had a history of truancy or became regarded as dropouts once they reached age 16.

Truant, Dropout or Expelled	69%
Attending School regularly	22%

Shockingly, over 50% of the 13 year olds and over 60% of the 14 year olds in our study group already had a history of truancy. The fact that there was still ample time to reach these children before mandatory attendance ceased, again indicated the need for early intervention.

<u>Age</u>	<u>Truant</u>
13	59%
14	67%
15	65%
16	55%
17	36%
18	19%

Not surprisingly, considering the truancy and dropout level, 63% of our study group were reading below their appropriate grade level.

<u>Reading Level</u>	<u>Percent of Total</u>
Reading below grade level	63%
Reading at grade level	27%
Reading above grade level	2%
No reading ability	0.4%

Considering the extremely poor school performance by the study group, it was surprising to learn that the recommended educational class setting for 63% of these juveniles was a regular class setting; even though almost exactly the same number was reading below grade level.

<u>Recommended Class Setting</u>	<u>Percent of Total</u>
Regular Class	63%
Learning Disability Class	12%
Remedial Class	8%
Emotionally Handicapped Class	7%
Vocational/Educational Program	1%
G.E.D. Class	.8%
Gifted Class	.2%

Our study showed at least four commonalities in our juvenile offender population; truancy, disruptive or aggressive behavior in school, reading below grade level and poor academic achievement. We then decided to look back at the juveniles who had previously been indicted by the Grand Jury within the last year by obtaining their school histories. These histories revealed that 75% had a history of truancy. As a result of this review, we were surprised to learn that two teenage brothers had been indicted by two different Grand Juries for different murders. We selected one of these two and obtained and reviewed his school records, HRS dependency and delinquency files and juvenile court records. Consider the following summary of what we found:

JUVENILE JOHNNY

Johnny, with 3 or 4 others, had approached the murder victim in an apartment complex. Hidden behind a towel in Johnny's hand was a handgun. Upon reaching the victim, Johnny shot him in the chest. After the victim had fallen to the ground, Johnny stood over him and shot him three additional times, killing him. At the time of the shooting, Johnny was 16 years old.

Johnny's earliest school picture portrayed him as a clean cut, sweet-looking child; with eyes full of promise. But, by the end of the 1st grade his school performance had become a problem. With the exception of one year, nearly all his grades during the subsequent years were D's and F's. He was reading below average and yet throughout grade school he remained in a "regular class" - no alternative programs or special services were indicated in his records.

HRS dependency records reflected that he lived with his grandmother because his mother was a crack cocaine addict and his father had remarried and could not take him. The record further describes him as "... having chronic headaches which were the result of his mother hitting him on the head with her fist or anything she had in her hand to hit him with when he was younger". In the 8th grade alone, he had been absent 51 times and suspended 43 times.

His school records later described him as "disruptive" with "poor class attitude, poor work attitude and poor behavior attitude." After one incident, when his father was contacted by the school, he replied "Good luck. I can't do anything with him".

The next year, he was first arrested for auto theft and rearrested six additional times during the subsequent year. By 16 years old, Johnny hit a teacher over the head with a chair. He was later transferred to an opportunity school, a placement his grandmother felt contributed to his escalating delinquency. Within two months, he committed this murder.

The overwhelming majority of the committed juveniles we studied presented clear indicators of failure. Early indicators of a troubled child were present and well documented in Johnny's records. To us, these warning signs appeared as early as first grade. Other factors, such as Johnny's family problems, were also clearly shown. Yet, the records indicated little or no services were provided. His truancy became another indicator of his troubled future. Nowhere in Johnny's records did we find any indication of coordination between HRS and the school system.

IV. EARLY IDENTIFICATION AND INTERVENTION

Different agencies and systems may serve a family. Religious institutions, schools, housing or employment, economic services, day-care services and health services may not individually recognize early symptoms of dysfunction. Families may be ignorant of their own dysfunction. Even agencies charged with the close supervision of juveniles may be individually unaware of their clients' manifestation of warning signs of possible criminal behavior. Between different agencies, there is a total lack of coordination of either information, assessment or services to troubled families and their children. While it is understood that some children are simply bad seeds, it is believed that the majority can be saved through early intervention. We must believe in this proposition and begin to act upon it.

For instance, everyone extols the success and virtues of the Headstart Program, an educational early intervention program. This program is limited to pre-school children aged three to five years old. Due to lack of resources, it is

currently only able to serve 3,850 children and as a result has a waiting list. Successfully proven programs, such as Headstart, must be provided with the funding necessary to serve all those who need it. Early intervention programs are also needed to address the development of children from pre-birth through the age of five. Early intervention should continue to follow needy children and their families throughout a child's school years. But, due to lack of state revenue, Florida is unable to provide the resources necessary to accomplish this. Once funding becomes available, Headstart and an array of early intervention programs must become a funding focus.

Studies and experts agree on numerous indications of potential deviant behavior. Many delinquent children share a variety of deficits, such as:

- Are abused or neglected by parents or care facilities;
- Live in inner city or poor neighborhoods and/or households;
- Have dysfunctional family units;
- Exhibit disruptive or aggressive behavior in school;
- Perform poorly in school;
- Become truants and eventual dropouts.

Our state's delivery system of social and health services should be the first system to identify these symptoms and deficiencies. Children who are neglected and abused should be followed and treated through their school years and into their maturity. The causes of their problems must be assessed and the symptoms treated. A top HRS administrator advised us that at least 30% of children who are "dependent" on the state for service intervention later become delinquent. Statewide, there are approximately 72,000 children identified as neglected or abused. This 30%, or approximately 21,600 children, represents a significant number of distressed children and families who are in need of services.

Most juveniles in Dade County, no matter their differences, have one thing in common: school. On a daily basis, it is largest system that has regular care and control over children aged 5 to 16. Many, if not all, of the school age children under HRS's supervision are in school. Dade's public school system has several instruments which can reveal a host of

individual traits and deficiencies through academic and psychological testing and an at-risk assessment system. Yet, there is virtually no coordination of information or services between the schools and HRS early in a child's development. While detailed information exists, it is not utilized or shared as a tool to trigger intervention services. What coordination does exist usually occurs only after a crisis. This makes no sense. The school system and HRS are the logical places where early indicators can be assessed and from which a coordination of early intervention services may be provided. The involvement of the juvenile justice system may be too late for many juveniles.

Although the school system does have a host of student support services personnel, we were told the system primarily functions on a crisis management basis. Several different services may be working with a student with little or no coordination amongst them. Additionally, there seems to be very little coordination with external services and agencies, such as HRS. Greater inter-agency coordination is desperately needed. One central system of student and client information and services accessible by the schools, HRS and other agencies should be developed. If legislation is required to overcome confidentiality and privacy of information concerns or otherwise accomplish this coordination, then it should be enacted.

V. THE DADE COUNTY PUBLIC SCHOOLS

Every day nearly 300,000 children are present in Dade's public schools. In the last two years, nearly 14,000 new students enrolled each year. Seventy-six thousand students are foreign born and have special needs. Included in these numbers are all of the children whose needs have not been addressed before they reached school age. Many are, by 5 or 6 years old, already unmotivated or unteachable because the social and health delivery system failed to intervene earlier in their lives. They may be children whose parents have neglected or abandoned them. They may come from a financially depressed home which can not afford basic health services or proper nutrition. Many come from totally dysfunctional families, residing in crime and drug ridden neighborhoods. Whatever a child's problem may be, the school

system will more than likely get the child and must cope with his/her deficiencies.

1. Purposeful Identification of Children "At-Risk"

All of these students are taught, evaluated, classified, tabulated and placed on lists as gifted children, emotionally troubled children, children in danger of dropping out and children with various stanine and percentile scores. This compilation of numbers and statistics is stimulated by various state and federal funding requirements which provide or withhold money dependent on this information.

Over recent years, our school system has made noble attempts to reduce its number of dropouts. In fact, although it is one of the nation's largest public school systems, it boasts a modest 24% dropout rate. The Dade County Public School System does a detailed and comprehensive job of collecting data on its students. This information is computerized into a "Student Assistance Profile" which utilizes eight different criteria, including reading level, truancy, grades and suspensions to identify "at-risk" students. Theoretically, these students are "at-risk" of dropping out of school. Once identified, alternative programs and other support services should be provided to them. This year almost 90,000 students were identified as being "at-risk", but unfortunately, due to lack of resources, there were only sufficient alternative programs to service around 9,000 of these students.

A lack of funding has also limited the availability of adequate student support services, making it impossible to service this huge population. The effect of insufficient funds for adequate staffing is readily apparent. There is currently one psychologist for 2,700 students, one school counselor for 1,200 elementary school students, and one school counselor for 450 secondary school students. The school system itself recognizes the need to employ specialists in the social and health related fields, but it lacks the money to do so. Funding must be made available to hire additional psychologists, counselors, social workers and therapists to adequately address the problems of our student population.

The school system's intensive effort to identify and intervene with those children "at risk" severely taxes its present resources. The inability to meaningfully intervene with 90% of these "at risk" children is directly related to the financial shortfall presently straining the school's budget. Given these limitations, the school system should seek to use its data collecting abilities as broadly and as efficiently as possible. Incorporating important family and behavioral characteristics, such as family abuse, neglect or disruptive behavior in school, into the "Student Assistance Profile", would provide a fuller picture of the problems facing the child. The school system needs the funding and resources to adequately develop this. The profiles can be a red flag for school personnel to use to evaluate the needs of a child and then coordinate the entire array of services available both within the school system and within the community. This must be done in such a way as to avoid negative labeling.

We strongly believe that this enhanced "at-risk" profile could have the additionally useful purpose of identifying children who may have a possible predisposition to delinquency. We are not foolishly suggesting that the 90,000 "at-risk" students are doomed for criminality. Rather, school failure and delinquency may both be by-products of the same causative variables such as poor child rearing, poverty or a learning disability.

Early intervention is important because poor attendance and academic performance are symptoms that must be addressed as they occur. Our study has shown that truant children and those lacking educational skills appear to be the core group of children involved in criminal activity. Perhaps, with effective and early intervention, these young children can be directed away from possible criminal activity and back to enjoying school. Evidence exists which appears to demonstrate that success in school can compensate for deficits at home and in the neighborhood. But effective intervention requires the timely use of school records and resources to catch these children before they become entrenched in failure. Unfortunately, the 15 to 17

year old juvenile defendants have a less likely chance of breaking out of a cycle of criminality than do the 8 to 10 year olds who have not begun the cycle.

A review of the school records of "Juvenile Johnny" showed a child bound for trouble. Teachers' notes at age eight indicated it. Statements from the parents clearly said it. His lengthening rap sheet silently screamed it and ultimately the murder he committed proved it. Presently, however, there appears to be no mechanism in place to coordinate the actions of and information available to the schools with the appropriate HRS personnel. Additionally HRS, forever lacking in resources and staff and forever burdened with responsibility, does not have the capacity to intervene early in these family situations to save these children. In situations of abuse HRS can act. But when "abuse" may be on the horizon, the intervention of many individuals and agencies is required. The Dade County Public School System, with its wealth of knowledge about the child, needs to be better integrated with HRS and other agencies in providing information which may eventually save a child's future.

Many attribute children's failure in school and later in society to parents. Parents do have the primary responsibility to raise healthy, educated, law-abiding citizens who will be self-sufficient and flourish. Parenting may be the single most important and perhaps most difficult task an individual will assume in life. Ironically, education and training for individuals on how to be effective parents are virtually non-existent. Our entire educational system from grade school through higher education should provide mandatory parenting classes throughout their curriculums. Anyone who is charged with the awesome responsibility of raising children should be armed with the skills to effectively and lovingly raise a healthy, productive being. When parenting fails, the social and health services systems must intervene. When these systems fail, the burden to intervene falls upon the school system.

We need to better fund our school system so that it can do significantly more. Given recent national studies that our country's educational achievements are well below those of many

other industrial nations, schools must revolutionize their educational focus on the enhancement of basic skills. At the same time, it has become incumbent on the schools to provide more in the area of social support services.

While this may appear to be adding additional "social service" responsibilities to a school system suffering from a fiscal shortfall, this role may be unavoidable. The schools already perform many functions never envisioned for a school system, such as providing federally mandated free lunches and the operation of school health clinics. In fact, given the complexities of Dade's children and the constant fiscal constraints, our school system performs surprisingly well. But, the societal circumstances and the resulting needs of juveniles have changed the role of schools dramatically. Like it or not, schools, in many instances, must assume the additional role of parent, diagnostician and service provider where needed. We sympathize with school personnel who resent these additional complex responsibilities. But the purist educator who believes solely in the basic skills of reading, writing and arithmetic is a luxury our community can no longer singularly afford.

The school should become the focal point for all early intervention and inter-agency coordination of services for school aged children. Placing these awesome responsibilities within the school system may require a redistribution of functions provided by other agencies and redirecting resources accordingly. Attempts to effectively intervene and redirect "at-risk" children toward socially productive goals could begin with the coordination of existing programs and services and be enhanced with future funding.

2. Targeting Truancy and Absenteeism - We can not over emphasize the paramount importance truancy and excessive absenteeism from school present in determining a child is in some form of distress. Truancy and absenteeism are symptoms of a child's failure to thrive either at home or in school with poor school performance a natural consequence. Every witness agreed and our own independent studies support the need for greater focus on truancy.

Although our school system boasts a 93% daily attendance rate, it appears that the absent 7% may cost us most in terms of crime, suffering, social loss and tragedy. The numbers of absent students have grown by 10,000 students over the last 5 years. When the school system identifies a student having unexcused absenteeism, the school's Visiting Teacher Program is triggered. Providing today's version of the "truant officer", this program presently has only one visiting teacher for every 3,500 students. The majority of the visiting teachers have master's degrees in education and each theoretically provides a case management of services approach to their assigned truants. Witnesses, unfortunately, have told us that this caseload is so excessive it limits the teacher's ability to do an effective job. These teachers too often encounter entire hosts of complex family dysfunction that require intensive social and health services. The system can not expect them to be a mixed bag of police officer, social worker, counselor, service provider, protective investigator, and case manager of services. These teachers must be able to access and coordinate with other agencies for needed services.

When the school system has exhausted its efforts with the truant and his family, it refers the truant to HRS. In 1989, the school system referred over 1,100 cases to HRS. HRS did virtually nothing with them. HRS admits it considers truancy cases a low priority. This is not surprising and is predictable because the same HRS staff who are presently handling the intake of all juvenile delinquency cases also handle the truancy cases. It takes a minimum of three months before HRS even initiates contact with the truant and the family. The school system, frustrated with HRS's inaction, has begun to exert more effort with the truants itself. For instance, in 1990, it reduced its referrals to HRS to 360 cases. Still, none of these cases resulted in the filing of dependency actions. HRS has expressed its frustration with the courts who traditionally have also considered truancy cases a low priority.

Metro Dade Police Department's Project Access was designed to assist the schools with their truancy problem and to reduce the incidence of crime committed by truants. Project

Access presents a good concept and a good starting point. It falls short, however, in addressing the root causes that led to the truancy. The police department is doing its role well and would direct more resources to the project, if there was meaningful follow-up by the school system and HRS. There is inadequate school and HRS follow-up with the truants who are picked up by the police. HRS and the School system should avoid duplicating their truancy services and instead better coordinate their efforts with each other, the police departments and the courts. All these agencies, collectively, must prioritize their efforts on truancy.

3. The Opportunity Schools - Based upon our study of committed juveniles, it would appear that the majority of the children who enter the criminal justice system have had a poor scholastic background. They are truant, aggressive and disruptive, perform poorly in school, have low national test scores and they drop out. This should be no surprise. Our adult prisons are filled with individuals of the same description. If these symptoms are treated early, the problem may end there. But, if these symptoms are neglected or intervention services fail, these troubled juveniles become management problems for class room teachers and school administrators.

Opportunity schools were developed to take these juveniles and thus relieve the regular schools of these management nuisances. These schools have smaller classes and theoretically attempt to redirect and motivate these children to improve and return to their original schools. Unfortunately, there is no special curriculum aimed specifically at these troublesome children. The teachers in the opportunity schools lack specialized training to help in dealing with these complex children. In truth, the opportunity schools appear to function as little more than warehouses for the "bad children". In theory, by removing this "bad" child from a regular school, the "good" child is saved. No witness could say that the opportunity schools succeed in much more than "ghettoizing" the "bad child". It simply places the "bad" children together in a setting similar to what they left and attempts to teach the same subjects in a

manner which has already proven ineffective.

Opportunity schools are alternative schools with no alternatives and few opportunities. The present system appears to assure failure. In fact, some witnesses suggested that these schools be closed for a complete overhaul. These problem students need a school that motivates them and provides tangible skills for a productive future. Most of these juveniles will never go to college. Without sufficient motivation, they will not finish high school. Without job skills and a future, it seems inevitable that they will turn to crime. In spite of this obvious need, the opportunity schools only offer the same limited vocational opportunities as does a regular school. These schools need greater focus on job training and placement through which they can make basic academic skills relevant.

In view of this, it is interesting to note that, although the juveniles in our study group were attending many different schools at the time of commitment, almost 30% of the total commitments were attending one of the four Dade County Opportunity Schools at the time of their commitment. This is not to say that the other 70% of the commitments were not at one time in an opportunity school. This number is even more significant when it is realized that these four schools together account for less than 1% of the Dade County Public School population.

<u>Opportunity School</u>	<u>Percent of Total Commitments</u>
MacArthur North and MacArthur South	10%
J.R.E. Lee	7%
Jann Mann	12%

Interestingly, both middle schools accounted for almost 20% of total commitments, while both high schools accounted for only 10% of total commitments. This again indicates the need for early meaningful intervention.

VI. THE JUVENILE JUSTICE SYSTEM

1. First Time Offenders - Due to the overwhelming number of juvenile cases, the resources of the juvenile justice system have

been stretched to the limit. With the failure of our society to provide the needed resources, there is an obvious need to utilize the existing resources in the most efficient manner possible. One method of doing this would be to focus on those "first time" offenders who are most at risk of committing additional crimes.

No recent, definitive, longitudinal studies have established the number of "first time" offenders who will return, nor who they are. We attempted to gain insight into this issue by conducting our own study of two groups of juvenile offenders using Dade County Court records. We selected all first time juvenile offenders for the year of 1984, and a similar group for the year of 1987. We then tracked these two groups for a period of three years, 1984 to 1987 and 1987 to 1990, to determine their respective recidivism or rearrest rate. The results were surprisingly similar. Apparently, those juveniles who were arrested a second time were far more likely to continue to be rearrested than those who were arrested for the first time. The results of this study are as follows:

	<u>1984</u>		<u>1987</u>	
	<u>NOT</u> <u>REARRESTED</u>	<u>REARRESTED</u>	<u>NOT</u> <u>REARRESTED</u>	<u>REARRESTED</u>
1st Arrest	63%	37%	61%	39%
2nd Arrest	41%	59%	40%	60%
3rd Arrest	31%	69%	33%	67%
4th Arrest	28%	72%	29%	71%

Of first time offenders, only about 40% were rearrested. Of the second time offenders, however, almost 60% returned a third time. The results of this study would seem to indicate that the juvenile justice system could begin to focus its resources on the juvenile who is arrested for the second time. However, it is essential that this focus utilize programs with sufficient resources and expenditures to assure proper rehabilitation of these juveniles.

2. Diversion - The primary programs for non-judicial action in Dade County are the Juvenile Alternative Services Program (JASP) and The Juvenile Alternative Sanction System (JASS). JASP, limited to misdemeanants, was started in 1980 and is funded

entirely by HRS. In 1990, JASS, by adding Dade County monies to JASP funds, expanded this diversion program to include felony charges as well. Studies, ours included, seem to support the greater utilization of diversion. The recent expansion of diversion makes good sense and it could be expanded even further.

A partnership among all agencies, including the schools and HRS, should be formed in further developing individualized diversion programs. Diversion should begin with a complete assessment of a juvenile's school performance and attendance, familial circumstances and employment habits. Recent efforts to make diversion for school age juveniles directly dependant on school attendance and performance makes diversion more meaningful. If tutoring or other remedial classes are needed, they should be provided. If student support services are needed, they should also be provided. If the juvenile has dropped out of school, then diversion could be dependent on the juvenile attending adult education classes or a vocational and job training school. Where appropriate, diversion should also have a direct link with job placement and employment should be a condition of diversion. Diversion should be relevant to the needs and weaknesses of the child being diverted. Diversion must not be just an easy way to avoid punishment for a wrongful act because children learn from experiencing the consequences of their actions.

3. The Juvenile Detention Center - We need to study the juvenile offenders of today to try to understand and prepare for the juvenile offenders of tomorrow. The Juvenile Detention Center, where juveniles are housed for short periods of time while awaiting court dates, could be utilized for this purpose.

There is currently a full school within the center. We visited this school. It appears to have received a healthy chunk of the school system's limited resources. We believe that this school could also be utilized as a comprehensive diagnostic center for all juveniles who pass through the center. During the short time juveniles are at the center, they could be tested in such areas as cognitive skills, learning styles, reading and math levels, personality traits, social skills, self-esteem and

physical health, including hearing and vision. This testing would permit an in depth assessment of the juvenile's real needs and would provide the juvenile justice system with meaningful and up-to-date placement and rehabilitative information. This testing should supplement and not duplicate the comprehensive testing that may have already occurred in the Dade County Public Schools.

Once juveniles are tested, assessed and placed into programs, these test results should follow the juveniles to their programs for use in their rehabilitation. When the program is completed the juvenile should return to this diagnostic center for a short period of time to prepare for reentry into the community. A retesting of the juvenile could occur to determine if placement helped and, if it did not, what else is needed. This testing would also provide a centralized collection of data to assist the juvenile justice system in knowing more about its offender population and the specific effects of its juvenile justice programs. This information can also assist the system in the appropriate use of its resources and the development of programs that would better meet the needs of the juveniles.

4. Community Control - The bulk of those juveniles who are not diverted go into Community Control, a form of probation, which began 12 years ago as a hopeful program. In fact, the Grand Jury in 1979 praised the concept because of a promised counselor/client ratio of 30 to 1. Today however, years of funding neglect have increased this ratio to 70 to 1 and have rendered the program a headless monster doing more harm than good. If we are to continue to place the bulk of our juveniles in this program, we must provide the necessary resources to make this program effective.

5. Commitment Programs - Time constraints prevented us from performing an in-depth review of each of the available programs. Based on visits we made, HRS evaluations and the testimony supplied, we have concluded that bold and creative changes need to occur in the types of programs available, with an emphasis on greater specialization. We must commit the funds necessary to do this. These programs should exist to rehabilitate and prepare

juveniles to lead crime free and productive lives back in their communities. They should not serve as mere warehouses. They should be programs that work. It is inexcusable that the vast majority of these programs, as one witness put it, presently have as much effect on the rehabilitation of a juvenile as would the dismissal of their pending case. Based upon a variety of sources, including our visits, we make the following observations.

a) The Dade Halfway House presents a dingy, dismal and hopeless picture. While its administrators are clearly doing the best they can, a lack of resources has reduced this program into a classic warehouse for juvenile offenders. The facility itself is dreary and located in a drug infested neighborhood. The only commonality these committed juveniles share is that they are teenage males placed into a facility. They represent all ages, with different personal problems, criminal histories and educational levels. Insufficient resources has made television the predominant past-time during evenings and weekends. Some of the offenders have not read in years. Most have no intention of remaining in school once released. Upon interviewing the juvenile residents, we found that they lacked remorse for their criminal acts and they lacked hope for their own future. The school system needs direction and the appropriate resources to develop a more relevant academic program at this facility to implement effective Graduate Equivalency Degree (G.E.D.) programs and job training components. The Dade Halfway House, as presently structured, left us with a sense of institutional gloom and ultimate criminal doom.

b.) Dade Marine Institute (DMI) - In contrast to other programs DMI is uniformly accepted as an effective one. Skeptics of the program point out that it has the capability to select less troubled and less serious offenders. The director of the program denies this. Despite numerous efforts to resolve this conflict, we remain uncertain. Nonetheless, in our opinion it is a minor issue. Our tour of the facility and our interview of the juveniles there left us with a positive sense of hopefulness. The program has structure, requires acceptance for the

consequences of bad acts and instills a general respect for authority and humanity. It offers individualized education, job training and job placement. The program is attempting to expand. We hope it will be successful.

c.) Try-Center Program - Surprisingly this program continues to exist despite its questionable effectiveness. No one extols its virtues and in 1990 the HRS program evaluation report recommended its closure. It is located near the Dade Halfway House, also in a drug infested neighborhood. Like the Dade Halfway House, juveniles are removed from their home schools and placed in the facility school with other students of varying academic levels and grades. As it is a non-residential program, the juveniles leave after school at 3:00 P.M. The program does not provide structured after school activities through the early evening hours. We hope that recent judicial recommendations to revamp and enhance this program by relocating it and restructuring its school curriculum are implemented. The new concept includes coordinating a wide variety of existing resources and services with job training and placement components. It also envisions greater use of the Adult Educational System.

d.) Dade Intensive Control Program (DIC) - In analyzing the residential placements of our 3,330 committed juveniles, we learned that nearly 30% were placed in DIC. Primarily located at the Juvenile Detention Center, this program has access to a variety of the center's facilities such as the gym, the school and library. While the program appears to have a low recidivism rate, it does not seem to have the confidence of those in the system. The major complaint is the brevity of the program and its retention of juveniles in a "jail like" setting. Most believe that the average stay of 45 days in residence and 45 days of supervised release can not possibly provide sufficient long term services. We should begin to focus more on this program as a system and as a community and work to make it successful and effective. If this is accomplished, more of our Dade juveniles may remain in our community.

e.) Placement and Re-entry Programs - Lack of funding for sufficient programming has resulted in a "slot driven" system that places juvenile offenders into programs or facilities based upon availability and not need. This system of residential placement is nonsensical. Juveniles are moved and removed from one end of the State to another with no rhyme or reason beyond the need to fill an open "slot". Additional community based programs need to be developed and properly funded to eliminate this problem. Individual characteristics, the potential psychological impact of being removed from family support and the juvenile's educational needs should all be taken into consideration in determining program placement. The present system does not allow HRS to fully utilize the benefits of a family unit's assistance to a juvenile's rehabilitation and transition back into the community. Nor does it allow for the benefits of counseling a family unit as a whole.

The present system also discriminates against Dade's juveniles because our juvenile judges do not issue Rules to Show Cause against HRS for failing to promptly place Dade's juveniles as do judges from other counties. The result is that our juveniles wait for placement while HRS bumps other juveniles ahead in response to the contempt threats of out-of-county judges. HRS should cease its policy of placing juveniles in response to these contempt threats and place juveniles based upon their individual needs.

We urge that HRS be given the resources it needs in order to develop a system that places juveniles within their own communities. HRS should also develop a reward system to provide incentives to local communities to invest in and develop programs that rehabilitate their own juveniles. To some extent, the present system of random placements was addressed in the 1990 Juvenile Justice Reform Act. It called for the establishment of facilities in regional areas around the state. This represented a step in the right direction but, because of the funding shortfall, it was not implemented. This must be corrected.

We also strongly believe in the benefits of follow-up for juveniles returning to their neighborhoods. Placement within

the community facilitates more successful transition. HRS's present system of scattered placement necessarily requires more emphasis on re-entry programs. The re-entry program that exists, while well-intended in design, is inadequately funded and staffed. HRS must better coordinate existing community systems to allow juveniles to reintegrate successfully and provide long term follow through by counselors.

VII. RECOMMENDATIONS

1. First and foremost, Florida's social and health services delivery system must become more responsive to the needs of the children and families it was designed to serve. It must begin with prenatal care and focus on the first years of a child's development. Thereafter, it must continue to provide an ongoing continuum of services, as needed, for every child and juvenile as they mature into adulthood. It is clear to us that Florida will not be able to begin to address its escalating educational, social and health needs without a significant infusion of money. Increases in state revenues are desperately needed. Several Grand Juries before us have called for increased taxes to address children's needs. We echo that sentiment. Speaking as the conscience of our community, and as proud Floridians, we confidently believe the public, if fully informed as to the root causes of crime, would support tax increases to save our children and to prevent crime and the costs of crime.

2. Dade County Public Schools and HRS should coordinate the use of their existing "at risk" indicators presently available within their respective systems. A joint approach for the early identification of those in need of early intervention should be developed.

3. HRS, Dade County Youth and Family Services and the Dade County Public School System should develop an interagency network, focused at the schools, that coordinates client/student information and services for school aged children. All existing systems which deal with school age children should support the school system as it begins to provide early intervention.

4. HRS, the police departments and the Dade County Schools should coordinate their efforts on truants. All these agencies need to develop a more aggressive approach with truants and their families. Once this occurs, the courts should support these enhanced efforts.

5. The Dade County Schools should recognize that not all of its pupils will go to college or need to go to college and should provide far more vocational education. Such vocational education should also emphasize basic skills such as reading and math. Vocational educational should be programatically structured to provide incentives for students to graduate. The school system should continue its efforts with the private sector and other agencies in developing an effective job corps program.

6. The Dade County Schools should revamp the curriculum of the opportunity schools. The aim of a restructuring of the curriculum should be to make it more relevant to the youth it serves. The present system of taking problem children who are unable to perform within Dade's existing school curriculum and placing them in a "special school" with the same basic curriculum appears doomed to failure. The teachers should be provided with extensive specialized training on how to motivate and control these students. They should also be given regular incentives to help avoid teacher "burn out". These schools should explore greater utilization of the adult education system within their own curriculum. Students could attend evening and weekend classes to either accelerate their graduation, prepare for G.E.D. certification or attend different or additional vocational training. Sports and intramurals with the regular schools should be promoted.

7. Expand the ongoing effort to more closely link diversion programs to specific and individually tailored conditions, including school and job training goals. The length of the diversion supervision should be determined by the time needed to complete specific remedial and educational goals rather than an arbitrary sentence of "hours" and should include adult education classes as needed.

8. During our visit to the juvenile courts we were dismayed by the apparent lack of parental or family presence. The system needs to develop a mechanism that allows the juvenile courts to require parental participation in the appropriate rehabilitative programming of their delinquent children.

9. The Juvenile Detention Center should be utilized as a central diagnostic testing center for juveniles. The testing information gained should be utilized in the formation of appropriate rehabilitation for individual juveniles as well as providing guidelines and structure to the juvenile justice system. This information should also follow the juveniles to their placement and to any school they may return to ultimately. This center should also be used to guide juveniles' reentry into the community. It should assist in determining if the HRS placements worked and identify any further needed remediation.

10. While a lack of funding stunts the implementation of the 1990 Juvenile Justice Reform Act, HRS must still do more in insuring the speedy and proper placement of juveniles. HRS must be given the adequate resources to properly and promptly place juveniles. Resources must be provided to develop adequate quality programs in local communities so that juveniles may remain placed in their own areas. HRS should also develop a reward system to those communities who contribute to the provision of adequate placement for their committed juveniles. We urge HRS to eliminate its policy of responding to Rules to Show Cause that result in unfair or inappropriate placements of juveniles. HRS must properly place juveniles based on the juveniles' needs. We also urge HRS to cease placing Dade's children at the bottom of waiting lists, which victimizes the children, sends inappropriate messages to the child about the certainty of punishment and potentially leads to the criminal victimization of other Dade County citizens.

11. Dade County schools need to revamp their educational programs at the three halfway house programs and at the Try-Center Program. The failure to properly gear the available school resources to the particular needs and structures of these programs has left the children almost entirely without

worthwhile educational services. The existing lack of meaningful educational programming may be a result of inadequate funding. On the other hand, it may only require a shift in existing educational services. In either case, we urge the school system to review these programs, improve them and make them worthwhile. We also urge the school system to explore the greater utilization of their adult education programs for these facilities.

12. We urge that our juvenile justice system explore the benefits of enhancing the Dade Intensive Control (DIC) program so that it could be more widely utilized. With some additional enhancement it may gain the confidence of the courts and HRS so that more of Dade's juveniles may be placed there. The DIC Program should expand the terms of both its residential and aftercare supervision components to acceptable social service delivery standards. To preserve a low counselor/client ratio, explore the implementation of several mini DIC programs should be explored.

CAPITAL AND OTHER CRIMINAL CASES PRESENTED TO THE GRAND JURY

<u>Defendant</u>	<u>Charge</u>	<u>Disposition</u>
JAMES WAITS, JR.	First Degree Murder Aggravated Child Abuse	True Bill
CHARLES THOMPSON	First Degree Murder Possession of a Firearm During the Commission of a Felony Possession of Firearm by a Convicted Felon Resisting Arrest without Violence	True Bill
CESAR DIAZ	Attempted First Degree Murder Grand Theft (Auto) Unlawful Possession of a Firearm while Engaged in a Criminal Offense	True Bill
JAMES OTIS BROWN	First Degree Murder Burglary with an Assault Kidnapping Kidnapping Kidnapping Unlawful Possession of a Firearm while Engaged in a Criminal Offense Unlawful Possession of a Firearm by a Convicted Felon	True Bill
WEBSTER HAYWOOD GILLARD	First Degree Murder	True Bill
BOBBIE LEE ROBINSON	First Degree Murder Unlawful Possession of a Firearm by a Convicted Felon	True Bill
MICHAEL SHAY WILLIAMS (A) and JAMES ARTHOR ROOSEVELT WILLIAMS (B)	First Degree Murder Attempted Armed Robbery	True Bill
SIDNEY NATHANIEL JOHNSON and JOHNNY DERRICK SMITH	First Degree Murder Attempted Armed Robbery	True Bill

<u>Defendant</u>	<u>Charge</u>	<u>Disposition</u>
WILBURN LEROY PERSON	Second Degree Felony Murder Robbery	True Bill
TRAVIS ATKINS	Armed Robbery Aggravated Assault Aggravated Assault Attempted First Degree Murder	True Bill
JAMES PEOPLES and WILLIAM JENNINGS	First Degree Murder Burglary Attempted Robbery Attempted Second Degree Murder (Felony) Kidnapping Shooting within or into an Occupied Public or Private Building Unlawful Possession of a Firearm while Engaged in a Criminal Offense	True Bill
AMON RICHARDS, also known as RAPHAEL PHANOR, also known as LAMONT DEAN RICHARDS, also known as SHAWN THOMPSON	First Degree Murder Attempted First Degree Murder Armed Robbery Armed Robbery Armed Burglary with an Assault	True Bill
CARLOS VILLAVICENCIO	First Degree Murder First Degree Murder	True Bill
DION HAMILTON	First Degree Murder	True Bill
ANGEL LUIS BATALLAN	Second Degree Murder Unlawful Possession of a Firearm While Engaged in a Criminal Offense	True Bill
CLIFFORD HOWARD, also known as "NEE NEE", and OTIS CHARLES, also known as "CATHEAD"	First Degree Murder Attempted First Degree Murder Attempted First Degree Murder	True Bill

<u>Defendant</u>	<u>Charge</u>	<u>Disposition</u>
BERNARD YEARBY and FELIX GRACE	First Degree Murder Armed Robbery Unlawful Possession of a Firearm While Engaged in a Criminal Offense	True Bill
OLIVIA ABIGAIL GONZALEZ-MENDOZA and ANA MARIE CARDONA	First Degree Murder Aggravated Child Abuse	True Bill
NAPOLEAN AGUSTO VILABOA and CHRISTIAN ANDRES TORRES	First Degree Murder Unlawful Possession of a Firearm During the Commission of a Felony	True Bill
VICTOR TONY JONES, also known as CHARLES THOMPSON, also known as CHARLES ADAMS	First Degree Murder First Degree Murder Armed Robbery Armed Robbery Unlawful Possession of a Firearm by a Convicted Felon	True Bill
KEVIN RAWLINS	First Degree Murder Attempted Armed Robbery Shooting into an Occupied Building Grand Theft Unlawful Possession of Firearm While Engaged in a Criminal Offense	True Bill
CURTIS McCRAY	First Degree Murder Armed Robbery Armed Robbery Armed Burglary	True Bill
RENATO CARDONA	First Degree Murder	True Bill
PATRICK SUITER	First Degree Murder Unlawful Possession of a Firearm While Engaged in a Criminal Offense	True Bill
NORMA CORTES-RIVAS	First Degree Murder Unlawful Possession of a Firearm While Engaged in a Criminal Offense	True Bill

<u>Defendant</u>	<u>Charge</u>	<u>Disposition</u>
WAYNE SETH GRANT, and DEWAYNE JERMAINE PINACLE	Armed Burglary of a Structure Armed Burglary of a Conveyance Armed Burglary of a Conveyance Armed Robbery Armed Robbery Armed Robbery Armed Sexual Battery Armed Kidnapping Unlawful Possession of a Firearm While Engaged in a Criminal Offense Petit Theft	True Bill
JAMES MAURICE SIMMONS [prev. indicted 6/27/90]	First Degree Murder Attempted First Degree Murder Unlawful Possession of a Firearm While Engaged in a Criminal Offense	True Bill
VINCENT JOHNSON	First Degree Murder Attempted First Degree Murder Shooting or Throwing Deadly Missile into Occupied Building or Vehicle Unlawful Possession of Firearm While Engaged in Criminal Offense	True Bill
ALPHONSO L. LEE	First Degree Murder Attempted First Degree Murder Attempted Armed Robbery Unlawful Possession of a Firearm While Engaged in a Criminal Offense Escape Unlawful Possession of a Firearm by a Convicted Felon	True Bill
ARMANDO MEDINA	First Degree Murder Unlawful Possession of a Firearm While Engaged in a Criminal Offense	True Bill
JOSEPH CARTER	First Degree Murder	True Bill
CEDRIC JERMAINE TISDALE	First Degree Murder Armed Robbery	True Bill
THEODORE MacARTHUR	First Degree Murder	True Bill

<u>Defendant</u>	<u>Charge</u>	<u>Disposition</u>
LAZARO A. CORONEL, also known as REYNALDO CANTIN, also known as ABRAHAM CORONEL, also known as JESUS LOZANO, and JEANNIE SOSA, also known as JAMIE SOSA	First Degree Murder Attempted First Degree Murder Armed Robbery Armed Burglary Armed Kidnapping Armed Kidnapping Armed Trafficking in Cocaine	True Bill
GEORGE OLIVER "A" and JOHN OCASIO "B"	First Degree Murder "A & B" Armed Robbery "A & B" Burglary "A & B" Grand Theft Third Degree "A & B"	True Bill
ROBERT ALLEN BELL	First Degree Murder	True Bill
RONALD LEE SMITH "A", also known as "SHANKEY BOY", CORNELL AUSTIN "B", ANTHONY LLOYD COBB "C", also known as "TONY", KEVIN DARRYL NOLDON "D", also known as "K-SOUL" "JIT" "E", and TOWANAH GLASS "F"	First Degree Murder Attempted First Degree Murder Robbery Robbery Kidnapping Kidnapping Burglary Arson in the Second Degree Conspiracy to Commit a Felony	True Bill
WILLIE THOMAS, also know as "NIN-NIN"	First Degree Murder	True Bill
GUILLERMO GONZALEZ-DENIS	First Degree Murder Aggravated Assault Aggravated Assault Possession of a Firearm while Engaged in a Criminal Offense (Automatic Pistol) Possession of a Firearm while Engaged in a Criminal Offense (A Silencer)	True Bill

<u>Defendant</u>	<u>Charge</u>	<u>Disposition</u>
SONNY CHARLES, also known as LAURORE ST. SULME	First Degree Murder Burglary Burglary Leaving the Scene of Accident Involving Personal Injury	True Bill
LAZARO MARTINEZ	First Degree Murder First Degree Murder Attempted First Degree Murder of a Law Enforcement Officer Attempted First Degree Murder Unlawful Possession of a Firearm while Engaged in a Criminal Offense Shooting or Throwing a Deadly Missile into an Occupied Building	True Bill
REGINALD SESSION	First Degree Murder Aggravated Child Abuse Aggravated Child Abuse	True Bill
RIGOBERTO ALEJANDRO	First Degree Murder Possession of a Firearm During the Commission of a Felony	True Bill
SERGIO CRUZ	First Degree Murder Unlawful Possession of a Firearm While Engaged in a Criminal Offense	True Bill
ANGEL L. BATALLAN	Armed Burglary Petit Theft Unlawful Possession of a Firearm While Engaged in a Criminal Offense	True Bill
FLORENTINO ALVAREZ	First Degree Murder Armed Burglary Unlawful Possession of a Weapon While Engaged in a Criminal Offense	True Bill
SHERMAN WINKFIELD	First Degree Murder Unlawful Possession of a Firearm While Engaged in a Criminal Offense Unlawful Possession of a Firearm by a Convicted Felon	True Bill

<u>Defendant</u>	<u>Charge</u>	<u>Disposition</u>
WILLIAM ARMANDO CRUZ	First Degree Murder Unlawful Possession of a Firearm in the Commission of a Felony	True Bill
LAZARO A. CORONEL also known as REYNALDO CANTIN also known as ABRAHAM CORONEL also known as JESUS LOZANO, and JEANNIE SOSA, also known as JAMIE SOSA	First Degree Murder Attempted First Degree Murder Armed Robbery Armed Burglary Armed Kidnapping Armed Kidnapping Armed Trafficking in Cocaine	True Bill
[prev. indicted 3/13/91]		
DINO MARCUS GARCIA "A" and DAVID FRANKLIN WEIN "B"	Conspiracy to Buy or Sell Marijuana (A&B) First Degree Murder (A) First Degree Murder (A) First Degree Murder (A) Attempted Armed Robbery (A) Third Degree Murder (B) Third Degree Murder (B) Third Degree Murder (B) Shooting Within a Dwelling (A&B) Unlawful Possession of a Firearm During a Criminal Offense (A&B)	True Bill
DAGOBERTO FUENTES	First Degree Murder Attempted First Degree Murder Unlawful Possession of a Firearm While Engaged in a Criminal Offense	True Bill
ENRIQUE FERNANDEZ [Prev. indicted 9/27/89]	First Degree Murder Grand Theft - Second Degree Carrying a Concealed Firearm	True Bill
CARLOS LUIS CRUZ	First Degree Murder Armed Kidnapping Aggravated Assault Unlawful Possession of a Firearm While Engaged in a Criminal Offense	True Bill

<u>Defendant</u>	<u>Charge</u>	<u>Disposition</u>
ANGEL L. BATALLAN [prev. indicted 3/27/91]	Armed Burglary Grand Theft Unlawful Possession of a Firearm While Engaged in a Criminal Offense	True Bill
CASSANDRA WILLIAMS and VALERIE RHODES	First Degree Murder Shooting Within an Occupied Dwelling Possession of a Firearm in the Commission of a Felony	True Bill
IVAN BURDON, and EDDY DAVID ANTHONY	First Degree Murder "A & B" Sexual Battery "A" Sexual Battery "A" Sexual Battery "B" Sexual Battery "B"	True Bill
DONALD TYRONE FAVORS	First Degree Murder Possession of a Weapon in the Commission of a Felony Possession of a Firearm by a Convicted Felon	True Bill
KEVIN CARTER	Attempted First Degree Murder Attempted Armed Robbery	True Bill
ABDUL JABBAR HOPKINS	First Degree Murder Unlawful Possession of a Firearm During the Commission of a Felony	True Bill
LINDA ANN BURKE	First Degree Murder First Degree Murder Armed Burglary Possession of a Firearm During the Commission of a Felony	True Bill
HERBERT LEE WATKINS	First Degree Murder	True Bill
ANTONIO PEREZ, also known as ABEL BARCELO	First Degree Murder Armed Burglary Armed Robbery Armed Sexual Battery	True Bill
ELEUTERIO SANTIAGO	First Degree Murder Attempted First Degree Murder Armed Burglary	True Bill

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During our Term, we heard numerous capital crime cases. We acknowledge the professionalism of all the Police Departments, including Metro-Dade, City of Miami, Hialeah, Miami Beach and North Miami in the performance of their duties. Additionally, we wish to acknowledge the dedication of our police who put their lives on the line daily in the performance of their work. Finally, we want to thank Ed Griffith, who coordinated our research, and all the dedicated personnel from the schools, the juvenile justice system and HRS who guided us through our review into juvenile delinquency.

Respectfully submitted,

June Wooden

June Wooden, Foreperson
Dade County Grand Jury
Fall Term 1990

ATTEST:


DIANNA GREEN
Clerk

DATE: May 15, 1991