



King County

March 31, 2015

Seattle City Council

RE: Race and Equity Action Plan

Dear Honorable City Councilmembers,

The Statement of Shared Commitment between King County and the City of Seattle dated October 13, 2014, charged the County with conducting a Race and Social Justice Assessment and Action Plan to reduce racial disproportionality in the juvenile justice system.

The factors that contribute to disproportionality have been studied both nationally and locally. Existing and emerging studies are conclusive and substantiate the path outlined in the attached Action Plan. They all support our making a paradigm shift in our philosophy of juvenile justice, moving from a system that criminalizes vulnerable youth to one that supports them in leading safe, productive lives.

Beginning in 1998, King County created another major paradigm shift in our criminal justice system by focusing on reducing the incarceration of youth. We have been successful in this endeavor. The County has reduced the use of secure detention by nearly three-fourths, from a high of 205 youth in 2000 to as few as 45 youth in 2014. However, we have not met our goal of addressing disproportionality. In fact, minority youth, and African American youth in particular, are now a substantially *greater* proportion of the smaller number of youth incarcerated today.

So, while we acknowledge success in reducing the overall use of secure detention, we must also face our failure. In the case of African American youth, for example, the proportion has risen from roughly 35 percent of the average daily population fifteen years ago to around 50 percent today—nearly five times their representation in the general youth population of King County.

To live up to the fair and just principles we have adopted as part of our core values, King County will embark upon a major shift in our philosophy of juvenile justice. We commit to ending disproportionality in the juvenile justice system. We commit to decriminalizing homelessness and mental illness. We commit to partnering with our schools and our communities to provide all youth with more options and opportunities. This Interim Report identifies important elements necessary to achieve these goals, including:

1. Documenting King County's successes in substantially reducing the use of detention.
2. Acknowledging that, despite these successes, there is unacceptable and persistent inequity in our juvenile justice system, which we must address.

3. Taking specific and meaningful actions to address inequities brought to light by national research, state and local data, and many of our constituents.
4. Outlining an approach and timeline for engaging members of the community who live with racial disproportionality every day. Our approach builds on our foundation of knowledge of the juvenile justice system's effects on people and communities of color, as well as identifying additional reforms to avoid or minimize those effects.

The conversation around disproportionality has recently been focused on the Children and Family Justice Center that will replace the outmoded, dilapidated existing facility. But the very purpose of the Center is to advance the County's goal of supporting and healing some of its most vulnerable residents, by bringing together, in a respectful and healthy environment, alternatives and programs to help young people and their families overcome challenges. Consistent with this purpose, and with the County's success in diverting youth from adjudication, the detention component of the replacement Center will be dramatically smaller than that in the current facility. The replacement Center will include private rooms for families in crisis, basic services for court clients such as childcare, family and therapeutic courts, and a resource center to connect vulnerable youth and families with preventive and supportive services in their home communities.

The problem of disproportionality goes far beyond detention, and far beyond the justice system. This is about a society that reinforces disparate paths and opportunities based on race in areas of education, school discipline, employment, housing, economic opportunity and, yes, criminal justice.

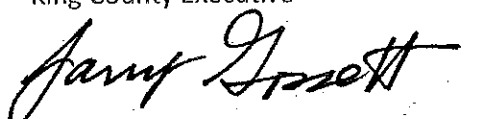
We are taking near-term action to support local efforts, including those led by the community to achieve improvements inside and outside the judicial system. The County will further increase efforts to divert youth *before* they become involved in the justice system.


It is time for action. As government leaders who manage the most significant institution—the juvenile justice system—we accept this challenge. But to make real, meaningful, sustained change, we cannot do it alone. As the title of our October agreement signifies, this is a shared commitment. We will only be successful with the active partnership of school districts, police departments, faith leaders, social service providers, and, most importantly, community members.

As One King County, we will right the wrong of disproportionality in our juvenile justice system and provide an example for others around the nation to emulate. By partnering with the community to create new, evidence-based programs in the short term, and by implementing our Action Plan for the long term, we will create the means to support all our youth and create a successful start to their lives—lives that are meaningful and full of promise.

Sincerely,


Dow Constantine
King County Executive


Larry Gossett
King County Councilmember, District 2


Susan Craighead
Presiding Judge, King County Superior Court

HOW TO READ THIS REPORT

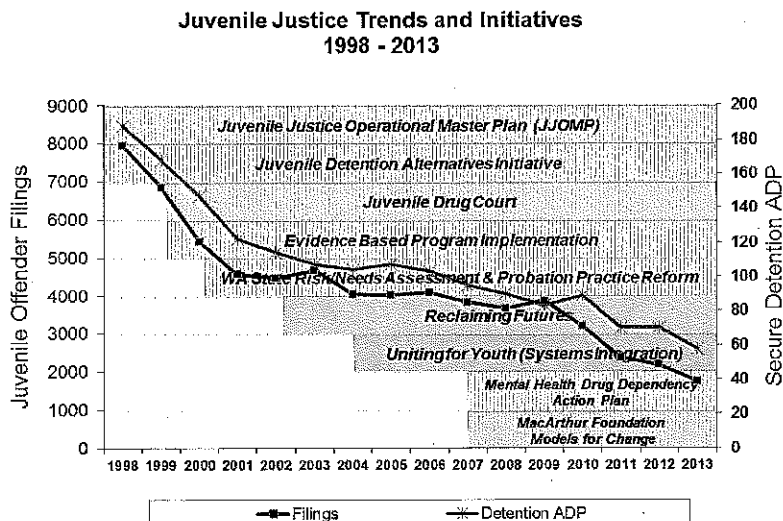
This report is divided into four sections:

- I. ***Reducing the Use of Juvenile Detention***, which documents King County's investments in systemic reforms and community-based programs that have resulted in a steep decline in the use of detention.
- II. ***Our Commitments to Reducing Inequity in the Juvenile Justice System***, which acknowledges the persistent inequity in the system and makes specific, meaningful, and immediate commitments to reforms based on existing research and data, in addition to input from communities of color.
- III. ***The Children and Family Justice Center Replacement Project***, which describes the history of the facility and how community engagement continues to shape the replacement facility.
- IV. ***Approach to Race and Social Justice Action Plan***, which describes the approach and timeline for engaging the communities most affected by our juvenile justice system in identifying additional reforms for reducing inequity in the system.

I. REDUCING THE USE OF JUVENILE DETENTION

Over a decade ago, King County recognized that reducing severe discipline measures—like secure detention—whenever possible is best for vulnerable youth, their families, and communities. This section of the interim report documents King County’s past success in reducing the use of detention through meaningful and sustained system reforms.

The graph below shows that major evidence-based initiatives to reduce the use of detention have resulted in dramatic drops in filings and secure detention.



The following table breaks down annual expenditures for direct services to youth—such as Family Treatment Court—and community based programming.

Agency	Total
Public Health	\$ 8,400,000
DCHS	\$ 13,900,000
Superior Court	\$ 17,900,000
Public Defense	\$ 4,563,928
Prosecutor	\$ 200,000
DAJD Juvenile	\$ 600,000
Total Annual Amount	\$ 45,563,928

*King County dollars spent on youth services, including juvenile court processes but not detention
(2013 Adopted Budget)*

Juvenile Detention Alternatives Initiative (JDAI)

King County has been a JDAI county since 2004. The objectives of JDAI are to reduce the number of children unnecessarily or inappropriately detained, minimize the number of youth who fail to appear in court or reoffend pending adjudication, redirect public funds toward successful reform strategies, and improve conditions of confinement.

To accomplish these objectives, the JDAI focuses on eight core strategies, including reducing racial disparities in juvenile detention.

Washington Partnership Council on Juvenile Justice (WA-PCJJ)

King County has actively partnered with the WA-PCJJ to reduce disproportionate minority contact (DMC). Over the years, WA-PCJJ has provided grant funding and technical assistance to support several King County DMC efforts including the Community Juvenile Justice Coalition, warrant reduction, expedited case processing, and data analysis. WA-PCJJ has also been instrumental in the support and expansion of the JDAI.

King County provides WA-PCJJ data to meet annual federal reporting requirements to measure racial disparity at key points in the juvenile justice process, including disproportionate minority confinement in juvenile detention.

System-wide interventions

Two highlights of system-wide efforts are the Juvenile Detention Alternatives Initiative (JDAI) and the Washington Partnership Council on Juvenile Justice (WA-PCJJ), described in the boxes above. These interventions have led to steep declines in filings and secure detention. (See Appendix B for more King County-funded community-based programming.)

Community-based programming

In addition to the system-wide efforts made by the courts and detention center, King County, through the Department of Public Health, Department of Community and Human Services, and other agencies also funds community partners to provide preventative services and support to court-involved youth and families.

Two highlights of community-based programming are the 4C Coalition Mentor Program and Raising Our Youth As Leaders (ROYAL), described below.

4C Coalition Mentor Program

The 4C Coalition is collaboration between a collective of churches in the Rainier Valley and the King County Superior Court. This program matches youth who are involved in the King County Superior Court system with positive role models from their community. The mentor helps the youth realize alternatives to destructive behavior while participating in positive one-on-one activities. The mentor works with the court and an advocacy team assigned to the youth to help overcome his or her personal challenges.

Raising Our Youth As Leaders (ROYAL) Program

In 1998, King County leaders concerned about racial disproportionality in the juvenile justice system developed a pilot project, ROYAL. Today, ROYAL's staff of six works with about 70 high-risk youth of color each year, all of whom are involved in the criminal justice system. The most recent analysis showed that 80 percent of those involved in ROYAL do not reoffend.

II. OUR COMMITMENTS TO REDUCING INEQUITY IN THE JUVENILE JUSTICE SYSTEM

Many community members feel that there has been a lot of talk about reducing inequity in the juvenile justice system, but little action. We acknowledge that it will take time and follow-through to rebuild trust. To start us down that path, we are making specific and immediate commitments we believe will reduce inequity in the juvenile justice system.

Despite the heightened awareness and activism around inequity in the juvenile justice system, we are not just waking up now to this problem and its effects on our communities. Washington State has long been a forerunner in conducting research studies on the overrepresentation of minority youth within the juvenile justice system. It has actively implemented both delinquency prevention programs and systems improvement activities. The causes of racial disproportionality in the juvenile justice system are well-documented on a national level, aggravated by state and local factors, as described in Appendix C.

Given this context, we are implementing a two-pronged approach: we are making commitments today based on the information we have, and we will also consult with the community and act quickly to implement a broader array of solutions aimed to reduce and eliminate disproportionality.

Based on our current foundation of knowledge, King County is making the following commitments today:

Prevent detention for youth of color and reduce disproportionality

The best way to reduce disproportionality in the juvenile justice system is prevention. The right programming can help youth gain self-esteem, engage in enrichment activities, and lead happier, safer lives. In addition, because there is a relationship between poverty and winding up in the juvenile justice system, we know that some strategies need to focus on increasing economic opportunity for youth of color.

Although there are several community-based programs funded by King County, some youth—especially youth of color, immigrant/refugee youth, and youth from households with low incomes—do not use these programs because they are not readily accessible in many King County communities where youth of color live, or they are not culturally-specific or appropriate.

As such, we commit to increasing programming in the following areas:

- Culturally-specific, community-based outreach and engagement strategies to prevent youth of color from becoming involved in the juvenile justice system.
- Outreach/Case Management models that provide school-based intervention to help youth of color stay connected to school; access preventative services for themselves and their families; obtain employment; enroll in positive alternatives such as athletics, arts, or music; and interrupt the “School-to-Prison Pipeline.”
- Street outreach in areas where high-risk youth congregate, where caring adults can help them access services that provide early intervention, de-escalate conflict, and interrupt gang involvement.

Expand alternatives to detention

Every day in King County, we are putting homeless youth or youth suffering from mental illness in detention because we do not have another safe place for them to go.

We know that youth who are homeless or have mental health issues may be better served if they had alternatives to secure detention. The problem is that these services may not be as available or accessible in the communities where they are most needed. Homeless youth are often found in areas with inadequate support services¹.

As part of this Action Plan, King County will conduct engagement with the most affected local communities on how community-based services are able to replace detention for some youth. To support this effort, King County is also hiring a community liaison. The liaison will be part of a larger community engagement strategy by the County to do outreach and implement community-based solutions. When we identify opportunities to invest in community based services for homeless youth and youth with mental illness, King County will make those investments, which will also help address disproportionality.

Reduce use of detention for status offenses and probation violations

Without enough safe places for youth who are truant or running away from home to go, we are putting them in secure detention. In keeping with the national trend away from placing youth in detention who are truant from school, runaways, and breaking curfew, the Superior Court commits to make every effort to avoid detention for these young people except where the life or safety of a youth is in danger.

Furthermore, with this Action Plan, all three branches of King County government commit to providing the resources necessary to reduce the use of detention for probation violations by 50 percent by April 2016. King County will establish a juvenile probation orientation program to teach youth what to expect and how to interact with a probation officer to avoid violations.

Support for court-involved youth

Despite many efforts to reduce arrest warrants for youth who fail to appear in court, they continue to happen for several reasons: youth are not able to get to court because they lack transportation, they or their families do not understand the legal system or the consequences of not appearing in court, they do not have encouragement or support from families or other responsible or caring adults in getting to court, or their families have a fear of interacting with government.

To address this problem, King County will adapt the Office of Juvenile Justice and Delinquency Prevention guidelines to inform the Action Plan for King County moving forward (see Action Plan for details).

King County will fund liaisons who come from local communities to help court-involved youth and their families understand and work through the legal system. These individuals will be trained in culturally-appropriate outreach and speak the same language as the youth and families they are meeting.

King County will identify and implement solutions to help get youth to court or enable them to appear remotely by video to reduce arrest warrants for failures to appear.

King County will provide additional funding to the Public Defender's Office to build a new team of social service and legal advocates, who will provide a more comprehensive approach to juvenile defense. This investment will provide resources that improve and enhance representation of youth in all stages of the juvenile justice system, so youth of color have increased opportunities for and success with diversion, experience fewer warrants and violations of probation, and have increased access to community based support.

¹ Crosscut: "Five Things We Learned About Homelessness"

King County Superior Court will re-examine the criteria for admitting youth to detention to try to screen out even more low-risk youth. Also, efforts will be made to address a youth's needs up front rather than require processing through the juvenile court to access services.

We will update the existing "sanction grid" for youth on probation based on recent research. We will implement sanctions that can be effective in teaching youth to respect rules but may not involve incarceration and removal of youth from family, school, and the community. This will include exploring a structured system of graduated incentives for continued progress on community supervision and graduated sanctions to respond to violations.

Reduce the size of detention

King County has heard from many social service providers, faith leaders, and community members that people want to see us reduce the number of detention beds as much as possible, because this will force us to make system, policy, and other changes that will reduce the use of detention.

The current King County Youth Services Center (YSC) has 212 beds. Plans for the replacement Children and Family Justice Center include 144 beds. With this Action Plan, the County Executive is capping detention beds at 112, a further decrease of 32 beds, and a nearly 50 percent decrease from YSC's current capacity. As a practical matter, this reduction means the operable cap is actually far lower, because of the requirement that certain juvenile populations cannot be housed in the same living unit. We still need the capacity to house male and female youth separately, and provide a range of housing options and housing unit profiles that meet the safety and health concerns for youth in the facility.

The space that was originally intended for detention will be leased to community-based organizations that work with vulnerable youth.

Use our power to convene

The County will use its power to convene community leaders and outside organizations to work toward eliminating racial disproportionality and reducing further the use of juvenile detention.

Understanding that the best solution is prevention, these partnerships begin with community-based providers and school districts. We know that school districts are already working on issues of school discipline. For example, Highline School District, as part of their strategic plan², committed to ending out-of-school suspensions (except when critical for student and staff safety). The Roadmap Project—a cooperative effort of seven school districts in South King County—is also working to address this very issue.

We will create formal partnerships with school districts and education organizations on issues of school discipline. These organizations could include, but are not limited to: the Road Map Project, Southeast Seattle Education Coalition, Seattle University Youth Initiative, and Eastside Pathways.

As we move through the "school-to-prison pipeline," we also know that law enforcement and prosecutors play a vital role. We will pursue partnerships with these institutions to help create solutions that keep our community safe and provide the brightest future for our youth.

² [Community 2013-2017 Strategic Plan for Highline Public Schools](#)

III. THE CHILDREN AND FAMILY JUSTICE CENTER REPLACEMENT PROJECT

The Children and Family Justice Center Replacement Project was designed based on stakeholder input and as part of a broader strategy to reduce the use of detention for youth and improve outcomes for vulnerable families. While the County will continue to fight for a world where detention for young people is no longer needed, we believe adult detention is no place for a vulnerable young person.

It is state law that we provide a youth detention facility, and we are legally mandated to provide a safe place for youth who have committed crimes. However, the current facility is decayed, inefficient, outdated, and intimidating for court-involved youth and families. There are more beds and detention space than we need, and because of its size and deteriorating condition, it is increasingly expensive to operate. Additional problems include:

- Both Alder Tower and Alder Wing are in severe disrepair. Over the last decade, problems have included but are not limited to: brown water in cold-water lines; hot water being shut off in lower floors due to significant leakage; drainage problems leading to water seeping through walls; heating, ventilation, and air-conditioning (HVAC) does not work on the 4th and 5th floors of Alder Tower; and sewer gasses permeate the lower levels due to plumbing problems.³
- The maintenance cost on the current buildings over the next 30 years, adjusted for inflation, would be \$67.8 million. Over the same time period, maintenance of a new building would be \$15.2 million, also adjusted for inflation.⁴
- Current court areas are too crowded for most people to find space for confidential conversations. Space is also extremely limited for community programs that could help further reduce the juvenile detention population.

King County's Facilities Management Division (FMD) studied five options for the facility that included partial renovations, relocating facilities to another site, and new facilities onsite. When the cost of land, construction, operations, staffing, and maintenance were all taken into account, King County found that replacing the current structures at the current YSC site was the most cost effective, long term plan.

In 2012, 65.07 percent of City of Seattle voters and 55.42 percent of King County voters approved a \$210 million project levy (as described in the voter's pamphlet and other public forums) that would replace all facilities, including detention, on the current YSC site. Long-term savings will be found in detention space reduction, energy efficient designs that will cut utility costs, and new facilities that will reduce expensive maintenance.

Public outreach for this project began in 2002 and continues more than a decade later. We gathered public and stakeholder input at roundtable discussions, surveys, and focus groups with families, advocates, and attorneys who have used the Youth Services Center; open houses, community meetings, and briefings in the neighborhood surrounding the facility; and direct outreach at community fairs and festivals throughout King County before and after the 2012 vote. Appendix D includes a project timeline for the Children and Family Justice Center, which shows how King County engaged stakeholders and how their input was considered and addresses in plans for the Children and Family Justice Center. Appendix E provides a summary of community input and how that input was reflected in the conceptual design for the Children and Family Justice Center.

³ King County Juvenile Court Replacement - Project Overview

⁴ Children and Family Justice Center Options Study

IV. APPROACH TO RACE AND SOCIAL JUSTICE ACTION PLAN

"For these are all our children, and we will all profit by, or pay for, whatever they become."

James Baldwin

In Section II of this report, King County outlined immediate steps it could take to reduce disproportionality in the juvenile justice system. However, to truly eliminate disproportionality, we must get at root causes. This section describes King County's approach to partnering with schools, police departments, social service providers, and community members to identify a shared vision for juvenile justice and create measurable objectives, action steps, and a timeline for realizing that vision.

Despite the urgency we all feel at this moment in history, the U.S. Department of Justice Office of Juvenile Justice and Delinquency Prevention (OJJDP) and local experts in community and inclusive engagement caution that developing consensus among community stakeholders around goals and priorities is integral to success, but it takes time.

That being said, it is not okay to have even one youth in detention who should not be there. As we conduct community engagement, when we identify opportunities to take immediate action that will prevent even one youth of color from going to detention when an alternative would be better, we commit to taking immediate action on those items. Anything we can do now, we will do.

Our approach will adhere to the following guiding principles:

- King County will convene a broad and deep set of stakeholders required to create a systemic approach to assessing and addressing inequity in the juvenile justice system. This includes, but is not limited to community members, especially the residents most affected by disproportionality in the juvenile justice system; voters; courts; school districts; law enforcement; social service providers; and the faith community.
- King County will respect the time of community members who engage in this process. As such, we will always be clear about how we will use public input, and we will always report back to the community on how their input has been considered and addressed.
- The County will engage in culturally-sensitive practices, including respecting community members' time, holding meetings at accessible locations and at a variety of times to accommodate different schedules, providing child-friendly activities and meals, and offering translation and interpretation.
- King County will engage credible local and national experts around best practices and new and innovative practices in ending disproportionality. These practices will be research-based and proven to work in traditionally underserved populations.
- When we identify opportunities to make immediate policy or other changes that will address disproportionality, we will take them, regardless of where we are in the process.
- King County's final recommendations will evaluate metrics so we can measure the progress being made to end disproportionality.

This section describes each phase of our approach.

Create the Action Plan Framework

Objective: Create an action plan with stakeholders throughout King County, including community members, voters, courts, school districts, law enforcement, social service providers, and the faith community. This approach is also informed by King County's Equity Review Tool (Appendix F), the Environmental Protection Agency's Environmental Justice Assessment guidelines, and King County's Community Engagement Worksheet (Appendix G).

A strong, credible approach to creating an action plan builds the foundation for achieving an end to inequity in the system. Instead of announcing an approach, King County will consult with stakeholders before finalizing the approach.

This phase will include the following steps:

1. Identify a Steering Committee for the Action Plan. Representation for the Steering Committee to be determined by the King County Executive, King County Superior Court, and King County Council, in consultation with community members. The Steering Committee members will:
 - a. Have strong relationships with historically underserved or underrepresented communities
 - b. Include community members, representatives from community-based organizations, faith leaders, and other stakeholders from geographic areas with disproportionate populations of youth of color in the juvenile justice system
 - c. Hold a strong belief in ending inequity in the juvenile justice system according to the County's "fair and just" principle
 - d. Have strong capacity and experiences in collective impact work, i.e., bringing stakeholders together in a structured way to achieve social change starting with a common agenda and vision, establishing shared measurement for continuous improvement, fostering mutually-reinforcing activities, encouraging ongoing communication, and supporting the work of the group
2. Identify experts in child and adolescent development, mental health, child welfare, education, criminal justice, and human rights to support development of the Action Plan.
3. Prepare to work on two separate but related tracks:
 - a. The first track will identify near-term steps to address inequity in the juvenile justice system, by focusing on reducing disproportionate outcomes from decisions made at each point of the juvenile justice system. Key partners for this first track are law enforcement and educators. We will use the OJJDP's framework for addressing disproportionality, as it has been successful in other urban jurisdictions elsewhere in the country.
 - b. The second track will focus on creating alternatives to the juvenile justice system and detention and establishing programs designed to prevent young people from ever becoming part of the juvenile justice system. It will take longer for these efforts to affect racial disproportionality, but the benefits will be broader and deeper. Key partners on the second track are educators, child advocates, and leaders of the child welfare and mental health systems
4. Conduct community engagement to develop a shared vision for the overall Action Plan and goals for each track. Throughout this process, the Steering Committee will seek community input, present the information or data it is relying on to form its recommendations, and produce a clear, concise public document articulating the Action Plan's vision and the near and longer-

term goals of the Action Plan. We will also identify and engage partnerships with community-based organizations in stakeholder communities to support outreach.

5. Gather data to determine how best to achieve the goals set through the community engagement process. An example of the kind of data the steering committee will need and the method by which we will gather and report the data is attached in Appendix H.

Bring possible solutions and strategies to the community

The Steering Committee will ask the community (stakeholders, service providers, faith leaders, educators, families) which strategies seem most promising to them. The Steering Committee will also ask which strategies should be considered in addition to or in lieu of the strategies under consideration. The Steering Committee will ask the community to prioritize strategies and define what success would look like with respect to each strategy they endorse.

Identify solutions and measurable objectives

Based on feedback from the community, the Steering Committee will prioritize strategies and set measurable objectives to evaluate whether each strategy, program, or practice is successful, and over what period of time results should be measured. This will be a continuous process of improvement, evaluation, engagement, and ultimately, more improvement.

Appendices:

- A. Statement of Shared Consent, King County and City of Seattle, October 13, 2014
- B. King County Youth Program Highlights, 2013
- C. National research into causes of racial disproportionality, King County Superior Court, March 30, 2015
- D. Children and Family Justice Center Project Timeline, 2015
- E. Children and Family Justice Center Community Input and Design Responses, March, 2015
- F. King County Equity and Social Justice Equity Impact Review Tool, 2010
- G. King County Community Engagement Worksheet, May, 2011
- H. King County Action Plan – Sample Data Questions, March 30, 2015

Statement of Shared Commitment

Monday, October 13, 2014

Statement of intent between King County and the City of Seattle to continue to address racial disproportionality in the juvenile justice system

Overcoming centuries of racial disparity in our nation's criminal justice system will require concerted, ongoing effort from every branch in the system, all levels of government, elected officials, and the communities we serve. King County and the City of Seattle have demonstrated leadership on this important issue and taken action to address disproportionality. Working together, we will continue to be committed to ensuring that our criminal justice system is fair, just and equitable.

To that end, this document serves as a statement of intent between King County ("County") and City of Seattle ("City") with regard to commitments pertaining to the proposed King County Children and Family Justice Center.

The County acknowledges that the capital project will be built. As the project proceeds, both parties agree to address the following in order to continue to reduce racial disproportionality in the juvenile justice system:

1. Race and Social Justice Assessment and Action Plan. King County and the City of Seattle will work with a third party organization to facilitate a race and social justice analysis of King County's proposed juvenile court and detention facility located in the City of Seattle. The assessment will include, but not be limited to the following components:
 - a. **Partnership and stakeholder interview process:** the County and City intend to partner with a third party organization to engage in a stakeholder interview and scoping process for a racial impact assessment. This process is intended to gather stakeholder input about the scope of the assessment and seek agreement on an instrument. This scoping will include interviews with members of Youth Undoing Institutional Racism (YUIR) and Ending the Prison Industrial Complex (EPIC) as well as judges and other elected leaders, staff in the juvenile justice system, partnering agencies as well as other stakeholders identified by interviewer, the City and the County.

In addition to interviews, this process will be informed by:

- i. The list of questions submitted to the City and County by YUIR that identify key questions about history of the detention center and current experience of youth, particularly youth of color in the institution (attached).
- ii. The work King County has already completed on disproportionate minority contact in the juvenile justice system as well information and studies available about other existing programs and initiatives.

The scope of the assessment is intended to include the review of policy and programming issues as they relate to the proposed Children and Family Justice Center project and racial and ethnic disparities in the criminal justice system. The assessment should also include portions of the juvenile justice system that occur prior to, or outside of the scope of the Capital Project, such as arrest and police contact that is largely under the jurisdiction of the city governments as well as the other upstream issues such as education and public health that impact the lives of individuals and communities that are entering the juvenile justice system.

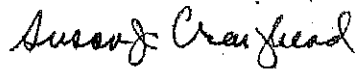
- b. **Additional Phases and Timeline:** A detailed timeline of additional phases will be proposed with the assessment tool. We expect the following phases to be included:
- i. Stakeholder Interviews and Scoping: the scoping phase outlined above expected to be complete by December 31, 2014.
 - ii. Assessment: an initial phase of the racial justice assessment and early action plan to be completed by March 31, 2015 to have the maximum opportunity to influence changes in schematic design. Additional assessment may be proposed on a longer time and the County shall remain open to receiving further policy and program feedback with respect to the Capital Facilities project through December 31, 2015.
 - iii. Action Plan: In addition to an assessment, the County should generate an action-plan of programs, policies and/or changes to the Capital Facilities project program that can be accomplished in the schematic or final design phases that can improve racial equity in juvenile justice outcomes by end of 2015.
 - iv. Implementation Phase: the action plan will be followed by a more detailed implementation schedule with responsible parties identified.
 - v. Evaluation: the County will establish clear means for identifying and measuring progress towards goals outlined in the action and implementation plans.
2. In addition to the assessment, the City and County will strive to take action on the following targeted partnerships:
- a. **Restorative Justice Pilot Projects.** Throughout 2014, the County's Juvenile Court, Office of Performance, Strategy and Budget, and Alternative Dispute Resolution section have partnered with the City's Office of Restorative Justice to provide training and exposure to restorative justice principles and practices. The City and County should commit to continue these efforts into 2015 and specifically to identify one or more pilot projects to expand the use of restorative justice in our juvenile justice system.
 - b. **Children in School.** Mutual efforts by the County and the City to encourage the Seattle School District (and, for KC to encourage other school districts) to reduce the use of

disciplinary suspensions which have been identified as a key precursor to youth involvement in the criminal justice system/detention. Continue to encourage school districts across the county to make filing of a truancy petition a last resort and to ensure the court's response to the petition is effective in reengaging children in school.

- c. Reducing Warrants and Failures to Appear. Youth who fail to appear for court or to comply with court orders represent a significant percentage of those who end up in detention, adding to disproportionate minority confinement. The city and the county will explore ways to reduce failure to appear in court. Expanding the current warrant reduction program, providing transportation services to Seattle youth with hearings and other ideas should be explored.



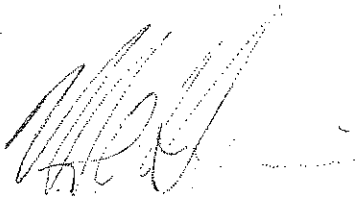
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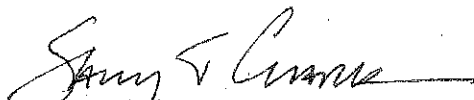
Tim Burgess
President, Seattle City Council



Mike O'Brien
Seattle City Council
Chair, Planning Land Use and Sustainability Committee



Sally Bagshaw
Councilmember



Sally J. Clark
Councilmember



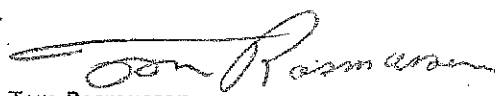
Jean Godden
Councilmember




Bruce Harrell
Councilmember



Nick Licata
Councilmember



Tom Rasmussen
Councilmember



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Councilmember

King County Youth Program Highlights, 2013

Kids Plus	Medical Case Management and Outreach to homeless families with children
EER / Out of School Youth Consortium	Program provides education (GED, basic skills), training, and employment services to youth who have dropped out of school. Services provided by EER and partner staff at the following locations/agencies: Youth Source, Learning Center North Neighborhood House, Bellevue College, Renton Technical College, Shoreline Community College, Multi-Service Center and YMCA of Greater Seattle. Also includes services for young parents enrolled in the Nurse Family Partnership.
EER / South King County Education and Employment, Training (EET) for youth involved in gangs/juvenile justice system	In partnership with King County Superior Court Community Programs, this program provides education, training and employment services to youth involved in the justice system/gangs. Youth are referred by their Juvenile Probation Counselor (JPC) for services. The goal of the program is to increase school engagement/retention, increase job readiness, and decrease recidivism.
EER / Stay in School Program	Program provides dropout prevention services to youth in partner school districts. Program provides summer Earn and Learn projects for youth to earn credits needed to graduate and also wages. Earn and Learn partners include St. Francis Hospital, City of Kent, Renton Technical College and Federal Way School District.
Clear Path to Employment	Friends of Youth Clear Path to Employment. Employment/Education Services for homeless youth and young adults. To connect homeless YYA youth to education and employment services that decrease they likelihood that they will return to homelessness.
Clear Path to Employment	YMCA Clear Path to Employment. Employment/Education Services for homeless youth and young adults. To connect homeless YYA youth to education and employment services that decrease they likelihood that they will return to homelessness.

Be Great Graduate	Provide support for youth to graduate their current education level and progress to the next.
Project ROYAL	Department of Public Defense (DPD) (in partnership with SCRAP) operates Project ROYAL (Raising Our Youth As Leaders) for youth involved in the juvenile justice system and provides case management and mentoring.
Southwest Youth and Family Services	Provide youth violence prevention program which includes case management services to youth at-risk or involved with the juvenile justice system.
TeamChild	Provides civil legal services and community education to help youth involved in the juvenile justice system.
YouthCare	Provides case management services for youth involved in prostitution/justice system at the Orion Center.
YFSA / Auburn Youth Resources	Provides case management and youth development services to families, children, and youth at-risk for involvement in the juvenile justice system in the Auburn and Enumclaw School Districts.
YFSA / Center for Human Services	Provides youth development services to children, and youth at-risk for involvement in the juvenile justice system in the Shoreline School District.
YFSA / Central Youth and Family Services, a branch of Therapeutic Health Services	Provides case management services to families, children, and youth at-risk for involvement in the criminal justice system in the Seattle School District.
YFSA / Federal Way Youth and Family Services, a branch of Valley Cities Counseling and Consultation	Provides youth development services and family support services to youth and families at-risk for involvement in the juvenile justice system in the Federal Way School District.
YFSA / Friends of Youth	Provides case management and substance abuse services to families, children, and youth at-risk for involvement in the juvenile justice system in the Issaquah, Riverview and Snoqualmie School Districts.

YFSA / Kent Youth and Family Services	Provides comprehensive services to families, children, and youth at risk for involvement in the juvenile justice system in the Kent School District.
Family Reunification Program Pilot	Family and Youth Focused in-home family reunification and diversion support. To provide prevention services and family reunification services to youth and young adults at risk of homelessness or homeless.
Alive and Free Program	Alive and Free Program works with youth involved with street or gang violence and connects them to services, and provides outreach and violence prevention services.
Youth Engagement Program	Provides outreach and/or engagement services for minority youth, including sexual minorities, age 13 through 24 and link underserved City of Seattle and/or homeless youth to treatment or other recovery support services.
Youth Diversion (partnership with Superior Court)	Provides chemical abuse and dependency screening, brief counseling, and referral for ongoing treatment services to juvenile offenders.
Public Defense - ROYAL Program	Project ROYAL (Raising Our Youth As Leaders) provides case management and mentoring to youth involved in the juvenile justice system

CAUSES OF DISPROPORTIONALITY

King County Superior Court believes it is essential for the community to understand the leading causes of racial disproportionality, including factors that are unique to Washington State and to King County. As the Court said in its statement of February 12th, we cannot accept a status quo where racial disproportionality in the juvenile justice system continues to worsen. Racial disproportionality and the vestiges of racism have no place in our justice system and we will do everything in our power to eliminate them. The report presented by King County today answers the call we made last month: as a County we need to devote resources to creating community-based services and alternatives to detention in the wake of many years of budget cuts at the State level. The analysis the Court presents here is not meant to shirk our responsibility for allowing racial disproportionality to be a fact of life in the juvenile justice system. Rather, it is intended to explain why the County's report calls for action in the areas of education, child welfare, and mental health *as well as* law enforcement.

This analysis is not meant to be exhaustive. Neither is it meant to exclude deeper reasons for this phenomenon, such as institutional and structural racism. Structural racism is so deeply embedded in our society that no single "Action Plan" could possibly eliminate it. Some of the factors outlined below exemplify institutional racism—such as cultural insensitivity in schools or the mental health system. With the help our community, King County's institutions can work to eliminate bias from our systems. If we can do that, we can give the next generation a better chance to escape the trap of structural racism. That is a goal we must all embrace.

A. NATIONAL RESEARCH INTO CAUSES OF RACIAL DISPROPORTIONALITY IN JUVENILE JUSTICE SYSTEMS

In King County, like most jurisdictions across the country, there is disproportionate representation of minority youth in the juvenile justice system.¹ Black youth are more likely to be arrested than white youth. Black youth are more likely to be charged after arrest than white youth. Black youth are more likely to be detained in secure detention facilities pending trial than white youth.² This national phenomenon has led to significant research into the cause of and proposed solutions to this disproportionate minority contact (DMC). According to the U.S. Department of Justice Office of Juvenile Justice and Delinquency Prevention (OJJDP), DMC first came to national attention in 1988 when the Coalition for Juvenile Justice submitted an annual report to Congress outlining the problem.³ Congress responded with the passage of the Juvenile Justice and Delinquency Prevention Act of 2002 (JJDP), which required states to address overrepresentation of youth of color in the juvenile justice system.⁴ Since the passage of the JJDP, Washington and King County have engaged in significant efforts to address DMC:

As reported by Prof. Elizabeth Jones in “Disproportionate Representation of Minority Youth in the juvenile Justice System: A Lack of Clarity and Too Much Disparity among States “Addressing” the Issue”:

Washington State has long been a forerunner in conducting research studies on the overrepresentation of minority youth within the juvenile justice system. It has actively

¹ See Michael J. Leiber & Jennifer H. Peck, “Race in Juvenile Justice and Sentencing Policy: An Overview of Research and Policy Recommendations,” 31 *Law & Inequality* 331, 333 (2013); National Conference of State Legislatures, Disproportionate Minority Contact, Juvenile Justice Guidebook for Legislators, <http://www.ncsl.org/documents/cj/jjguidebook-dmc.pdf>

² Leiber & Peck, *supra* note 1.

³ OJJDP Bulletin: Disproportionate Minority Contact: Addressing disproportionate minority contact in juvenile justice (September 2009), [http://www.jdaihelpdesk.org/miscellaneous/Reducing%20Disproportionate-%20Minority%20Contact%20At%20The%20Local%20Level%20\(OJJDP%202009\).pdf](http://www.jdaihelpdesk.org/miscellaneous/Reducing%20Disproportionate-%20Minority%20Contact%20At%20The%20Local%20Level%20(OJJDP%202009).pdf) (hereafter “DMC Bulletin”).

⁴ 42 U.S.C. §5601 *et. seq.*

implemented both delinquency prevention programs and systems improvement activities, paving the way for other states' progress in this area. Washington undertook these efforts well prior to the JJDP's most recently updated mandate.⁵ Washington's strategies to reduce DMC in the 1990s focused on three areas: conducting research studies on DMC, lobbying for legislative change, and "developing and sustaining programmatic and administrative initiatives at the state and county levels."⁶ It is thus instructive to look to this state's most recently targeted DMC pilot programs for guidance. Washington was selected to participate in Juvenile Detention Alternatives Initiative (JDAI) sites by the Annie E. Casey Foundation.⁷ The JDAI focused on six counties within the state in which a majority of the state's minority youth resides. The strategies implemented by the JDAI have generated reliable analyses of data collection practices, arrest rates, and detention admissions.⁸ Successful lobbying for legislative changes in prosecutorial practices, along with creating a statewide "Risk Assessment instrument," have both contributed to Washington's reduction in DMC within these JDAI sites throughout each county. Based on this successful data collection and critical agenda, this state anticipates providing such programs to more counties in the near future. Washington continues to host an annual JDAI-DMC Conference on this topic as well.^{9 10}

⁵ See generally, Heidi Hsai, George S. Bridges & Rosalie McHale, Disproportionate Minority Confinement 2002 Update (September 2004)(reporting findings from Washington State).

⁶ *Id.* at 19.

⁷ See Governor's Juvenile Justice Advisory Committee, Washington State Title II Formula Grants Program Application at 60 (March 2009) (reporting findings from Washington).

⁸ *Id.* at 61.

⁹ See Coalition for Juvenile Justice, Best Practice Bulletin at 3 (April 2009).

¹⁰ Jones, Elizabeth "Disproportionate Representation of Minority Youth in the juvenile Justice System: A Lack of Clarity and Too Much Disparity among States "Addressing" the Issue," 16 U.C. Davis J. Juv. L. & Policy 155 (2012):

The work done by experts nationally and here in Washington has led to a clear understanding as to the causes of DMC in juvenile justice systems:

1. Disproportionate Contact with the Child Welfare System

As reported by the Washington State Institute for Public Policy, children of color are present in the child welfare system at rates greater than their proportions in the population.¹¹ In Washington, a 2004 study of the King County child welfare system found that Native American and Black/African-American children were overrepresented at all points in the child welfare system.¹² Black children were more likely to be removed from home and to remain in state care longer than white children.¹³ While black children reunified with their parents as often as white children, after two years in foster care, black children were less likely to be in a permanent placement than white children.¹⁴

This disproportionality has a significant impact on DMC in the juvenile justice system. Researchers have consistently found a correlation between a child's involvement in an abuse or neglect case and that child's subsequent involvement in the juvenile offender system.¹⁵ Nationally, a significant percentage of youth in the juvenile offender system have histories of child abuse and neglect.¹⁶ Two-thirds of King County youth referred for prosecution in 2006

¹¹ Washington State Institute for Public Policy, "Racial Disproportionality in Washington State's Child Welfare System," June 2008, http://www.wsipp.wa.gov/ReportFile/1018/Wsipp_Racial-Disproportionality-in-Washington-States-Child-Welfare-System_Full-Report.pdf

¹² *Id.* (including referrals to Child Protective Services (CPS), CPS removal of children from the home, and placement into foster care).

¹³ *Id.* At 29.

¹⁴ *Id.*

¹⁵ National Association of Counties, Why Juvenile Justice Matters to County Human Services Agencies, <http://www.naco.org/programs/csd/Documents/Why%20Juvenile%20Justice%20Matters%20to%20County%20Human%20Services%20Agencies.pdf>

¹⁶ Models for Change, Guidebook for Juvenile Justice & Child Welfare System Coordination and Integration: A Framework for Improved Outcomes at p. xiv (3rd ed. 2013).

had been involved with the state child welfare system.¹⁷ Over 85 percent of the minority youth referred for prosecution in 2006, specifically African-American and Native American youth, had had extensive involvement with Washington's Children's Administration.¹⁸

2. Disproportionate Educational Opportunities and Exclusionary School Discipline

Several decades of research documents students from certain racial or ethnic groups, particularly Black/African American students, are disproportionately represented in special education programs and subjected to higher rates of exclusionary disciplinary practices, such as suspension and expulsion.¹⁹ Research literature and government reports have documented disproportionality among students of different backgrounds in special education referrals. Black/African American boys have been referred for special education at rates far in excess of their presence in the population at large.²⁰ These students were about 1.5 times more likely to receive special education services, 2.8 times more likely to receive services for mental retardation, and 2.28 times more likely to receive services for an emotional disturbance than same age students of all other racial and ethnic groups combined.²¹

¹⁷ Doorways to Delinquency, Multi-System Involvement of Delinquent Youth in King County (Seattle, WA), http://www.ncjfej.org/sites/default/files/Doorways_to_Delinquency_2011.pdf

¹⁸ *Id.*

¹⁹ National Association of School Psychologists, Position Statement: Racial and Ethnic Disproportionality in Education, http://www.nasponline.org/about_nasp/positionpapers/Racial_Ethnic_Disproportionality.pdf; *see also* Race is Not Neutral: A National Investigation of African American and Latino Disproportionality in School Discipline, Volume 40, School Psychology Review, No. 1, pp. 85-107 (2011) (African American and Latino families are more likely than their white peers to receive expulsion or out of school suspension as a consequence for the same or similar problem behavior).

²⁰ Racial and Ethnic Disproportionality in Education at p. 1

²¹ *Id.*

Over three million children are estimated to have lost instructional time in school in the 2009-2010 school year because they were suspended from school.²² National suspension rates show that 1 out of every 6 black school children enrolled in K-12 were suspended from school at least once, much higher than the rates for Native American children (1 in 13), Latino children (1 in 14), white children (1 in 20), or Asian American children (1 in 50).²³ One out of every four black children with disabilities was suspended at least once in 2009-2010.²⁴ Data from the U.S. Department of Education in 2012 revealed that youth of color not only receive harsher discipline than white students, they are more often referred to law enforcement.²⁵

Every year, tens of thousands of children are removed from Washington state schools through exclusionary discipline.²⁶ At least in Seattle, African-American students are disciplined at five times the rate of white students. School suspensions increase the likelihood that a child will land in the juvenile justice system.²⁷ Disproportionate suspension and exclusion from school of Black/African American students significantly contributes to a path for these students from the educational system to the juvenile justice system.²⁸

²² Daniel J. Losen and Jonathan Gillespie, *Opportunities Suspended: The Disparate Impact of Disciplinary Exclusion from School*, <http://civilrightsproject.ucla.edu/resources/projects/center-for-civil-rights-remedies/school-to-prison-folder/federal-reports/upcoming-ccrr-research/losen-gillespie-opportunity-suspended-summary-2012.pdf>

²³ *Id.*

²⁴ *Id.*

²⁵ National Center for Youth Law, *New National Data Shows Racial Disparities in School Discipline*, http://www.youthlaw.org/publications/yln/2012/apr_jun_2012/new_national_data_shows_racial_disparities_in_school_discipline/

²⁶ Teamchild, *Reclaiming Students: The educational and economic cost of exclusionary discipline in Washington State*, http://www.teamchild.org/docs/uploads/Reclaiming_Students_-_a_report_by_WA_Appleseed_TeamChild.pdf

²⁷ *Racial and Ethnic Disproportionality in Education*, supra n. 18, at p. 2.

²⁸ *Id.* At p. 3.

3. Disproportionate Access to Mental Health and Crisis Intervention Services

Between 10 and 20 percent of children in the United States at any time have significant emotional and behavioral disturbances.²⁹ While only one in five children with mental health concerns receive any care, youth from minority racial and ethnic groups are approximately one-third to one-half as likely to receive mental health care as white youth.³⁰ While lack of insurance and lack of access to quality services in high-poverty areas may explain this statistic, it is not the only important factor. Individuals from minority backgrounds experience greater barriers to access even when age, education, and income level are controlled.³¹

Up to 70 percent of youth in the juvenile justice system suffer from mental health disorders.³² Yet, mental health providers interpret youth behaviors differently based on race and ethnicity. Several studies have shown that therapists working with youth involved in the juvenile justice system tend to rate the behaviors of African American adolescents as indicating a criminal orientation, while white adolescents were seen as having potential mental health concerns.³³ Other research suggests that youth from some cultural communities, such as Asians and Pacific Islanders, may have a greater tendency to internalize mental health symptoms (such as depression and withdrawal) rather than

²⁹ Cheryl Holm-Hansen, Racial and Ethnic Disparities in Children's Mental Health, <http://www.wilder.org/Wilder-Research/Publications/Studies/Racial%20and%20Ethnic%20Disparities%20in%20Children's%20Mental%20Health/Racial%20and%20Ethnic%20Disparities%20in%20Children%E2%80%99s%20Mental%20Health,%20Full%20Report.pdf>

³⁰ *Id.*

³¹ *Id.* At p. 3.

³² National Association of Counties, Why Juvenile Justice Matters to Counties, <http://www.naco.org/programs/csd/Documents/Why%20Juvenile%20Justice%20Matters%20to%20Counties%20Final%20Press.pdf>

³³ Racial and Ethnic Disparities in Children's Mental Health, *supra* note 27 at p. 4.

externalizing behaviors (such as aggression). These differences may lead to greater numbers of youth from minority backgrounds not being identified as having mental health conditions or receiving interventions (such as incarceration) which do not address the underlying concerns.³⁴

4. Disproportionate Contact with Law Enforcement Agencies

There are approximately 70.5 million youth aged 10 to 17 in the United States. Fifty-nine percent are white; 41 percent are racial minorities.³⁵ Yet, 31 percent of youth detained by law enforcement are white while 69 percent are minorities. The disparity is particularly stark for African American and Latino youth. African American youth represent 13 percent of the juvenile population but are 31 percent of those arrested and 42 percent of those detained by law enforcement.³⁶ Research in New York demonstrated that racial minorities were stopped, questioned and frisked by police 1.5 to 2.5 times more often than whites.³⁷ While there is a perception that police are more likely to arrest a youth of color than a white youth for similar misconduct, the research does not actually support this contention. According to OJJDP research, there is no evidence to support the assertion that police are more likely to arrest nonwhite juvenile offenders than white juvenile offenders, once other incident attributes are

³⁴ *Id.* At p. 5.

³⁵ National Conference of State Legislatures, *supra* note 1 at p. 3.

³⁶ *Id.*

³⁷ Key Issues in the Police Use of Pedestrian Stops and Searches: Discussion Papers from an Urban Institute Roundtable(August 2012), <http://www.urban.org/UploadedPDF/412647-Key-Issues-in-the-Police-Use-of-Pedestrian-Stops-and-Searches.pdf>

taken into consideration. There data do indicate, however, that police are more likely to arrest a nonwhite juvenile when the victim is white than when the victim is nonwhite.³⁸

However, this is *national* data. As we have seen recently in the Department of Justice investigation of law enforcement in Ferguson, localities can differ from this national data. The City of Seattle is operating under a federal consent decree requiring it to change its police culture to eliminate biased policing. The data in King County, from all of its police agencies, needs to be thoroughly analyzed to determine whether the disproportionate number of arrests of youth of color signifies that police are more likely to arrest a youth of color than a white youth in each of our jurisdictions.

A. Contributing Factors Unique to Washington State:

1. The law governing juvenile justice in Washington is unusual, if not unique, in significantly limiting discretion of judges and prosecutors to manage youth in the community rather than enmeshing them in the juvenile justice system.
2. Washington State has the most regressive taxation system in the United States. Its tax structure dates from the 1930s and no longer works for a contemporary urban county. By law, King County cannot tax itself more than it already is – although King County is actively working to change that in this Legislative session.
3. The lack of revenue that is caused by this tax system means that social services that youth desperately need are massively underfunded. To give one example, Washington State ranks 48th in the nation with regard to access to mental health care per person³⁹ and psychiatric beds for youth are the scarcest of all. Our child welfare system that serves

³⁸ OJJDP Juvenile Justice Bulletin, Race as a Factor in Juvenile Arrests, April 2003, <https://www.ncjrs.gov/pdffiles1/ojjdp/189180.pdf>

³⁹ Seattle Times, March 22, 2015 “Problems, Progress on Ruling Over Mentally ill,” pg. B-1 –

children and families where abuse or neglect has been alleged is also poorly funded, and its priorities focus largely on young children who cannot protect themselves. The State is under court order to reform its treatment of runaway foster children, who are usually teens; in the absence of a better approach, those children wind up in detention.

B. Contributing Factors Unique to King County:

1. King County is one of the most ethnically diverse counties in the nation. For example, the Tukwila School District is the single most ethnically diverse in the United States – 80 languages are spoken by its students and parents.⁴⁰
2. The “Wealth Gap,” which we see growing nationwide, is particularly dramatic in King County. As King County Executive Dow Constantine recently pointed out, 95% of the county’s growth since 2000 has been among households with earnings either less than \$35,000 or above \$125,000. Only 5 % fell into the vast middle in between. Increasingly, low income families and families in poverty have moved to the suburbs of Seattle – King County is a leading example of this nationwide trend.⁴¹ By way of example, 30% of households in the City of Kent live below the poverty line, 70% of the Kent School District’s students receive free or reduced lunch, and only 73% of its youth graduate from high school (97% of students in the high school in Sammamish graduate).⁴²
3. Increasingly, black and brown families are moving to the suburbs in King County.

⁴⁰ <https://www.psesd.org/news/the-most-diverse-district-in-the-nation-a-closer-look-at-tukwila-school-district/>

⁴¹ Kneebone and Berube, Confronting Suburban Poverty in America, Brookings Institution Press, 2013.

⁴² Seattle Times, March 20, 2015, B1.

4. Geographically, King County is very large; youth are expected to take the bus from Enumclaw to 12th and Alder in Seattle. The combination of bus schedules, routes, and traffic can mean that a court appearance costs a full day of school.
5. King County contains 39 cities, many with their own police departments, and 19 school districts. All of them need to cooperate with King County to make a difference in racial disproportionality in the juvenile justice system.
6. The Seattle Police Department currently operates under a federal Consent Decree with the United States Department of Justice designed to address biased policing. The Seattle School District has been under investigation by the United States Department of Education's Office of Civil Rights to determine whether the Seattle schools discipline Africa-American students more frequently and more harshly than similarly situated white students.⁴³ According to Washington Appleseed, a nonprofit social-justice group, Seattle disciplines African-American students at five times the rate of white students. While less dramatic, other local school districts also appear to disproportionately discipline African-American students.⁴⁴
7. King County began 20 years ago to reduce the number of youth in detention and, since then, the King County Prosecutor has embarked on a sweeping program designed to divert as many youths charged with misdemeanors out of the juvenile justice system as possible. Juvenile filings have dropped by 70% as a result. However, these measures have disproportionately benefited white youth, thus increasing the proportion of black and brown youth in the juvenile justice system. We have harvested most of the "low hanging

⁴³ <http://www.seattletimes.com/seattle-news/seattle-schools-seeking-an-even-hand-at-discipline/>

⁴⁴ <http://www.seattletimes.com/education/suspensions-hit-minorities-special-ed-students-hardest-data-show/>

fruit,” in terms of diverting youth from the system and getting them out of detention.

Those who remain often present complex challenges.

To understand racial disproportionality in King County, we have to understand that all of these forces are working together to systematically disadvantage youth of color. Of course, all youth are affected by these forces, but middle class families can use their resources to avoid the results of cuts to social services – a middle or upper class family can find and pay for a therapist, for instance. Stable, middle class families are more likely to be able to take advantage of Juvenile Court’s diversion programs, get their children to court on time, and adequately supervise youth released from detention because parents are not working multiple jobs. Families with resources can and do either move to school districts with high graduation rates, or send their children to private or parochial schools. It has been youth in families with lower incomes -- and therefore disproportionately families of color --that have borne the brunt of the State’s cuts to social services, its failure to adequately fund public education, and exclusionary school discipline policies that may not be culturally sensitive. Families in poverty—disproportionately families of color—are involved in the child welfare system at much higher rates than middle class families. It is thus no wonder that as the Department of Social and Health Services has suffered cuts, families of color have felt them most.

The one part of the system that is still being funded is the system that cannot turn youth away: The juvenile justice system. State funding for the evidence-based services arranged by King County Superior Court’s Juvenile Probation Counselors or available at the institutions run by the Juvenile Rehabilitation Administration cannot be accessed unless a youth is charged and

convicted of a crime. Perversely, our inability or unwillingness to fund preventative services means that youth of color have to be burdened with a criminal record in order to get help.

The only way to really change this reality at the county level is for King County to step into the breach and provide the services that our youth deserve, without requiring them to be convicted to access the services. This is the analysis that supports the paradigm shift urged by King County in this report.

2002-2006	2005-2006	2007-2009	2010	2012	2013	2014
Site Use Analysis	Targeted Operational Master Plan	Targeted Juvenile and Family Law Facilities Master	Pre-Design Report	Ballot Measure	Project Development	Contracting
<p>Purpose</p> <ul style="list-style-type: none"> Evaluate development prospects for the existing Youth Services Center campus <p>Outreach</p> <ul style="list-style-type: none"> Held a series of community meetings, interactive workshops, interviews and design workshops in the Squire Park neighborhood Made presentations and held a series of community meetings, interactive workshops, interviews and design workshops in the Squire Park neighborhood to understand community concerns and neighborhood planning goals <p>Outcome</p> <ul style="list-style-type: none"> Confirmed plans to replace the existing facility at the same location 	<p>Purpose</p> <ul style="list-style-type: none"> Identify how King County could meet the needs of children and families involved in the legal system more efficiently and effectively <p>Outreach</p> <ul style="list-style-type: none"> Held focus groups with youth, parents, and guardians who have been involved in the Superior Court system to gather input on needs and gaps in the existing system Engaged youth and family advocates, juvenile justice experts, and local community members in a project workshop to develop a plan for addressing the needs of youth and families <p>Outcome</p> <ul style="list-style-type: none"> Identified strategies and recommendations for addressing the needs of youth and families with a new facility 	<p>Purpose</p> <ul style="list-style-type: none"> Identify space requirements and programs that would address the needs of youth and families Increase public awareness and generate support for the project <p>Outreach</p> <ul style="list-style-type: none"> Met monthly with a Steering Committee comprised of representatives from the Washington State Department of Social and Health Services, King County and Family Services, King County Bar Association, Casey Family Programs, and the Washington State Attorney General's Office <p>Outcome</p> <ul style="list-style-type: none"> Refined the options for redeveloping the existing Youth Services Center to better address the needs of youth and families 	<p>Purpose</p> <ul style="list-style-type: none"> Define the scope, cost, and schedule for the project Determine how to meet future growth Gather community input for future design <p>Outreach</p> <ul style="list-style-type: none"> Held three community meetings to gather input on the site plan Documented public comments on specific improvements that could be made to the design <p>Outcome</p> <ul style="list-style-type: none"> Identified community goals and priorities for aesthetic improvements, open space, traffic, parking, access, and the potential addition of retail space and housing Voters reject a sales tax increase proposed for fire and police services in cities and unincorporated King County, and construction of Children and Family Justice Center 	<p>Purpose</p> <ul style="list-style-type: none"> Secure project funding through voter approval of Proposition 1, a ballot measure to increase the property tax levy by seven cents per \$1,000 of assessed value for nine years <p>Outreach</p> <ul style="list-style-type: none"> King County Council held two public hearings Privately funded committee campaigned for passage of levy <p>Outcome</p> <ul style="list-style-type: none"> King County voters approved a nine-year levy increase providing \$210 million in funding for the project 	<p>Purpose</p> <ul style="list-style-type: none"> Use information gathered from stakeholders in development of building program and performance standards Conduct a preliminary procurement process to invite a design-build team to submit Request for Proposals Provide transparent process <p>Outreach</p> <ul style="list-style-type: none"> Held Open House - 100 attendees Appointed and held four meetings of 16 member Neighborhood Advisory Committee Issued three project newsletters to Made 5,000 individual contacts at project information tables at eight community festivals Conducted focus groups and interviews with community leaders and stakeholders Followed State Environmental Policy Act (SEPA) process for environmental analysis of the impact of project on the site <p>Outcome</p> <ul style="list-style-type: none"> Design-build concept now allows for flexibility to host community services Engaged Metro Transit in planning for potential bus service to the new facility Resource Center available to all public visitors Conference Center available to be scheduled for community use Confirmed need for private space for attorneys and clients and families in crisis drop in day care for visitors, WiFi access and a secure place for volunteer belongings Building program opened East Alder Street so it can reconnect the neighborhood for pedestrians and bicyclists after 20 year closure 	<p>Purpose</p> <ul style="list-style-type: none"> Engage neighborhood and other stakeholders regarding expectations and concerns to help guide County team during procurement process and use Review Transportation Management Plan (TMP) parking goals <p>Outreach</p> <ul style="list-style-type: none"> Held three open house events for public Conducted employee commute survey and held employee information fairs Facilitated 4 Neighborhood Advisory Committee meetings and two land use workshops Hosted information tables at Squire Park and Garfield community events Published Project History and Timeline that includes process, public input and outcomes Published quarterly newsletters distributed to 4,000 stakeholders <p>Outcome</p> <ul style="list-style-type: none"> Project complies with 12th Avenue Pedestrian Overlay Reduced beds for detention Implemented plan for meeting Transportation Management Plan goals for reduction in Single Occupant Vehicle by reducing the planned number of employee parking stalls and therefore reducing the size of the garage Selected a Design-Build team whose proposed design concept meets facility program and performance standards, budget, and community vision

Project Timeline

Children and Family Justice Center: Community Input and Design Responses

Below are some of the most common questions and concerns we heard from families, service providers and other community members interested in the design of the Children and Family Justice Center (CFJC), followed by a response from the project's design team. Questions and concerns are organized into three categories: CFJC services and accessibility, detention facilities and court spaces.

CFJC Services and Accessibility

Meeting the requirements of court-ordered services can be difficult and overwhelming. Can the court make it easier to access to services?

The CFJC includes a resource center that will link clients with court-ordered services in their communities. The resource center will also help court-involved families and the general public find access to housing, healthcare, education, employment training, and parenting classes.

Concerned parties and years issue was discussed: Operational Master Plan focus groups (2006), Staff (2006-2014), Department of Community and Health Services (2013)

The Youth Services Center offers no childcare services, forcing clients to either find alternative childcare or bring their children with them to the courthouse. What resources will be available to alleviate this stress?

Free childcare service will be available at CFJC's daycare center for court and detention clients.

Concerned parties and years issue was discussed: Parent focus group (2013), Staff (2006-2013), Department of Community and Health Services (2013)

Will there be changing tables in the men's restrooms for fathers who bring their children to court?

The CFJC includes changing tables in both the women's and men's restrooms.

Concerned parties and years issue was discussed: Parent focus group (2013), Department of Community and Health Services (2013)

Many clients do not own a motor vehicle and there is no easy way to access the Youth Services Center using public transportation.

A bus-stop and comfort station for drivers are included in the CFJC's site design. There are nine Metro bus routes providing approximately 480 bus trips within one-quarter mile of the site each weekday. These routes provide all-day and peak-only connections between the site and downtown Seattle, where riders can transfer to other routes in order to reach destinations throughout King County. The routes also travel directly to Central District, Queen Anne, Beacon Hill, White Center, Georgetown, Northgate, Northeast Seattle, Shoreline and Federal Way. Routes 3 and 4 on Jefferson Street, for example, provide frequent service on Jefferson Street with trips every 10 to 15 minutes for most of the day.

Public transit service should be improved even more by late 2015, when the Seattle Streetcar First Hill Line is expected to begin operation within one-quarter mile of the site at East Yesler Way and

Broadway. It will provide service every 10 to 15 minutes throughout the day between Pioneer Square and Capitol Hill.

Concerned parties and years issue was discussed: Operational Master Plan focus groups (2006), Parent focus group (2013), Community meetings (2010-2014)

It is often difficult for clients to find parking at Youth Services Center. With all the development on 12th Avenue, will parking be even harder to find in the future?

The CFJC includes a structured parking garage with 160 stalls for court and detention clients, which is 79 more stalls than are currently available to them.

Concerned parties and years issue was discussed: Operational Master Plan focus groups (2006), Parent focus group (2013)

Waiting for your court hearing can take a long time. It would be great to have easy access to a café to get a coffee or an affordable meal.

The CFJC design includes a café inside of the courthouse, providing clients with easy access to food and beverages.

Concerned parties and years issue was discussed: Parent focus group (2013), Operational Master Plan focus groups (2006)

Detention facility

Detention should be designed with flexibility so that if beds are not needed in the future, they can be used for community programs to help youth. Is the design flexible enough to accommodate this?

Yes, the design of the detention facility is flexible. For example, two spaces originally designed to hold 16 beds each have already been dedicated to non-detention services that will be operated by crisis-intervention and restorative justice programs. Several potential uses have been identified for this space including domestic-violence intervention, counseling for sexually exploited minors, and mental-health support services. Dedicating these units to outside providers for community use reduces the number of detention beds from 144 to 112.

Concerned parties and years issue was discussed: Operational Master Plan focus groups (2006), Community meetings (2013)

Living areas in the detention facility should promote rehabilitation. Will the new facility improve conditions and supportive services for detained youth?

Youth will have easier access to more classroom, outdoor recreation, and program spaces at the new facility, which is less institutional and more therapeutic.

Concerned parties and years issue was discussed: Parent focus group (2013)

Court spaces

The current facility offers no space for programs such as peer-to-peer or parent-to-parent mentor groups to host weekly/monthly meetings and there is no space for local community groups to use for their meetings.

The CFJC design does include space for that. Community and support programs can schedule to use its conference center during after-hours and on weekends.

Concerned parties and years issue was discussed: Parent focus group (2013), Department of Community and Health Services (2013), Community meetings (2010-2014)

There's a lack of confidential meeting space for clients to meet with attorneys and service providers. Family members don't have space for a private moment after a difficult court hearing either. How will you help accommodate the needs of youth and family who need more space to plan before and decompress after a stressful court hearing?

The CFJC design includes 22 private interview rooms, which is 16 more than what is available inside the current facility, the Youth Services Center.

Concerned parties and years issue was discussed: Operational Master Plan focus groups (2006), attorneys (2006-2013), staff (2006-2013), parent focus group (2013), Department of Community and Health Services (2013)

The existing court lobby has a "bullpen" design, forcing all parties to wait in one space. This results in a lack of privacy and crowding, which increases the stress felt by court clients. Will the new court facilities feel as cramped?

Separate court waiting areas have been designed outside of each courtroom of the CFJC. Each has windows that let in natural light and views of the surrounding area, making the space feel less restrictive and more relaxing.

Concerned parties and years issue was discussed: Staff (2006-2013), parent focus group (2013)

Service providers have no space in the current facility to meet with clients or perform work tasks between hearings.

The CFJC includes conference room space that is available for use by service providers. Six "hot desks" have been included in the design to provide service providers with a place to work between hearings. They will also have access to a break area and lockers for their personal belongings in the resource center.

Concerned parties and years issue was discussed: Department of Community and Health Services (2013), Service Provider focus group (2013), Operational Master Plan focus groups (2006)

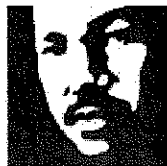
KING COUNTY EQUITY IMPACT REVIEW TOOL

REVISED OCTOBER 2010

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King County

Introduction

Through adoption of the *King County Strategic Plan 2010-2014: Working Together for One King County*, King County has transformed its work on equity and social justice from an initiative to an integrated effort that applies the countywide strategic plan's principle of "fair and just" intentionally in all the county does in order to achieve equitable opportunities for all people and communities.

The *Equity and Social Justice Ordinance* establishes definitions and identifies specific approaches necessary to implement and achieve the "fair and just" principle. The ordinance calls for King County to "consider equity and social justice impacts in all decision-making so that decisions increase fairness and opportunity for all people, particularly for people of color, low-income communities and people with limited English proficiency or, when decisions that have a negative impact on fairness and opportunity are unavoidable, steps are implemented that mitigate the negative impact."

The Equity Impact Review (EIR) tool is both a process and a tool to identify, evaluate, and communicate the potential impact - both positive and negative - of a policy or program on equity. Relevant definitions from the Equity and Social Justice Ordinance include:

"Equity" means all people have full and equal access to opportunities that enable them to attain their full potential.

"Community" means a group of people who share some or all of the following: geographic boundaries, sense of membership, culture, language, common norms and interests.

"Determinants of equity" means the social, economic, geographic, political and physical environment conditions in which people in our county are born, grow, live, work and age that lead to the creation of a fair and just society. Access to the determinants of equity is necessary to have equity for all people regardless of race, class, gender or language spoken.

Inequities are created when barriers exist that prevent individuals and communities from accessing these conditions and reaching their full potential.

This tool, which consists of 3 Stages, will offer a systematic way of gathering information to inform planning and decision-making about public policies and programs which impact equity in King County. The 3 Stages are as follows:

Stage I What is the impact of the proposal on determinants of equity?

The aim of the first stage is to determine whether the proposal will have an impact on equity or not.

Stage II Assessment: Who is affected?

This stage identifies who is likely to be affected by the proposal.

Stage III Impact review: Opportunities for action

The third stage involves identifying the impacts of the proposal from an equity perspective. The goal is to develop a list of likely impacts and actions to ensure that negative impacts are mitigated and positive impacts are enhanced.

Stage I: What is the impact on determinants of equity?

The aim of this stage is to screen whether the policy or program will have an impact on equity. If the proposal does not focus on a determinant of equity do not proceed to the other stages.

Policy or program title:

Department and/or division:

A. Describe the proposal (include objectives and general geographic area of focus)

B. What are the intended outcomes of this policy or program?

Stage I: What is the impact on determinants of equity? (continued)

Stage One lists determinants of equity that may be affected by the proposed program/policy that you are considering.

Review this list and circle the determinants of equity that apply to your policy or program. *If your answer is none, then you are done.*

Equity in county practices that eliminates all forms of discrimination in county activities in order to provide fair treatment for all employees, contractors, clients, community partners, residents and others who interact with King County;

Job training and jobs that provide all residents with the knowledge and skills to compete in a diverse workforce and with the ability to make sufficient income for the purchase of basic necessities to support them and their families;

Community economic development that supports local ownership of assets, including homes and businesses, and assures fair access for all to business development and retention opportunities;

Housing for all people that is safe, affordable, high quality and healthy;

Education that is high quality and culturally appropriate and allows each student to reach his or her full learning and career potential;

Early childhood development that supports nurturing relationships, high-quality affordable child care and early learning opportunities that promote optimal early childhood development and school readiness for all children;

Healthy built and natural environments for all people that include mixes of land use that support: jobs, housing, amenities and services; trees and forest canopy; clean air, water, soil and sediment

Community and public safety that includes services such as fire, police, emergency medical services and code enforcement that are responsive to all residents so that everyone feels safe to live, work and play in any neighborhood of King County;

A law and justice system that provides equitable access and fair treatment for all;

Neighborhoods that support all communities and individuals through strong social networks, trust among neighbors and the ability to work together to achieve common goals that improve the quality of life for everyone in the neighborhood;

Transportation that provides everyone with safe, efficient, affordable, convenient and reliable mobility options including public transit, walking, car pooling and biking.

Food systems that support local food production and provide access to affordable, healthy, and culturally appropriate foods for all people;

Parks and natural resources that provide access for all people to safe, clean and quality outdoor spaces, facilities and activities that appeal to the interests of all communities; and

Health and human services that are high quality, affordable and culturally appropriate and support the optimal well-being of all people;

Proceed to Stage II

STAGE II: Who is affected?

This stage identifies who is likely to be affected by the proposal. Use data to identify the population groups that will experience a differential impact. Are the impacts disproportionately greater for communities of color, low-income communities, or limited English proficiency (LEP) communities? At the end of this stage you will be able to identify which communities will benefit and which communities are burdened.

RESOURCES

The following resources can help you determine who may be impacted throughout the county.

- King County 2000 Census data <<http://www5.kingcounty.gov/KCCensus>>
- GIS maps in public folders <Public folders → Executive → Equity → Resources → ESJI Maps>
- Department or division specific data
- Data on clients or consumers of services
- Data on community partners or contractors who provide services (they may also be a source of data)
- Relevant research or literature

Stage II – A. Equity Assessment (provide a map and a detailed description using tables, charts or graphs for each item):

Is your proposal (please check one of the following):

- | | |
|---|--------------------------------------|
| <input type="checkbox"/> A county-wide proposal | <i>If yes: Go to S.II.A.1</i> |
| <input type="checkbox"/> A proposal focused on a specific geographic area | <i>If yes: Go to S.II.A.2</i> |
| <input type="checkbox"/> A capital project | <i>If yes: Go to S.II.A.3</i> |
| <input type="checkbox"/> A proposal focused on a special population | <i>If yes: Go to S.II.A.4</i> |
| <input type="checkbox"/> An internal county proposal | <i>If yes: Go to S.II.A.5</i> |

S.II.A.1. IF COUNTY-WIDE PROPOSALS: identify population characteristics and maps relevant to the population most directly affected (attach maps or other data as necessary).

[When S.II.A.1 is complete, proceed to S.II.B.1]

S.II.A.2. IF SPECIFIC GEOGRAPHIC REGION(S): identify the demographics of the area, particularly by race/ethnicity, income level and limited English proficiency (attach maps or other data as necessary).

[When S.II.A.1 is complete, proceed to S.II.B.2]

S.II.A.3. IF CAPITAL PROJECT: identify both population characteristics and maps relevant to the entire County as well as geographic areas or specific populations that are specifically targeted in this proposal (attach maps or other data as necessary).

[When S.II.A.3 is complete, proceed to S.II.B.3]

S.II.A.4. IF SPECIAL POPULATION(S) (not defined geographically): identify the demographics of the population, particularly by race/ethnicity, income level and limited English proficiency (attach maps or other data as necessary).

[When S.II.A.4 is complete, proceed to S.II.B.1]

S.II.A.5. IF INTERNAL COUNTY PROPOSAL: identify the demographics of the department, division, or area of focus for the proposal, particularly by race/ethnicity and income level as the data is available.

[When S.II.A.4 is complete, proceed to S.II.B.1]

Stage II – B. Analysis

Using the assessment information above, review and interpret your findings to determine which population group(s) will benefit and which will not.

S.II.B.1. Please list race/ethnicity and low income groups positively or negatively affected by the proposal. (These are the groups identified above in responses to SII.A.1, 2, 3, or 4)

S.II.B.2. *If the proposal is not county-wide*, provide information for why you selected this geographic area instead of other areas of the County where the impact on low-income communities, communities of color, and LEP communities may be equal or greater.

S.II.B.3. *For capital projects*, will this project have a negative or positive impact on the surrounding community or increase the current burdens to that community? (YES or NO) If yes, please describe.

Proceed to Stage III

Stage III: Impact Review: Opportunities for Action

A. Actions to mitigate/enhance negative/positive impact

Stage III.A involves identifying the impacts of the proposal from an equity perspective. The goal is to develop a list of likely impacts and actions to ensure that negative impacts are mitigated and positive impacts are enhanced.

Complete Column 1 of the Stage III.A worksheet using the responses listed in Stage II.B.1. Columns 2 and 3 are a detailed discussion of the positive and negative impacts of the proposal on the identified population groups by race/ethnicity, income and limited English speakers. In Column 4, describe any recommendations or actions which arise from your discussions about impact. These might include:

- Ways in which the program/policy could be modified to enhance positive impacts, to reduce negative impacts for identified population groups;
- Ways in which benefits of modifying program/policy to remove differential impacts outweigh the costs or disadvantages of doing so;
- Ways in which existing partnerships could be strengthened to benefit the most affected.

STAGE III.A. WORKSHEET

(1) Population(s) Affected Disproportionately (populations from S.II.B. 1 list)	(2) Describe Potential Positive Impact (Beneficial)	(3) Describe Potential Negative Impact (Adverse)	(4) Actions to enhance positive or mitigate negative/other comments (these responses also complete the first column of S.III.B worksheet)

Proceed to Stage III.B

Stage III.B: Prioritization of Actions

The goal of this stage is to prioritize the actions that are needed to enhance or mitigate the impacts.

It may prove impossible to consider all potential impacts and identified actions. In this stage, participants are encouraged to prioritize or rank the actions based on the likelihood to impact equity. For each of the actions the following should be considered:

- the costs of the action
- is the impact on equity high or low
- what needs to happen to increase the feasibility of the action
- what other resources are needed
- who will implement the action
- the timing of the actions

Proceed to Stage III.C

Stage III.C: Recommendation(s) and Rationale

The goal of Stage III.C is to propose set of recommendations for modifying the proposal. When modifications are not possible, the option of not proceeding with the proposal needs to be addressed.

Occasionally, it is possible to find a single, clear solution which will provide the optimum impact. However, in most cases a series of options will be defined and presented. Recommendations should be prioritized as appropriate.

S.III.C.1. Based on your review of actions in Stage III.B, please list your recommendations for the policy/program and why you chose them. Please describe the next steps for implementation.

S.III.C.2. Who participated in the equity impact review process?



Community Engagement Worksheet

Project Title:

Project Lead:

Program Name:

Timeline: to

How to use this worksheet:

This worksheet will assist you in thinking about your process, purpose, primary audience, potential barriers, impacts and strategies to inform and involve your intended audience before you begin. Below are some key questions with prompts to guide and direct you before beginning and during your engagement process. You may reference the Community Engagement Continuum to determine the level and methods of engagement that best suit the type work you are doing.

What is the purpose of your engagement?

1. State briefly why you are doing the community engagement:

What do you hope to achieve? What is your main purpose for involving community members? Where does your engagement fit best on the continuum? Is there enough time to carry out the engagement properly?

Stakeholders and audiences

2. Who are the key stakeholders or partners? Who is affected by, involved in, or has a specific interest in the issue?

What steps will you take to ensure impacted communities that have not historically been included in the initial decision making phase be included? Are there specific communities that will impacted/affected by decisions or processes related to engagement? How will you utilize internal staff expertise to provide technical assistance or consultation to ensure inclusive stakeholder involvement? Are stakeholders groups defined (e.g., neighborhoods, topic area, ethnic or racial, language, gender, tribal, etc.)? Do you or others in the county have appropriate partnerships or contacts in place to initiate and support the adequate county level of engagement?



What strategies will you use to ensure you have information from and research about the relevant groups and communities?

3. Have you gathered adequate background information about the affected populations you intend to reach? (i.e., language or dialect spoken, customs, historical or geographic data, relevant data reports). For example, see Communities Count – Indicators for King County. What other research will you need to better know and understand your public? How will you identify community strengths and assets?

4. How will you make sure you are effectively reaching all of your audiences?

A. How do you plan to address language and literacy needs including translations, interpretations and reading levels? (See the Plain Language Style Guide and King County executive order on written language translation) and Guidelines for Accessible Printed Materials kcweb.metrokc.gov/dias/ocre/printguide.pdf

B. Have you taken into account that alternative and non-traditional approaches to consider before proceeding? Does your intended audience have their own engagement practices that should be considered? Alternatively, does your audience or community use new and social media (e.g., web videos, texting), and could this be an effective way of reaching them?

Barriers and risks

5. What do you perceive as barriers and risks to doing this work?

Are there trust issues among members of the public or a community that may prevent full engagement (i.e., social, political, tribal, gender specific)? How will you address the diverse cultural differences among affected communities? Is there adequate justification for proceeding with your project concept (i.e. time, cost, level of interest)? Is there community and public support for your project? What are some unintended consequences of the project if not done effectively? Are there strategies in place to address unintended consequences?

Decision-making process and communications

6A. If there are decisions to be made, how does the engagement fit into the overall decision-making process?

Are there processes in place to involve affected communities in decisions at different levels and phases? Do you have representation from affected communities in decisions? What decisions need to be made after the engagement and how will the community be involved in that process? How will the affected community be informed of final decisions? Do you have a standard point of contact for community members?

6B. What is in place to inform community of benchmarks or progress about your project?

How will you recognize the contributions of community members? Will there be opportunities for formal project/program updates and feedback (i.e. meetings, website updates, phone calls, e-mail)? Is there budget for printing and circulating a report on the outcomes? Who will inform the community on impacts of final decisions? What steps will be taken to maintain opportunities for future collaboration or engagement?



Evaluation and monitoring of success

7. How will you evaluate the success of your project both in terms of process and outcomes?

Were you able to successfully reach the intended audience? Did people receive the necessary information they needed to make a relevant response? Did you choose the right type or level of engagement to match the purpose? Was feedback received from the community positive or negative? Did the community feel like they received proper feedback on the results of the engagement? Did they indicate they want to be part of a similar process again? If not, why not? What would you do differently to make the process better, more inclusive, and more impactful?

Logistics and things to consider for planning community meetings:

The logistics of community engagement is critical for turnout and community interest. Paying attention to a number of logistical issues will enhance participation and improve the overall effort. Some things to consider:

Venue	Making meetings geographically close to communities or stakeholders is critical to get a good turnout. Choosing a site that is community centered may more familiar and comfortable for attendees. Does the venue accommodate for public parking and transportation?
Host	If inviting public officials make sure you have followed appropriate channels before inviting them to participate. Clarify in advance the role for County Executive, Council members, Public Information Officer and community members prior to the engagement.
Staffing	Will you use program staff, other King County staff or partner staff to help with set up, welcoming, and meeting facilitation?
Budget	Is your budget adequate to provide resources for advertising, communication and promotion, rental space, refreshments/food, transportation, child care, translation/interpretation?
Accessibility	Is the location wheelchair accessible and code approved for people with disabilities?
Time	Do you have staff that can attend evening or weekend meetings? Can you accommodate community members to hold evening or weekend meetings?

If you have questions or need assistance contact:

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Action Plan – Sample Data Questions – 3/30/15

Task	What are we trying to learn?	How is this defined?	How will we collect data?	What are the data sources?	How will we report our findings?
Youth in Detention					
	<p>What are the unintended consequences of detention on youth?</p>	<ul style="list-style-type: none"> Identify research-based outcomes for youth who are detained compared to youth who receive alternatives to detention 	<ul style="list-style-type: none"> Literature review: review reports from nationally recognized and credible sources, such as Annie E. Casey Foundation, respected industry publications, and government sources 	<ul style="list-style-type: none"> Holman, B and Ziedenberg, J. "The Dangers of Detention: The Impact of Incarcerating Youth in Detention and Other Secure Congregate Facilities," Baltimore, Maryland: Annie E. Casey Foundation Sheldon, R.G. (1999), "Detention Diversion Advocacy: An Evaluation." Juvenile Justice Bulletin, Washington, DC: Department of Justice, Office of Juvenile Justice and Delinquency Prevention Dishion, T. J., McCord, J, and Poulin, F. (1999), "When Interventions Harm: Peer Groups and Problem Behavior." American Psychologist Vol. 54, No. 9 755-764. Additional reports as recommended by Annie E. Casey Foundation 	<ul style="list-style-type: none"> Annotated bibliography Bullets highlighting key findings with citations
	<p>Who are the youth who are currently placed in detention in King County?</p> <ul style="list-style-type: none"> From which King County communities are youth in detention being referred? What are their discipline and criminal histories, family backgrounds, and mental health and substance abuse histories? What efforts have been made to avoid warrants and detention for these youth? 	<ul style="list-style-type: none"> Use aggregated data on current detention population (to retain confidentiality) 	<ul style="list-style-type: none"> Study being conducted by UW Professor Eric Trupin 	<ul style="list-style-type: none"> King County Department of Corrections data 	<ul style="list-style-type: none"> Comparison charts and brief reader-friendly on key findings/differences
	<p>Why are some youth failing to appear for court in King County? Are there demographic patterns amongst youth who fail to appear?</p>	<ul style="list-style-type: none"> Compare demographic data of youth who fail to appear with youth who attend their court hearings and identify any patterns, such as geographic, family history, etc. 	<ul style="list-style-type: none"> Study being conducted by UW Professor Eric Trupin 	<ul style="list-style-type: none"> King County Superior Court aggregated court data 	<ul style="list-style-type: none"> Comparison charts and brief reader-friendly bullets on key findings/differences

Task	What are we trying to learn?	How is this defined?	How will we collect data?	What are the data sources?	How will we report our findings?
	Why are youth being placed in detention for status offenses? What are the underlying causes?	<ul style="list-style-type: none"> Isolate the policies, service gaps, language or cultural issues, or other issues that lead to status offenders being placed in detention 	<ul style="list-style-type: none"> Study being conducted by UW Professor Eric Trupin 	<ul style="list-style-type: none"> Expert panel 	<ul style="list-style-type: none"> Bullets highlighting key findings
	What are successful strategies for addressing the causes of youth of color ending up in detention?	<ul style="list-style-type: none"> Identify and document best practices for addressing the specific causes of King County's youth of color ending up in detention 	<ul style="list-style-type: none"> Literature review Expert panel Public engagement 	<ul style="list-style-type: none"> Expert panel Roundtable discussions and interviews with community members who have been through the system, attorneys, and advocates 	<ul style="list-style-type: none"> Summary report Presentation slides documenting causes and recommendations
Schools and School Discipline					
	How does school discipline affect likelihood a young person will end up in juvenile detention?	<ul style="list-style-type: none"> For similar offenses, compare outcomes for youth who have alternatives to suspension or expulsion to outcomes for students who are suspended or expelled 	<ul style="list-style-type: none"> Literature review: review reports from nationally-recognized experts such as 	<ul style="list-style-type: none"> "Breaking Schools' Rules: A Statewide Study on How School Discipline Relates to Students' Success and Juvenile Justice Involvement" (2011) CSG Justice Center in partnership with the Public Policy Research Institute at Texas A&M University "Opportunities Suspended: The Devastating Consequences of Zero Tolerance and School Discipline Policies" (2000) The Civil Rights Project and the Advancement Project, University of California, Los Angeles "Overrepresentation of African American Students in Exclusionary Discipline: The Role of School Policy" (2007) Pamela Fenning, Jennifer Rose 	<ul style="list-style-type: none"> Annotated bibliography Bullets highlighting key findings with citations
	How does school discipline for youth of color compare to white youth in King County for similar offenses?	<ul style="list-style-type: none"> Compare school discipline (suspension, expulsion) for youth of color compared to white youth for similar offenses 	<ul style="list-style-type: none"> Review online data catalogues on NCES website (www.nces.org) Contact individual school districts in King County 	<ul style="list-style-type: none"> National Center for Education Statistics 	<ul style="list-style-type: none"> Comparative charts and reader-friendly bullets outlining key findings/differences.
	What are successful strategies or alternatives to exclusionary discipline in schools?	<ul style="list-style-type: none"> What practices and strategies have worked to minimize exclusionary discipline (suspensions/expulsions) in other school districts What practices and strategies have worked to minimize exclusionary discipline for youth of color 	<ul style="list-style-type: none"> Literature review Expert panel Public/stakeholder engagement 	<ul style="list-style-type: none"> Expert panel South King County superintendents and faculty/school administrator representatives 	<ul style="list-style-type: none"> Summary report documenting causes, best practices, and recommended solutions

Task	What are we trying to learn?	How is this defined?	How will we collect data?	What are the data sources?	How will we report our findings?
Arrest					
	How does arrest for youth of color compare to white youth in King County for similar offenses?	<ul style="list-style-type: none"> Compare arrest frequency for youth of color compared to white youth for similar offenses 	<ul style="list-style-type: none"> Contact police departments within King County and request aggregated arrest data for past three years, specifically Federal Way, Kent, King County Sheriff, Bellevue, and Tukwila PDs 	<ul style="list-style-type: none"> [need data sources] 	<ul style="list-style-type: none"> Comparative charts and bullets highlighting key findings/differences
	How does police interaction with youth of color compare to white youth in King County for similar offenses?	<ul style="list-style-type: none"> Compare police- and offender-reported information about police interaction 	<ul style="list-style-type: none"> Contact youth who have been arrested by Federal Way, Kent, Tukwila, Bellevue, and King County Sheriff 	<ul style="list-style-type: none"> Youth who have been arrested 	<ul style="list-style-type: none"> Comparative charts and bullets highlighting key findings/differences
	What are successful strategies for addressing disparities in how police interact with youth of color compared to white youth?	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Literature review Expert panel Public engagement 	<ul style="list-style-type: none"> [need studies] Expert panel Survey data, anecdotal information from public engagement 	<ul style="list-style-type: none"> Annotated bibliography Summary report highlighting best practices and recommendations
Support Services					
	How does the quality, accessibility, and availability of support services for vulnerable youth in King County communities with higher than average proportion of people of color compared to communities with higher than average white populations?	<ul style="list-style-type: none"> Compare availability of evidence-based support services Compare quality of support services based on multiple pre-defined measures Compare accessibility, such as time between referral and first access, cost, transit accessibility, etc. 	<ul style="list-style-type: none"> Online survey of social service providers Online and intercept surveys of users 	<ul style="list-style-type: none"> Social service providers and people who have used them in King County communities 	<ul style="list-style-type: none"> Comparison charts
	Why are youth of color not taking advantage of alternatives to detention?	<ul style="list-style-type: none"> Understand why so many youth of color are not choosing diversion when it is offered to them 	<ul style="list-style-type: none"> Interviews with social service providers, youth/families who have been offered diversion but not taken it 	<ul style="list-style-type: none"> Social service providers and youth of color who have not chosen diversion 	<ul style="list-style-type: none"> Comparison charts

