

Plan for Compliance with the Disproportionate Minority Contact (DMC) Core Requirement

Phase I: Identification

1. Updated DMC Identification Spreadsheets

Relative Rate Index data collected by the WA-PCJJ examined race and ethnicity as factors influencing decisions at various points within the juvenile justice system, each decision point being based on the preceding decision point. In 2014, non-white youth accounted for approximately 23 percent of all juvenile arrests (UCR does not include Hispanic youth separated out), 45 percent of all juvenile court offense referrals, 47 percent of juveniles held in county detention facilities, 67 percent of cases transferred to adult court and 56 percent of juveniles held in JRA facilities.

Attached are the 2014 Relative Rate Index for Washington State, King County, Pierce County and Spokane County. These three counties represent over 45% of the state's youth population (age 10-17) and 47.5% of the state's minority youth population (age 10-17). Each of these sites are also Juvenile Detention Alternative Initiatives (JDAI) sites and have ongoing DMC/R.E.D. efforts.

Due to a change in the format that data is provided by the Administrative Office of the Courts, 2015 and 2016 data will be received in April and the Relative Rate Indexes will be update and submitted by May 31, 2017.

Washington is able to complete and submit annual data collection for all categories except Probation violations which is not currently reported in a uniform and reliable manner except in King County. We continue to work with the Courts and the Administrative Office of the Courts to collect this data. It is anticipated that 2015 and 2016 data will include Probation data.

2. DMC Data Discussion

a. Quantifiable Documentation:

According to 2014 estimates, Washington State's juvenile (age 10 – 17) racial composition was approximately 64 percent White and 36 percent minority youth (6 percent Black, 1.9 percent American Indian, 9.3 percent Asian, and 18.8 percent Hispanic of any race). In four eastern Washington counties the percentage of age 10-17 non-white youth is more than 50% of the total youth population (Adams 75.7%, Franklin 69%, Grant 55.4% and Yakima 68.9%).

The Washington State Partnership Council (WA-PCJJ) selected DMC (referred to in WA as Racial & Ethnic Disparities or R.E.D.) as its number one funding priority. This priority selection is based on data from all areas of the juvenile justice system and a DMC Assessment conducted by the University of Washington which identified arrest and referral as the key decision points where DMC is the most pronounced.

Relative Rate Indexes for 2007, 2008 and 2009 were the basis for the Washington State DMC Assessment and released in January 2013. The WA-PCJJ released a request for proposals to reduce DMC at the arrest and referral decision point and to identify and treat behavioral health needs of minority youth prior to entry or reentry into the juvenile justice system. Additionally, an RFP was released to counties/agencies that participated in the Washington DMC Assessment to assist in implementing recommendations from the Assessment. Based on all data, assessments and

assistance from the W. Haywood Burns Institute, Washington SAG has recently funding Racial & Ethnic Disparities Initiatives in two counties – Clark County and Spokane County. Both have received grants to assist in the development of local infrastructure and planning to address identified racial and ethnic disparities at the arrest and referral decision point in the juvenile justice system.

Both sites are in their second year of planning grants and the SAG Racial and Ethnic Disparities Committee will be reviewing progress and reviewing the site’s proposal for third year funding in late March. Third year contracts would begin in July, 2017. The sites emphasis is on data collection and analysis, stakeholder engagement and training and further development of their R.E.D. Initiatives. These grants have an emphasis on community engagement (as it relates to arrest and referral) as a lynchpin to improved outcomes, the intersection between the reduction of implicit bias and data-driven decision making, and applying principles that focus on enhancing practices while still allowing for innovation.

Both sites were part of a team that participated in the Center for Juvenile Justice Reform, School-Justice Partnerships program in September 2016. The Capstone projects for each site are attached.

b. Relative Rate Indices:

Relative Rate Indices for 2014 are submitted as part of this plan. Due to a change in court data collection system mentioned, RRIs prior to 2007 are not being utilized for comparison. Washington has 2008 – 2014 for Statewide and the three largest counties that are actively working to address DMC.

Washington State data utilized in the RRIs is **duplicated count** (*one reflecting the total number of youth contacts with the justice system*). The majority of the RRI data is collected from the Administrative Office of the Courts, and is requested by the Office of Juvenile Justice as a duplicate count. Arrest date from UCR is also a duplicated count.

The DMC Identification Spreadsheets have proven helpful in determining areas of weakness in data collection. Census information is provided in different racial category breakdowns than Uniform Crime Reporting (UCR) or juvenile court information. The categories of Native Hawaiian or other Pacific Islanders and Other/Mixed are not available through UCR¹ or juvenile court data. Staff continues to working with the Courts and the Administrative Office of the Courts to obtain accurate data on cases resulting in probation placement (*item 8 on RRI spreadsheet*).

Arrest data on the RRI is not valid as the UCR and NIBERS systems, at the federal level, does not require law enforcement to disaggregate Hispanic youth. Most Hispanic youth are reported as White. This is particularly troublesome as arrest and referral decision points on the RRIs appear to be the decision stages where minority youth enter disproportionately. The SAG continues to work with Washington State Association of State Sheriffs and Police Chiefs (WASPC) to determine the best method for law enforcement to capture ethnicity data.

c. Relative Rate Index Tracking Sheet

The Relative Rate Index Analysis and Tracking Sheets for Washington State, King County, Pierce County, and Spokane County are attached showing the statistically significant areas for each. Decisions points with a high magnitude of RRI are highlighted in yellow and the volume of activity for

¹ Information is also not available through UCR (for juvenile arrests) for ethnicity by Hispanic origin.

each is listed in black. Comparison RRIs are highlighted in blue. Comparisons RRIs were obtained from the National DMC Databook.

The RRI Tracking and Analysis sheets for all three counties and statewide identify the following areas with a high RRI Magnitude:

Location	Race/Ethnicity	Statistically Significant Decision Point with high Volume of Activity
Pierce	Black/African American	Arrest
Pierce	Black/African American	Cases Involving Secure Confinement
Pierce	Black/African American	Charges Filed
Pierce	Hispanic or Latino	Cases Involving Secure Confinement
Pierce	American Indian or Alaska Native	Cases Involving Secure Confinement
King	Black/African American	Referrals to Juvenile Court
King	Black/African American	Cases diverted
King	Black/African American	Cases Resulting in Secure Confinement
King	Black/African American	Charges Filed
King	Hispanic or Latino	Referrals to Juvenile Court
King	Hispanic or Latino	Charges filed
Spokane	Black/African American	Arrest
Spokane	Native American	Arrest
Spokane	Native American	Cases Involving Secure Detention
Spokane	Hispanic or Latino	Cases Involving Secure Detention
Statewide	Black/African American	Arrest
Statewide	Black/African American	Cases Diverted
Statewide	American Indian or Alaska Native	Referrals to Juvenile Court
Statewide	Native American	Charges filed
Statewide	Native American	Cases Involving Secure Confinement
Statewide	Asian	Referral to Juvenile Court

The three counties identified here represent 45 percent of the states youth age 10-17 population, and 47.5% of the state’s minority youth population.

The three counties are all JDAI sites. Contracts with all nine JDAI sites required a more detailed DMC plan for than in the past. The DMC Coordinator is working with the JDAI Sites to assist all sites in moving forward, beyond data collection, to address racial and ethnic disparities locally. The Relative Rate Index Analysis and Tracking sheet will be shared with the JDAI site coordinator and each of the sites. The DMC Coordinator will discuss with each of the sites if the identified areas are being specifically addressed and to what degree. They will discuss community involvement, any patterns that have been identified and any obstacles they have encountered. The DMC Coordinator will provide ongoing technical assistance to all JDAI sites, including the three identified here, in their efforts to identify, address and evaluate DMC efforts.

King County continues to have an alarming RRI for Black/African American youth referred to juvenile court. The RRI increased steadily from 4.76 in 2011 to 5.22 in 2013, and 7.09 in 2014. The Washington SAG and the Office of Juvenile Justice will work King County stakeholders, including law enforcement, to identify the reason for this disparity and offer any identified technical assistance or training.

It is important to recognize the RRI reductions that have been achieved in both King County and Spokane County (both are JDAI sites). Cases involving secure detention in both counties saw consistent reductions from 2009-2013. King County reduction continued in 2014 and Spokane experienced a very slight uptick.

Cases Involving Secure Detention

King County - Black/African American Youth

2009	2010	2011	2012	2013	2014
2.1	2.05	1.87	1.75	1.71	1.63

Spokane County - Black/African American Youth

2009	2010	20011	2012	2013	2014
1.36	1.18	1.13	0.99	0.8	0.99

Quarterly JDAI meetings will have a focus on efforts to reduce DMC with the assistance of the DMC Coordinator.

RRI - Comparison Nationally

The comparison between the 2014 RRIs used in the Tracking Sheet and the 2013 data on the OJJDP Relative Rate Index web-based system, Comparative Analysis Report with Peer Counties. Native American/Alaskan Native was not available for comparative analysis on this site so the data from the National Disproportionate Minority Contact Databook was utilized for this racial category and was only compared on the statewide level. For Spokane County, the comparison is with “Degree of Diversity” as peer counties did not offer a comparison for this county. Comparative RRIs are noted on the Tracking Sheets in blue. The comparisons showing the following of note:

- King County – **Significantly** higher RRI in referral for Black youth.
- King County –RRI above the median for detention and cases petitioned for Black youth.
- King County – Near or below the median for delinquent findings and resulting in secure confinement of Black youth.

- Pierce County – Slightly above the median for arrests, charges filed and cases resulting in delinquent findings for Black youth.
- Pierce County – Near or below the median for referrals, diversions and secure confinement for Black youth.
- Pierce County – Above the median for cases involving secure detention for Native American youth.
- Pierce County – Above the median for referrals to juvenile court for Asian youth.
- Spokane County – Above the median for arrests for Black and American Indian youth.
- Spokane County – At or below the median for Black and American Indian youth at referral, diversion, cases petitioned and cases resulting in delinquent findings.

Statewide RRI were compared both with National Disproportionate Minority Contact Databook, and the RRI Web based system (US Western Region comparison). The Databook does not allow for a comparison of Hispanic RRIs.

- Statewide – Significantly higher arrest RRI for Black and American Indian youth.
- Statewide – Higher RRI at referral for Asian and American Indian youth.
- Statewide – Higher RRI for American Indian at cases involving secure confinement.

It is very difficult to compare local county RRIs to state or national level RRIs due to the dramatic shift in the minority populations that are served locally. The Washington State SAG will continue to work closely with local communities to address identified decision points at the local level to reduce DMC.

Feasible Target Populations

The counties previously mentioned with the largest minority youth populations, at the decision stage identified in the RRI as having a high magnitude of RRI are the feasible target populations:

- **King County Feasible Target:** Black youth at the referral and charges filed decision points
- **Pierce County Feasible Target:** Black at the arrest decision point and Hispanic youth at the secure detention decision point.
- **Spokane County Feasible Target:** Black and Native American youth at the arrest decision point
- **Statewide Feasible Target:** Black and Native American youth at arrest and Native American youth at the Referral and Secure Detention decision points.

Phase II: Assessment/Diagnosis

1) Statewide DMC Assessment – Summary of Findings

The WA-PCJJ contracted with the University of Washington to conduct a DMC assessment, as required by OJJDP. This assessment includes information on DMC efforts that have been undertaken and the results of those efforts, as well as identifies areas of DMC and possible reasons for the disproportionality. A final report from the assessment contract was released in February, 2013.

The report makes the following recommendations:

- Increase the number of jurisdictions with a sophisticated understanding of DMC.
- Verify the validity and reliability of data collected on race/ethnicity.
- Work to increase buy-in and ownership (belief that it is their responsibility to address DMC) across all stakeholder groups.

- Build cross-system coalitions within each jurisdiction to address DMC reduction efforts, or integrate DMC reduction efforts with an existing group.
- Strengthen efforts to involve communities of color in the functioning of the justice system.
- Collaborate with tribes in appropriate jurisdictions.
- Implement and sustain changes to policies, practices, and procedures that may reduce disproportionality.
- Implement and sustain evidence-based behavioral health programs while increasing the enrollment of youth of color in these programs focusing on access, effectiveness and relevance.
- Strengthen and coordinate statewide leadership on DMC reduction.

The full report is available on line at: www.dshs.wa.gov/pdf/ojj/DMC/DMC_Final_Report_2013.pdf

A copy of the Executive Summary from the Washington State DMC Assessment report was submitted to OJJDP and also included in the previous DMC Compliance Plan for Washington State.

Phase III: Intervention

(1) Progress made in 2016

The Washington State Rehabilitation Administration responded to the OJJDP Smart on Juvenile Justice solicitation and was awarded the grant for the state of Washington. Washington is one of three states to be awarded the grant. The grant is housed in the Office of Juvenile Justice with a full time grant coordinator and works closely with the SAG, Racial & Ethnic Disparities Committee, JDAI sites, and other statewide stakeholders.

The proposal highlighted state efforts to reduce the incarceration and out-of-home placement of juveniles committing status and low-level offenses and juveniles of color noting successes in reducing the number of these offenders in the deep-end of the juvenile justice system and the need for continued efforts to reduce the number of low-level youth and youth of color referred to the system and detained. The Rehabilitation Administration also highlighted the state's need for a statewide strategic plan focused on reforms to the juvenile justice system.

The goal of the grant program is to develop a statewide juvenile justice strategic plan focused on reforms that will reduce the number of youth, particularly youth of color, who enter the Washington juvenile justice system for status and low-level delinquency offenses. Through the grant, we will bring together law enforcement, schools, communities of color, and juvenile justice stakeholders to develop a long-range, statewide strategic plan designed to improve relations and understanding between law enforcement and communities of color and impact the number of low-level offenders who enter the system through school referrals.

By the end of the two year grant Washington State will achieve the following objectives:

- Convene a diverse group of stakeholders to form a Strategic Planning Committee.
- Review juvenile justice data with an emphasis on key decision points, particularly in the front-end of the system, that lead to low-level youth and youth of color entering the juvenile justice system. The review will focus on data pertaining to juvenile arrest, detention, referral to court, referrals to the juvenile system from schools, truancy, and other data that will aid in developing recommendations to reduce juvenile arrests, referrals, and detentions.
- Review existing juvenile justice data and identify areas for improvement in data collection, reporting and analysis.

- Convene working groups of key stakeholders to assist the Strategic Planning Committee by discussing policy options and forging consensus on recommendations for a system wide juvenile justice reform strategic plan.
- Engage and collaborate with community members and key juvenile justice stakeholders and build coalitions, with strong emphasis on including law enforcement, schools, and communities of color.

Efforts to review data and work with stakeholders across the juvenile justice system will result in a statewide strategic plan that will set out specific, measurable, and attainable steps to achieve reductions in low-level youth and youth of color entering the juvenile justice system. Plan recommendations will aim to increase alternatives to referral to the juvenile justice system for low-level and school based offenses, increase community alternatives to initial out-of-home placement, and, possibly, increase alternatives to incarceration at disposition.

The Office of Juvenile Justice, working with the CSG Justice Center, the technical assistance provider for the grant, has identified members for the Strategic Planning Committee and a launch of grant program effort. The grant program launch is scheduled for March 30-31, 2017. Once the program is launched, the CSG Justice Center will begin an assessment of the Washington state juvenile justice system with focus on the front end of the system and including juvenile arrests, referrals to the juvenile justice system, detentions, diversions, and court decisions/dispositions. School data will also be incorporated into to the assessment if possible. The assessment will include both qualitative and quantitative analysis. Qualitative analysis will include focus group discussions with key system and community stakeholders and the review of state policy and practice documents. Quantitative analysis will include the analysis of individual level juvenile data to understand the flow of youth through the system, provide statewide system trends, provide descriptive information on youth referred to and supervised by the system, and identify areas for potential review and reform by the Planning Committee and working group. Quantitative data analysis will also assist Planning Committee and working group members identify areas for improvement in data collection, reporting and analysis.

Because the focus of the grant and statewide planning is on the reduction in the number of youth, particularly youth of color, who are referred to the Washington juvenile justice system for status and low-level delinquency offenses, it is anticipated that data maintained by the Administrative Office of the Courts will be the primary focus of the quantitative analysis. Juvenile arrest, school, and truancy data will be included, if available and Juvenile Rehabilitation data may be included. Juvenile outcomes, including recidivism, will be included in the analysis if possible. Data for the assessment will be requested following agency data sharing and confidentiality protocols. No identified data will be requested.

Data from the RRI and the DMC Assessment have been reviewed by the SAG Racial and Ethnic Disparities (R.E.D.) Standing Committee and the SAG. As a result of the data:

- The SAG has once again selected DMC/Racial & Ethnic Disparities as a top funding priority.
- All projects submitting proposals in response to any RFP must complete the DMC Impact Statement (see example below).
- Year two grants were put in place for the two Racial and Ethnic Disparities Initiative sites in two counties, Spokane and Clark. Both received grants to assist in the development of local infrastructure and planning to address identified racial and ethnic disparities at the arrest and referral decision point in the juvenile justice system. Both sites are in the second year of planning grants with an emphasis on community engagement (as it relates to arrest and referral) as a lynchpin to improved outcomes, the intersection between the reduction of implicit bias and data-driven decision making, and applying principles that focus on enhancing practices while still allowing for innovation. Both Counties have been funded for

year two of their R.E.D. As mention above both sites participated in the Center for Juvenile Justice School to Justice Program and continue to work on their capstone projects.

- The SAG R.E.D. Standing Committee is working to address the following identified goals:
 - Address and Reduce R.D.E. at arrest and referral decision point.
 - Improve R.E.D. data collection and reporting with regard to assessment and identification.
 - Work closely with JDAI site on plans to address and reduce R.E.D.
- Develop R.E.D. website for the SAG. A copy of the R.E.D. Workplan is included at the back of this

(2) Washington State has identified King, Pierce, Spokane and Clark Counties as DMC reduction sites and has been working closely with these sites over the past several years on various DMC data collection and analysis, as well as JDAI activities to address DMC. As discussed earlier in this report, King County and Spokane Counties have achieved consistent DMC reductions in cases involving secure detention from 2009-2013. (See page 4.) There is concern regarding King Counties increasing RRI at referral. This will be a focus area of specific concern in the next year. **The DMC Coordinator will look closely at the 2015 and 2016 data for these sites in the coming few months.**

Phase IV: Evaluation

Washington SAG continues its long standing policy of requiring funded projects to include an independent evaluation. The two Racial and Ethnic Disparities grants currently funded do not fall into the category of needing an evaluation as they are planning grants. These grants will be monitored closely. Should the projects receive funding to implement their plans an independent evaluation will be required at that time.

Performance Measures

OJJDP mandatory performance measures for DMC center around the number of youth served. WA funds will be utilized in 2015 for planning grants. Therefore, the mandatory performance measures will not apply. WA will utilize the following performance measures:

- Number of FTEs funded with federal grant money
- Number of programs implemented
- Number and percent of program staff trained
- Number of non-personnel trained
- Number of hours of non-program personnel training provided.
- Number of planning activities conducted.
- Number of local agencies reporting improved data collection systems
- Number of local agencies reporting improved data collection systems.
- Number of contact points reporting reduction in disproportionality at the state level.
- Number of contact points reporting reduction in disproportionality at the local level.
- Number of local level racial and ethnic disparity plans developed.
- Number of proposals for funding received.
- Number of proposals for funding received with DMC specific outcomes.
- Number of JDAI sites developing racial and ethnic disparities plan.

Phase V: Monitoring

1. The Office of Juvenile Justice (OJJ) will continue to monitor and track changes in DMC trends over time by monitoring the RRI rates annually as well as data obtained from the Administrative Office of the Courts on detention and court referrals, and NIBRS data. Data is gathered and monitored on an annual basis.
2. The two racial and ethnic planning grants funded with Title II funds will be monitored by the Office of Juvenile Justice staff quarterly. Each site will apply for funding for the third year of funding. Additionally, staff will work closely with the each project's Racial & Ethnic Coordinator as well as each grant's outside consultant required by the contract.

OJJ staff will work closely with the 9 JDAI sites to assist the sites in meeting their identified racial and ethnic disparities outcomes.

WA Governor Inslee has included in "Results WA":

Strategic Objective 7.2: Increase public safety by addressing disparities that lead to increasing numbers of youth of color in the juvenile justice system.

Importance: Youth of color are overrepresented at every point in the juvenile justice system, including detention (county and state). The total number of youth in the juvenile justice system has declined over time; however, the percentage of youth of color in detention is increasing. These disparities often result in extreme negative consequences. This is the opposite of what we want for our youth, families, schools, businesses and citizenry.

Success Measure 7.2.1 Decrease the percentage of youth of color in detention from 45% to 42% by July

Action Plan 7.2.1. OJJ and JR will:

- Reach out to local jurisdictions and key leadership in major communities of color to encourage development of local initiatives, provide technical assistance, and encourage greater political and community involvement.
- Host a juvenile justice forum to develop recommendations for addressing school discipline and dropout prevention that disproportionately contributes to higher rates of juvenile justice involvement for youth of color.
- Work with counties and juvenile courts to develop more precise plans to reduce Racial and Ethnic Disparities (RED) or Disproportionate Minority Contact (DMC). This will increase awareness and direct action at the county level regarding reducing disparities for youth of color who enter the county juvenile justice system.

3. Lisa Wolph, OJJ's Racial and Ethnic Coordinator (.5 FTE) will monitor these activities.
4. Timeline provided above in # 1 & 2.

RACIAL & ETHNIC DISPARITIES SUBCOMMITTEE

I. R.E.D. Work Plan Goal 1: Address and Reduce R.E.D. at Arrest and Referral Decision Point

Racial & Ethnic Disparities Initiative

- *Currently funding two R.E.D. planning grants in Spokane and Clark Counties. Grants are aimed at developing an R.E.D. Initiative that targets arrest and referral decision points.*
- *Each site is developing an R.E.D. Initiative Plan and has received two year of funding and will be applying for a third year.*

Law Enforcement training on adolescent brain development, working with adolescents, or other identified juvenile area of need.

- *Work with WSCJTC and WASCP on these issues was begun. Working with law enforcement SAG member on these issues.*

II. R.E.D. Work Plan Goal 2: Improve R.E.D. Data Collection and Reporting with Regard to Assessment and Identification

- *Committee currently assessing proposed areas of focus to improve statewide race and ethnicity data collection. The Council will be making recommendation to the full Council at the September 2017 meeting.*

III. R.E.D. Work Plan Goal 3: JDAI Plans to address and reduce R.E.D.

- *Contract with JDAI sites (9) all have R.E.D. plans. Staff continues to work with sites to monitor progress on the plans and further develop plans for coming years. A new JDAI Program Coordinator was hired in November 2016 and is working closely with the DMC Coordinator and the JDAI sites to submit an updated plan with their 2017 contract. A JDAI All Site retreat is planned for June 2017. Racial and Ethnic Disparities will be an integral part of the retreat agenda.*

IV. R.E.D. Work Plan 4: Develop R.E.D. Website for WA-PCJJ

- *R.E.D. Coordinator has developed a plan for R.E.D. Website. A technical assistance request was submitted to TA360 to develop a SAG website with an emphasis on development of the DMC section. The DMC Coordinator is currently working with the potential technical staff to develop a quote for the development of the site.*

Spokane County and Clark County Capstone Projects

Spokane, Washington Team Capstone Proposal November 18, 2016

1. A summary and background of the problem your project seeks to address

1. What data did you rely on when choosing this issue?
2. What is the importance of this problem in the context of your organization or community?

The Spokane Washington Capstone Team is working to achieve an increase in school engagement and a reduction in disparities experienced by marginalized youth, youth of color, students with special needs, foster youth, LGBTQI youth and cross system youth who have contact with the Spokane County Juvenile Court, the Region 1 Children's Administration, Spokane Public School District (SPSD), Campus Resource Officers and Law Enforcement.

Ultimately this team will work with community members and SPSPD in creating and receiving support to implement a work force development plan for administrators, teachers, and school resource officers to better support marginalized youth experiencing multiple barriers. The Capstone Team will work with the SPSPD Superintendent to identify (3) feeder schools (high school, middle and elementary) for pilot sites. The Capstone team will create a "report card" for the Capstone project and for the local community. The report card will share identified problems, student data, identified outcomes (based on student and teacher needs), policy/procedure changes, and efforts implemented to reduce disparities across the systems of care.

The data used was derived from the Spokane County Juvenile Court and Spokane Public School District in collaboration with the W. Haywood Burns Institute. The Burns Institute (BI) has worked in more than 40 jurisdictions nationally and achieved significant results in reducing racial and ethnic disparities. The BI provides support to organizations that provide alternatives to detention and arms local organizations with the tools and staff to strengthen their programs and engage in policy work. Racial and ethnic disparity refers to unequal treatment of youth of color in systems. R.E.D. results in disparate outcomes for similarly situated youth. Racial and ethnic disparities (R.E.D.) were found within these systems.

- **Juvenile Court:** Nationally the detention of youth of color has increased since 1985. In 1985 28% of the youth detained were youth of color. By 2010, more than 70% of detained youth nationwide were youth of color.

Locally, Spokane Juvenile Court data shows in 2015 African American and Native American youth were over 4 times as likely to be admitted to detention as White youth. Latino youth were nearly 3 times as likely.

- **Spokane Public Schools District (SPSD):** SPSPD is the largest public school system in Spokane and the second largest in the state, serving roughly 30,000 students in six high schools, six alternative programs, six middle schools, and 34

elementary schools. Students of color represent 24% of the overall student population. From 2000-2008, Asian Pacific Islanders communities grew 35%, representing the largest annual growth of any racial/ethnic group in Spokane. Latinos had an overall growth rate of 32%, African American communities grew 18% and American Indian/Alaska Natives grew 17 %. The White population of Spokane County constituted 90%.

SPSD data shows African American students are twice as likely as White students to receive disciplinary action, Latino students are 1.3 times more likely and Pacific Islander and Native American students are 1.5 times as likely to receive disciplinary action.

During each year between 2012 and 2015, approximately 8% of the Spokane Public School students were suspended or expelled. This rate was significantly higher than the Washington State average and led to the loss of valuable instruction time and in increase the likelihood that these same students will drop out or be pushed out of school. Similar to national trends, the majority of exclusionary discipline in Spokane Public Schools District is for non-violent behavior. African American, Native American, Latino, multi-racial, low-income, students involved with child welfare and those with special needs are suspended and expelled at disproportionately higher rates than their peers in Spokane Public Schools district.

Youth are being suspended from school for defiance, disruption and disrespect. Discretionary discipline is an action taken by a school district for student behavior that violates the rules of student conduct. Within SPSPD 64% of disciplinary actions were labeled as a result of Disruptive Conduct. Disruptive Conduct is a general term for subjective, minimal behavior that should be managed within the classroom setting and responded to using alternatives to suspension rather than long-term suspensions or expulsion.

Teachers and school staff are in need of professional development to better support classroom behavior and develop positive relationships with students. Automatic suspensions for Disruptive Conduct further pushes students out of school and into the Justice System. During each year between 2012 and 2015, Spokane Public Schools referred too many children for criminal prosecution (primarily of misdemeanors) because of school-based behavior, exposing those children to the negative consequences of criminal justice involvement and perpetuating a school to prison pipeline.

- **Additional statewide data came from Children's Administration:** Youth that interact with the child welfare system or the criminal justice system (but not both systems) had twice the odds of disengagement. Youth involved in both systems had 3.5 times the odds of disengagement. Much of the increased risk could be

explained by other related risk factors including poverty, homelessness, behavioral health conditions, and disability.

Among Department of Social and Health Services (DSHS) and Health Care Authority (HCA) -served young people, American Indian, African American, Pacific Islander, and multi-racial youth disengaged at higher rates relative to White and Asian youth. Hispanic youth disengaged at slightly higher rates than White youth and much greater rates than Asian youth. Much of the increased disengagement experienced by minority youth was explained by disparities in risk factors that are more likely to impact these groups.

- **Other Factors:** Educational achievement has long been linked to economic prosperity and recently to adverse childhood experiences (ACES). Among school age youth in Spokane, approximately 75% of Asian Pacific Islanders, 43% of Latino, and 62% of African American youth live in poverty. In Spokane, Asian Pacific Islanders, Latino and African American communities are 2.5-5.6 more likely to live in poverty than their White peers. Locally, approximately half of adults with less than a high school education live in poverty, and adults with less than a high school education are 3.0 times more likely to have ACES compared to adults with a bachelors or advanced degree. Understanding the links between race, poverty, trauma and education have become central in understanding the dynamic of achieving equity.

This project is extremely important to our local community. A quality education for all youth is the key pathway out of poverty and away from the criminal justice system. Access to education is not available when youth are systematically removed or disengaged from the classrooms. In Spokane, parents of marginalized youth have expressed outrage over disparate treatment of their children. They are demanding change to the Spokane Public School District's disciplinary polices and arrest/ referrals to the Juvenile Court for school misbehavior.

Earlier this year the SPSD Superintendent met with representatives of the American Civil Liberties Union, the NAACP, Community Action Team (CAT) members and other groups to discuss the efforts to reform student discipline in SPSD. The meeting resulted in the development of a resolution, signed by the Superintendent, admitting the district relied on harsh disciplinary actions, including referring too many children for criminal prosecution for school based behavior. The Superintendent has created a Leadership Committee to address the concerns. The Spokane Capstone Team have become active members of this committee and the following subgroups:

- Data
- Staff Training (Restorative Practices, ACES, Brain Development)
- Campus Resource Officers (philosophy and policy)
- Parent Engagement
- Intercultural Equity

2. Key partners, and how you will obtain buy in from those partners: The agencies and organizations participating on this Capstone Team, as well as their local

communities have a vested interest as stakeholders in improving exclusionary disciplinary outcomes for all youth and reducing the school to prison pipeline. Our communities are already at the table. The Capstone Committee members hold the belief that “Equal Is Not Equitable” and believe all children and youth deserve and have the right to equitable opportunities and access to education, regardless of their backgrounds and experience.

A strong Capstone Team and community partnership is critical for the design, implementation, evaluation and replication of the Spokane Capstone Project. The Spokane Capstone Team key partners are:

- Bonnie Bush, Juvenile Court Director;
- Dr. Wendy Bleecker, Whitworth University;
- Gwen Harris, SPSD Director of Student Services and Option Schools;
- Valerie Marshall, Region 1N, DSHS/Children’s Administration Foster Care Health and Education Program Consultant;
- Officer Jennifer DeRuwe, Youth and Community Outreach Spokane Police Department;
- Lisa Wolph, Racial and Ethnic Disparities Coordinator for Washington State Office of Juvenile Justice; and
- Kathleen Sande, Office of Superintendent of Public Instruction Institutional Education Title 1, Part D Program Manager.

In addition, secondary partners are needed for communication and local support to include:

- Spokane Superior Court Judges (or designee),
- Spokane County Juvenile Court Data Systems Manager,
- Juvenile Court Racial and Ethnic Disparity Coordinator,
- Members of the SPSD Community Action Team,
- Director of Safety of Transportation for SPSD,
- Region 1 Administrator for Children’s Administration (or designee),
- Campus Resource Officers Director or designees,
- Director for Tree House,
- Executive Director for Communities in Schools,
- SPSD Restorative Practices Specialist,
- Law Enforcement,
- Faith Based Community members,
- Representatives from Spokane Regional Network,
- Representatives from Mental Health

3. An overview of the main aspects or steps in your reform plan: There is a need for a common vision in order to develop a comprehensive approach to reducing arrest and referrals from the CROs, reduce suspensions and disciplinary practices, and reduce disproportionality while creating supportive environments for youth and

staff.

- a) **Comprehensive data collection for cross system youth needs to be completed.** Data is necessary to:
 - Inform and drive department policy.
 - Identify cross system youth
 - Define and refine the problem
 - Create a shared vision and establish reform goals
 - Select effective strategies
 - Help Identify services and determine the effectiveness of programs designed to prevent school disengagement
 - Focus interventions and professional training on youth who experience certain life events.
 - Track the needs of the cross system youth. Improve preparations and support for youth in transition

- b) **The Spokane Team is interested in developing a community “report card” of systemic change.** The report card will include the following:
 - Collect, use and publicize disaggregated data,
 - Align discipline polices with educational goals.
 - Support local discipline alternatives that target specific racial and ethnic communities and offense.
 - Change policy or practice that reflect or support implicit bias across systems.

- c) **Create an infusion of professional development for cross system staff** that includes at a minimum: Self-care, ACES, Cultural Competency, Restorative practices, Building Resiliency in youth and staff.

4. A description of the key deliverables for the capstone project.

- a) When, how and by whom will they be done?
- b) Please provide a detailed work plan and timeline

The Spokane Capstone Team has developed the following action plan and timeline:

STEPS TAKEN	DATE TO BE COMPLETED BY
Determine sources of baseline data **	December, 2016
Analyze baseline data	January, 2017
Use baseline data to work with Spokane Public School’s Superintendent’s Leadership Team (SLT) to identify 3 feeder schools (high school, middle and elementary)	January 2017
Educate and gain support and “ buy-in” from local systems and community**	On-going

Conduct and review environment surveys from teachers, students, parents, community advocates – surveys will be developed/determined within partnership.	On-going
Enhance support for community truancy boards, specifically in identified feeder schools.	January, 2017
Develop MOUs between participating agencies where necessary	On-going
Review current practices and implement training offerings among schools, courts and other partners***	On-going
Identify School Based Diversion Programs or special needs programs for the 3 feeder schools	July 2017
Broaden community collaboration and partnerships	On-going
Evaluation of progress- Report Card	On-going

*Current baseline data available through schools, juvenile court, law enforcement and child welfare, depicting disproportionality that supports this project.

** An information sheet will be developed to support the “WHY” to include shared vision and goal setting and current statutory requirements

***Professional development and self-care training will likely include restorative practices, social/emotional learning strategies, autism spectrum, effects of trauma on learning, trauma informed care, trainings centered on cultural development and implicit bias, and training related to their own ACES and/or vicarious trauma from the youth they serve. Trainings may be driven by data and survey results for the individual schools.

5. An analysis of how your reform will align with other efforts needed to fully address the problem you have identified. The Capstone Project concept came from previous reform efforts by the Juvenile Court Director; Dr. Wendy Bleecker’s early SPSD data collection; the work of the SPSD’s Community Action Team (CAT), Community engagement efforts by the Police Department and the SPSD Superintendent’s signed Resolution and future work of her Leadership Team. All efforts are in alignment with this proposal.

Under the direction of the Juvenile Court Director, Spokane County Juvenile Court services has been involved in two major reform efforts designed to keep specific youth from being pulled deeper into the court system thereby reducing the “school to prison pipeline” and increasing graduation rates. In 2004, the Juvenile Court became an **Annie E. Casey Detention Alternative Initiative (JDAI)** site keeping lower risk youth out of secure detention and safely programed and monitored in the community.

In 2007, the Juvenile Court became a **MacArthur Models for Change site** addressing status offenses- especially truant youth. The Court, along with West Valley School District (WVSD) staff and Washington State University studied the effectiveness of WVSD’s Community Truancy Board (CTB). **The CTB is an early school/court collaboration and intervention designed to keep youth from the**

formal court process while providing services and support to the youth and family from a community level. The research conducted by WSU found the CTB to be effective in keeping youth engaged in school. There is also an increase in graduation rates found from the support of the CTB. Spokane Juvenile Court was very successful in developing a Community Truancy Board tool kit that has been replicated across the state. Through the two on-going reform efforts, the Juvenile Court has been developing specific approaches to address racial and ethnic disparity and bias found within the system.

In 2014, Bonnie Bush, Juvenile Court Director worked with Dr. Wendy Bleecker, (who was SPSD's Director of Student Services), under the approval of the CAT and SPSD to apply for a grant from the Washington Partnership Council of Juvenile Justice to further combined efforts in reducing racial and ethnic disparities and keeping youth engaged in school. The grant was submitted and approved.

Funding was made available to contract with the Burns Institute (BI). The BI works to eliminate racial and ethnic disparities in juvenile justice and child-serving public systems through equitable, restorative and community centered responses to youthful behavior. The goal for the grant was to address the school-to-prison pipeline. The BI looks at suspension and discipline rates and to what extent racial and ethnic disparities exist in SPSD policy and disciplinary actions as well as how existing disparity have changed over a four year period and for which behaviors youth of color are most often disciplined. The BI worked with SPSD in identifying factors that can influence SPSD's ability to successfully reduce suspensions and expulsions, specifically for youth of color.

Findings and recommendations were based on stakeholder interviews, stakeholder focus groups, teacher surveys and data analysis. Based on the findings of BI, the SPSD Administrator presented recommendations to the SPSD Board of Directors.

Recommendation's consisted of:

- a) Revisions within student discipline policies and procedures reflecting the reduction of out of school discipline and the use of restorative practices;
- b) Increased professional development for all staff supporting the use of restorative discipline, social and emotional learning and cultural development using the Inter-cultural Development Inventory (IDI) and ;
- c) Improved access and dissemination of discipline data disaggregated by race/ethnicity.

6. Barriers to implementation and how you plan to overcome them. The community "norm" is not healthy. The greatest challenges identified in the SPSD/Juvenile Court reform effort are:

- a) **There is a lack of trust of systems with marginalized youth and families.** Change has not been fast enough for our communities of color. Trust will be built through continued community engagement opportunities across systems: SPSD Leadership committee, SPSD Restorative Practices Workgroup, CAT/Capstone committee, Police and Community Forums, Faith Alliance committee, Police Activity League (PAL), Youth & Police Initiative (YPI), Roundtable for Students in Foster Care, Juvenile Court Forums, United Way School Community Partnership committee, etc.
- b) **There are too many children experiencing trauma layered with mental health and learning disabilities.** Typical/traditional interactions do not work with these youth and their families. Assessment tools focusing on the risk and needs of the students need to be conducted and shared with staff including Campus Resource Officers.
- c) **There is a lack of staff knowledge and understanding of the impact of trauma and cultural difference.** SPSD staff are feeling devalued and criticized without proper support or training. In addition to school staff, the Capstone committee has identified that trauma and cultural competence training is necessary across all youth caring systems. Staff will need the time and opportunity to develop capacity and full understanding of how to effectuate change. Staff working with traumatized youth are also in need personalized self-care support. The Capstone committee will need to work with SPSD, the Teachers Union, the Principal's Association, Campus Resource Officers and other systems to identify professional development opportunities. The SPSD School Board and Teachers Union has been informed on the need for policy reform and the need for support for the reform efforts.
- d) **There is lack of Professional Development funding within SPSD and the other systems** to address the needs. The Capstone and SPSD Leadership team will brainstorm grant funding ideas. In the past two years the Juvenile Court and SPSD have offered support from the Burns Institute, cultural competency training for additional staff, trauma training and social emotional classroom training.

In order to effectuate change, system leaders have a moral obligation to support staff in philosophical system change, buy-in, training and support with personalized self-care.

7. A thorough analysis of how success will be measured.

- a) What data, both initial and comparison, will you collect in order to gauge your success?
- b) What measurements will you put in place to determine performance and fidelity of implementation

The SPSD Superintendent has recently given permission for the Capstone committee to focus on three feeder schools (High school, middle and elementary). The next step is to determine which schools will be our pilot sites.

The Superintendent's Leadership Committee has not finalized their data plans as of today's date. This data collection proposal may be expanded based on their feedback. The initial and comparison data is not limited to but will include the following for 2012-present broken down by age, race, gender, ethnicity, Special Education and foster youth **where possible**:

- Juvenile Population of Spokane County
- SPSD School Enrollment grade k-12
- First Language at Home
- Changes in Student Enrollment and Discipline
- School Discipline Data- District wide to include exclusionary Out-Of-School Suspensions or expulsions
- Track use of in school suspensions
- IEP/Disability/Special Education
- Top (5) reasons for Suspensions
- Campus Resource / Law Enforcement arrest and referral Data
- Focus on identifying questions about disparities within school discipline
- Increase in use of Restorative Practices
- Increase in staff training and support for Special Education needs (autism spectrum)
- Juvenile Court Arrest/ Detain/ Release Data
- Juvenile Court Secure Detention Average Length of Stay and Average Daily Population
- Juvenile Court Detention Overrides and reasons
- Juvenile Court Detention Alternative Programs
- Juvenile Court Racial and Ethnic Disparity Matrices- RRI Formula
- Prosecutor Filing information
- Juvenile Court Diversion referrals
- Total number of foster youth in Region 1
- Identify the schools foster youth are attending and system(s) impacts or need of assistance
- Track Community Truancy Board referrals and outcomes (support and services)

Measurements that will be put in place to determine performance and fidelity of implementation will include the following:

- a) SPSD Superintendent Leadership Committee will develop a shared vision.
- b) SPSD Superintendent Leadership Committee members and the Capstone Committee members will share information to better educate the community on the issues.
- c) SPSD Superintendent Leadership Committee and the Capstone Committee will set measurable goals and objectives.

- d) SPSD Superintendent Leadership Committee and the Capstone Committee will collect, use and publicize disaggregated data,
- e) SPSD Superintendent Leadership Committee and the Capstone Committee will identify activities and create action plans,
- f) SPSD Superintendent Leadership Committee and the Capstone Committee will align discipline policies with educational goals,
- g) SPSD Superintendent Leadership Committee and the Capstone Committee will support local discipline alternatives that target specific racial and ethnic communities and offenses,
- h) SPSD Superintendent Leadership Committee and the Capstone Committee will identify professional development training for staff in cross systems.
- i) **The Capstone Committee will develop a community report card as a method to educate the community and monitor progress.**

For feedback or questions please contact Bonnie Bush, Spokane County Juvenile Court Administrator by calling (509) 477-2406 or through email at bbush@spokanecounty.org

Capstone Project Summary

Clark County, WA

1) What is the issue your project seeks to address?

Clark County seeks to decrease juvenile court referrals from schools for low level offenses, improve police officer and student relations and increase graduation rates in Evergreen Public Schools.

2) Who will your project serve?

The project will serve students by providing restorative school based diversion opportunities which will identify mental and substance use disorders and connect them to resources. The project will also serve school staff and School Resource Officers by providing them with cross-system training on the signs and symptoms of mental, substance use, and trauma disorders and on the diversion options available.

3) Why is the issue particularly relevant to your agency/organization/community?

Because we are still steeped in culture of exclusionary discipline practices, we hope to affect instinctual reactions to negative behaviors to reflect a more trauma informed approach. Current data from OSPI on Evergreen Public Schools shows racial and ethnic disparity in academic achievement and discipline; suspensions and expulsions.

Local data from the juvenile justice system shows that roughly 25% of all low level offenses are filed on students in the school setting. These offenses include but are not limited to: Possession of MJ, Minor in Possession of Alcohol, and Assault in the fourth degree (mutual combat fights).

The issue is relevant because our court and school districts are in the process of partnering to implement restorative practices in schools. We have a long history of collaboration to divert truancy youth from formal processing and secure confinement. We have developed an information sharing resource guide to improve cross system coordination and collaboration. We have developed a community mental health consortium to increase the presence of clinical psychologists in schools and the juvenile court. The issue is particularly relevant as we have been focusing on diverting youth from the juvenile justice system for status offenses and creating alternatives to formal processing and secure confinement for low level offenses through our Models for Change and Juvenile Detention Alternatives Initiative grants.

4) What are the key steps in your plan? (Please provide a rough timeline for each of the key steps).

- Convene key stakeholders to identify a common vision and understanding of the work and gain buy-in from line level practitioners
- Collect and analyze data on school related referrals by offense type, specific schools, and demographics.
- Identify administrative teams open to alternative discipline approaches
- Aggregate data and school readiness to determine pilot sites
- Provide cross-system training on the need for an alternative response, the diversion process,
- Develop a school-justice-law enforcement agreement which clarifies the role of law enforcement in schools and who is eligible for diversion and how the process will work
- Update School Resource Officer Job Description
- Develop a restorative school based diversion practice and manualize it

- Collect and analyze data to evaluate the program effectiveness

5) Who will be your key partners?

- Evergreen School District
- Clark County Juvenile Court
- Clark County Sheriff's Office
- Vancouver Police Department
- Evergreen Education Association
- Connect Evergreen Community Coalition

6) How will you measure success? (In other words, how will you know whether your project had an effect on justice-involved youth in your jurisdiction?)

- Updated SRO job descriptions
- Updated Law Enforcement-School Justice agreement
- Policies reviewed/revised
- Procedures reviewed/revised
- Trainings conducted and attended
- Number of students participated in the new process
- Reduced school based referrals to the juvenile justice system
- Increased student referrals to mental health and substance abuse resources