

**REPORT TO THE LEGISLATURE**

**Racial and Ethnic Disparities in Juvenile Court  
Evidence-Based Programs**

RCW 13.06.050(3)

May 10, 2017

Rehabilitation Administration  
Juvenile Rehabilitation Administration  
PO Box 45720  
Olympia, WA 98504-5720  
360-902-8100

## TABLE OF CONTENTS

|                                                                                        |    |
|----------------------------------------------------------------------------------------|----|
| Introduction .....                                                                     | 3  |
| Background .....                                                                       | 3  |
| Defining Racial and Ethnic Disparity (RED) .....                                       | 3  |
| Defining Evidence- and Research-Based Programs .....                                   | 4  |
| Current Utilization of EBPs in Washington Juvenile Courts .....                        | 4  |
| Collection and Review of EBP Data .....                                                | 5  |
| Rationale for this Focus .....                                                         | 5  |
| Data Source and Notes .....                                                            | 5  |
| Review Process .....                                                                   | 6  |
| Initial Court Responses (2015) .....                                                   | 7  |
| Barriers to Equity in EBPs .....                                                       | 7  |
| Transportation / Geography .....                                                       | 7  |
| Time Commitment and Timing of Group Intervention .....                                 | 8  |
| Timing within Probation Sentence .....                                                 | 8  |
| Low Numbers of Eligible Youth .....                                                    | 9  |
| Family Engagement .....                                                                | 9  |
| Staff Engagement .....                                                                 | 9  |
| Barriers Unique to Racial and Ethnic Subpopulations .....                              | 9  |
| Language / Access to Interpreters .....                                                | 9  |
| Family Engagement .....                                                                | 10 |
| Avoiding Unconscious Bias .....                                                        | 11 |
| Updated Court Responses (2016) .....                                                   | 11 |
| Barriers to Equity in EBPs .....                                                       | 11 |
| Staff Turnover .....                                                                   | 11 |
| Engaging Tribes .....                                                                  | 11 |
| Engaging the Community .....                                                           | 11 |
| Funds for Training .....                                                               | 11 |
| Statewide Solutions .....                                                              | 11 |
| Development and Translation of EBP Overview Documents .....                            | 12 |
| Statewide Training on Equity, Diversity, and Inclusion .....                           | 12 |
| Statewide Training on Engaging Target Groups .....                                     | 12 |
| Legislative Advocacy for Funding .....                                                 | 12 |
| Unique Practices .....                                                                 | 12 |
| Future Tracking of RED .....                                                           | 13 |
| Appendix 1: List of EBPs by County (2013) .....                                        | 14 |
| Appendix 2: 2015 RED Questions – Questions for Block Grant Application .....           | 15 |
| Appendix 3: 2016 RED Questions – Follow-up Questions for Block Grant Application ..... | 16 |
| Appendix 4: 2013 Data Results .....                                                    | 17 |

## **Introduction**

Various publications have detailed the progress made in recent years to address racial and ethnic disparity (RED) in the Washington State juvenile justice system. Many efforts are underway at the national, state, and local level, to reduce RED. Several of these programs are detailed in the 2013 report, [Washington State Disproportionate Minority Contact Assessment](#), produced for the [Washington State Partnership Council on Juvenile Justice](#) as well as the 2014 report to the Washington State Supreme Court, [Symposium on Reducing Racial and Ethnic Disparities in the Juvenile Justice System](#). The urgency to achieve measurable change has been championed at the highest levels with Governor Inslee adopting a Results Washington measure to reduce the percent of youth of color in detention (county and state) from 47% to 42% by 2017.

Many of the initiatives described in these reports address RED at the macro level or focus on the root causes of disparities such as poverty and the relationships between police and the communities they serve. In order to develop short-term actionable and measurable outcomes, the Juvenile Rehabilitation ([JR](#)) and the Juvenile Courts have chosen to take a narrow focus on the issue of racial and ethnic disparity by focusing on access to evidence-based programs (EBP) in the juvenile courts. This report is initiated by RCW 13.06.050(3) which requires an annual report on the effectiveness of programs intended to reduce racial disparities in the juvenile justice system in the state of Washington for county juvenile justice programs receiving state funding through JR. While EBPs are not specifically designed to reduce RED, because evidence- and research-based programs have been shown to address criminogenic risks of youth and to reduce subsequent offending, equitable access to these programs is imperative both in terms of equity in access to services and as a means to reduce disparities in subsequent contact with the juvenile justice system.

This work is a collaboration between JR and the Washington Association of Juvenile Court Administrators (WAJCA). The report presents information on current racial and ethnic disparities in access to evidence-based programs in Washington juvenile courts, identified barriers to increasing equity, and innovative practices that courts have implemented to address disparities. Policy and practice recommendations to reduce disparities in EBPs are presented as well as next steps.

## **Background**

### *Defining Racial and Ethnic Disparity*

Racial and ethnic disparity, or RED, refers to the disparate outcomes of similarly situated youth in the juvenile justice system. This area of examination was previously referred to as disproportionate minority contact (DMC) but in recent years there has been a shift away from this term in order to better reflect the

communities we serve -people of color are no longer minorities in some parts of Washington State – and to highlight that while it is possible to have proportionate numbers of youth of color in the general and justice populations, disparities in decision making can still occur. For that same reason, while RED is occasionally used to refer to racial and ethnic “disproportionality”, “disparity” is a more accurate term. For additional information on RED please see [The W. Haywood Burns Institute](#).

### *Defining Evidence- and Research-Based Programs*

Recent national trends have been towards offering evidence-based programs yet, surprisingly, the definition of what makes a program (or practice) evidence-based varies across locations and disciplines. The Office of Juvenile Justice and Delinquency Prevention - Office of Justice Programs ([OJP](#)) considers programs and practices to be evidence-based when “their effectiveness has been demonstrated by causal evidence, generally obtained through high quality outcome evaluations.” The MacArthur Foundation uses the [Drake et. al. \(2001\)](#) definition of evidence-based practices as “clinical or administrative interventions or practices for which there is consistent scientific evidence showing that they improve client outcomes.” As the MacArthur Foundation notes, “There is increasing convergence regarding the definitions of the terms ...[including evidence-based practices], although variation in definitions is still common.”

While these definitions share common traits, there are differences or limitations in the specificity of the definition that could allow a single program to meet the EBP definition at one agency and not be considered evidence-based by another. Within the Washington juvenile justice system the definition of evidence-based and research-based programs is developed by the Washington State Institute for Public Policy ([WSIPP](#)) and is legislatively defined. [WSIPP defines](#) a program as evidence-based if there have been “multiple site random controlled trials across heterogeneous populations demonstrating that the program or practice is effective for the population.” A program or practice is considered research-based if there is “some research demonstrating effectiveness, but that does not yet meet the standard of evidence-based practices.”

### *Current Utilization of Evidence- and Research-Based Programs in Washington Juvenile Courts*

The utilization of evidence- and research-based programs increased dramatically after the Washington legislature passed the Community Juvenile Accountability Act ([CJAA](#)) in 1997. The Act incentivized local communities to implement interventions proven by behavioral science research to cost-effectively reduce recidivism among juvenile offenders. A thorough history of the implementation of EBPs in Washington juvenile courts can be found in Juvenile Rehabilitations annual [report to the legislature](#). Within the juvenile courts there are now six

programs offered that have the WSIPP evidence-based or research-based designation (as of [June 2016](#)). They are:

- Aggression Replacement Training (ART): Research-based
- Coordination of Services (COS): Research-based
- Education and Employment Training (EET): Researched-based
- Functional Family Therapy (FFT): Evidence-based
- Family Integrated Transitions (FIT): Research-based
- Multi-Systemic Therapy (MST): Evidence-based

While four of the programs are research-based by the WSIPP standards, all six programs will be referred to as evidence-based for the remainder of the report. This is done both for simplicity and because these programs are considered evidence-based by the criteria set forward by the CJAA Advisory Committee<sup>1</sup>.

Appendix 1 lists the juvenile court EBPs offered by each county in 2013. As evidenced from this table, ART and FFT are the most prevalent programs, being offered in 29 and 28 out of 33 juvenile courts respectively. For a more up to date list of programs being offered by each county, please see the 2016 Block Grant Report to the Legislature.

## **Collection and Review of EBP Data**

### *Rationale for this Focus*

In accordance with [RCW13.06.510](#), the juvenile courts are required to submit proposals to JR on how to implement and deliver EBPs in their local jurisdiction. As a result of a joint focus between JR and WAJCA on addressing RED in the juvenile justice system, in 2015 this process was expanded to include questions around racial and ethnic disparities in EBPs, barriers the courts perceived in addressing these disparities, innovative approaches they have taken, and proposals for future innovations to address RED. This 2016 report includes the findings from 2015 as well as court level program updates on progress to address RED in EBPs since the 2015 report.

### *Data Source and Notes*

In 2015, using court level data extracted from the Positive Achievement Change Tool (PACT) and provided by the Administrative Office of the Courts ([AOC](#)) Washington State Center for Court Research ([WSCCR](#)), each court administrator received a document with the count and proportion of youth in 2013 who were eligible for each of the EBPs offered by that court as well as the proportion who

---

<sup>1</sup> The CJAA Advisory Committee's purpose is to provide oversight and structure to the juvenile courts in an effort to provide a continuum of evidenced-based, research-based, and promising programs consistent with state statutes.

started the EBP and the proportion who completed it. Youth could be counted for more than one program if they were eligible for multiple programs. While the focus of this work was the 2013 data, courts were also provided bar charts showing four year trends (2010-2013) in EBP status for youth who became eligible in each year. Rosters of youth were also provided so that administrators could validate the numbers by comparing their internal rosters to the roster from which the RED counts were derived.

The year 2013 was chosen because it was the most recent years that would allow a youth to be determined eligible for an EBP and have sufficient time to start and complete an EBP. This information was disaggregated by race and ethnicity using the race codes provided by WSCCR.

The seven possible race categories were:

- White
- Black / African American
- Hispanic / Latino
- American Indian / Alaska Native
- Asian
- Native Hawaiian / Pacific Islander
- Other

It is important to note that due to database limitations youth can only be associated with a single race category regardless of whether they identify with two or more. Because the “other” category is so poorly defined it is excluded from discussion though it is included in all the reports.

#### *Review Process*

Juvenile court administrators, or their designee, were asked to review their 2013 data and respond to nine open ended questions about how they administer EBPs in their jurisdiction and what the leading barriers are to offering EBPs. Respondents were requested to propose two strategies to enact over the next two years to reduce any disparities they saw in their data (see Appendix 2 for the original questions). For smaller jurisdictions where there were not enough youth served in EBPs to make any conclusions about disparities, in homogeneous communities where little racial and ethnic diversity exists, or in courts where racial disparities were not observed in the EBP data, respondents were asked to speak to ways they could improve access to EBPs for all the youth they serve. Courts with questions about their data and data interpretation were provided technical assistance from JR via phone and email. Most of this assistance involved discussing current court practices and brainstorming potential strategies for county level improvements. For courts whose responses were incomplete or off subject, technical assistance was provided to expand and improve responses.

Of the 33 juvenile courts, at least 22 received some form of technical assistance. Juvenile court administrators were highly invested in the process and extremely responsive.

### **Initial Court Responses (2015)**

Upon review of their counties EBP data (see Appendix 4 for the 2013 data results), respondents were asked to identify the leading barriers to racial and ethnic equity in EBP participation. They were then asked to provide examples of practices they have implemented to reduce RED and two strategies they plan to enact that they anticipate will result in measurable improvements in racial and ethnic disparities in access to EBPs. Many of the barriers identified were universal barriers to all youth served by the courts, though some were specific to racial or ethnic subpopulations.

#### *Barriers to Equity in EBPs*

##### Transportation / Geography

Transportation to evidence-based programs was one of the most commonly identified barriers to equity in participation. Although few courts articulated how transportation was an issue unique to youth of color, it was clear that transportation was a common barrier that exacerbated existing disparities in access to EBPs. Transportation barriers are particularly common for rural jurisdictions but also affect the geographically isolated portions of more urban counties. Youth are expected to travel to a central location for the group programs (ART and COS) while FFT, MST, and FIT therapists travel to families homes. Each of these models present unique problems. FFT and MST therapists travel great distances to meet with families, sometimes to only find out at arrival that the session needs to be rescheduled. In some rural parts of the state it's not unheard of for a therapist to drive over 100 miles each way (for example, from Colfax to Kettle Falls which is 138 miles), twice a week, to meet with a family. While this is an extreme example, it's estimated that the average distance between a FFT therapist's home base and the family they are trying to meet is about 50 miles. This extensive travel means that the FFT therapist has less time to work with youth and families because of their commute.

Group programming is held at a central location determined by the organizing court staff. Examples of locations include the local court, schools, and community centers. Youth participating in ART and COS are expected to attend in person sessions. Youth participating in ART groups meet three times a week and facilitators try to schedule sessions around youths involvement in other pro-social activities such as clubs and sports. Scheduling must also accommodate staff availability, facility availability, and youth's transportation needs.

In rural areas public transportation systems are designed to get commuters in and out of town for the work day and are opposite to the transportation needs of youth

trying to participate in evening programming. Even in areas where public transportation is more readily available, accessing and coordinating transportation can still be a barrier for youth and their families. In both rural and urban areas, parents (and youth) frequently do not have access to private transportation because there is not a vehicle in the household, there is not a licensed driver, or the vehicle or driver is not available for transportation during the required EBP time. All of these factors make scheduling and getting youth to group sessions difficult.

### Time Commitment and Timing of Group Interventions

In order to adhere to the program model and expect reductions in risk comparable to those shown in the evaluations that indicated program efficacy, youth need to participate in a predefined number of sessions. Meeting EBP requirements of session frequency and length can be a challenge for youth with other pro-social commitments. For example, ART is a time commitment of three sessions a week for ten weeks which can be difficult for youth and family to schedule in to their existing commitments. The frequency and duration of an EBP can be challenging for youth and families to accommodate.

The timing of group interventions can also be a barrier to youth participating in them. As previously noted, the timing of a program can impact a youth's access to transportation whether it's the public transportation schedule or access to a family car. In addition, programming can conflict with other pro-social activities such as sports, clubs, and employment. Many group interventions are held immediately after school is dismissed, the same time that many pro-social after school activities occur. Coordinating schedules to let youth continue, or begin, pro-social activities in their community while also receiving the evidence-based interventions can be logistically complicated.

### Timing within Probation Sentence

Over the past decade there has been a noticeable decrease in the length of probation sentences that youth in Washington are sentenced to. There is no single reason for this shift but many factors, including an effort to reduce the criminogenic risk caused by overserving a youth in the judicial system and financial pressures, have influenced this change. These shorter sentences do not always accommodate the length of sentences that youth need to complete an EBP. An additional timing issue is the infrequency with which some counties offer group interventions, sometimes as rarely as annually. This makes it very difficult to coordinate probation services with the timing of when an EBP is offered. While most of these counties note that they would like to serve more youth in EBPs, frequently they are unable to run more than one group because they do not have a sufficient number of eligible youth to start a program.



## Low Numbers of Eligible Youth

Group programs (ART and COS) require a specific number of youth to participate in order for a group to run. In counties with a small population, or a small number of youth served in their court who meet the EBP eligibility requirements, it can be very difficult to have a large enough number of youth ready and able to participate in a group EBP at any given time.

## Family Engagement

The definition of what constitutes a family is variable and driven by the youth. Getting families invested in programs has been shown to be key in youth's success in EBPs.<sup>2</sup> For family based interventions (FFT, FIT, COS, and MST) family involvement is required for program success. Even when family involvement is not part of the program model, like in ART, engagement and support from family encourages youth to succeed. Engaging families can be a challenge for many reasons including a lack of understanding of the benefits of EBPs, personal and professional commitments that require the parent's time, parental chemical dependency, parental unavailability due to conflicting priorities or confinement, and communication barriers between EBP providers and families.

## Staff Engagement

Some counties noted that staff are not always invested in evidence-based programs and may not fully support youth to succeed in these programs. While this appears to be a limited problem, engaging staff to understand the importance of EBPs is key if they are expected to engage and support youth and their families through the EBP process.

---

*"There is a struggle to engage youth that have parents with alcohol and/or chemical dependency issues."*

---

## **Barriers Unique to Racial and Ethnic Subpopulations**

### Language / Access to Interpreters

Access to bilingual service providers or to interpreters was one of the leading barriers to racial and ethnic equity in access to evidence-based programs expressed by respondents. The limited availability of interpreters and the lack of

---

<sup>2</sup> Burke J, Mulvey E, Schubert C, Garbin S. The Challenge and Opportunity of Parental Involvement in Juvenile Justice Services. *Children and Youth Services Review*. 2014; 39: 39-47.

additional resources to fund them or to subsidize staff who are bilingual, limits who is able to receive EBPs. Many courts noted that the issue is greatest in family based interventions because it is most frequently family members, not the justice involved youth, who are non-English speaking.

According to the Office of the Superintendent of Public Instruction, there are 203 different languages spoken by school age children in Washington. While approximately two thirds of these are Spanish speakers this still leaves a significant number of other languages spoken in youth's homes. Spanish speaking families were most often noted by the juvenile courts as being underserved as the result of language and interpreter barriers but many courts mentioned other dialects or languages that they are not resourced to serve. While finding Spanish speaking staff has proven very challenging, finding staff who speak less commonly used languages has been shown to be nearly impossible. Courts note that short-term interpreters can cover a wider range of languages but finding interpreters for some languages is difficult.

---

*"If we could find a certified interpreter we would be able to provide more information and educate more [of] our communities' parents...to make them more aware of things happening within our community and provide them with more available resources..."*

---

While improved availability to interpreter services would increase the number of youth and families who could be served in EBPs, it's important to note that there are challenges with providing therapeutic interventions through an interpreter. In addition to using therapeutic language that might not be familiar to an interpreter, relationship building is hampered when done through an interpreter. We are unaware of any research on the efficacy of EBPs when offered through an interpreter.

### Family Engagement

While mentioned previously as a leading barrier for all youth, some courts mentioned specific examples of racial and ethnic groups they were struggling to engage. Native American, Black, and Hispanic/Latino families were all mentioned by one or more court as being groups that they struggled to engage. Many respondents identified this disconnect as a weakness of the courts resources and competencies.

## Avoiding Unconscious Bias

A few courts have made the determination that there may be policies or decision making practices that unconsciously result in disparate outcomes for youth of color in EBPs. These courts have implemented unique data review processes to track the differences and use the findings to identify and address barriers.

## **Updated Court Responses (2016)**

In 2016, court representatives were asked to provide an update on their progress addressing RED and to discuss any additional barriers that have arisen (see Appendix 3 for questions). Below is a summary of responses from all of the Washington juvenile courts.

### *Barriers to Equity in EBPs*

#### Staff Turnover

- Loss of experienced staff who provide training and coordination
- Costly to replace staff who leave – hiring and training

#### Engaging Tribes

- Local and statewide efforts are needed
- Important for tribes to always have a voice

#### Engaging the Community

- The local communities are critical to the success of EBPs. Without their buy in, they will not be effective.
- A community stakeholder group that meets regularly with local EBPs as a consistent agenda topic will be most effective.

#### Funds for Training

- Dedicated funds made available for specific RED training
- Pursue grants as an option

## **Statewide Solutions**

Many counties have continued to address barriers to racial equity that they have identified. While most have yet to be evaluated for their efficacy, these practices are unique and show an innovative approach to addressing a common barrier experienced across multiple counties. The list of possible solutions below are just

a sample of all the work being done across the state and do not identify every court currently implementing this practice. Any questions about county level innovative practices should be directed to county staff.

#### Development and Translation of EBP Overview Documents

- For all EBPs and in multiple languages
- Counties would have regular access to the overview documents particularly when there are changes

#### Statewide Training on Equity, Diversity, and Inclusion

- Large enough for as many (all) counties to attend
- Ongoing partnership with state and local governments

#### Statewide Training on Engaging Target Groups

- Community Leaders
- Tribal Members
- Families

#### Legislative Advocacy for Funding

- Transportation
- Translators
- Program Evaluation

#### **Unique Practices**

- Skamania County – Survey FFT families  
Skamania county has begun to survey adults responsible for FFT youths supervision about issues that might prevent youth and family from successfully starting and/or completing FFT. They are using these findings to improve engagement for that youth and family as well as to address thematic issues that multiple families face.
- Mason County – Community engagement to improve family engagement  
Mason County has expanded their work to include the larger community. They note, “We have learned that we shouldn’t just focus on engaging the families that have come in to contact with the court system. As we collaborate with the school districts to make further inroads with the community’s Latino population we are getting the opportunity to meet with groups of parents and build some trust with them. We have learned that it is just as important to engage the people that work with the community as it is to engage the community itself.”

- **Snohomish County – Staff recruitment**  
Snohomish County has been working to increase diversity in the recruitment, retention, and promotion of diverse staff. They’ve found that “Management and HR staff need to be intentional about reaching out to staff members that are people of color and offering assistance with preparing for promotional opportunities to increase diversity in the juvenile court job applicant pool.”
- **Thurston County / Benton/Franklin Counties – Track eligible youth throughout their sentence**  
Not all youth are ready, willing, or able to participate in an EBP when they begin their probation sentence. Thurston and Benton/Franklin courts have made a concerted effort to address issues around the PACT auto-determination of eligibility and assuring ongoing discussion of eligible youth who become ready, willing, and able to participate later in their probation sentence.
- **Whatcom – Orientation Prior to EBPs**  
Based on research that programs are more successful when participants know what to expect, Whatcom County has developed EBP orientations to prepare youth and family for participation. They have found that “a strong initial orientation specifying expectations (to youth and family) with consistent follow through by PO’s {probation officers}...” increased success.

### **Future Tracking of RED**

This report is the second step in a two year, three-step process to reduce RED in access to juvenile court EBPs. In the summer of 2017, courts will receive updated data from JR and will be asked to re-assess their RED efforts in providing equitable access to EBPs. Their responses will be included in the 2017 Racial and Ethnic Disparities in Juvenile Court Evidence-Based Programs report to the Legislature. Upon completion of these reports, the effectiveness of this undertaking will be evaluated.

## Appendix 1: Evidence Based Programs Offered in Washington State Juvenile, by County 2013

### Aggression Replacement Training (ART)

Adams, Asotin, Benton, Chelan, Clark, Columbia, Cowlitz, Douglas, Ferry, Franklin, Garfield, Grant, Grays Harbor, Island, Jefferson, King, Kitsap, Lewis, Mason, Okanogan, Pend Oreille, Pierce, Snohomish, Spokane, Stevens, Thurston, Walla Walla, Whatcom, Yakima

### Coordination of Services (COS)

Clallam, Cowlitz, King, Kitsap, Snohomish, Spokane, Whatcom, Whitman

### Family Integrated Transitions (FIT)

King County

### Functional Family Therapy (FFT)

Benton, Chelan, Clark, Cowlitz, Ferry, Franklin, Grant, Grays Harbor, Island, Jefferson, King, Kitsap, Klickitat, Lewis, Lincoln, Mason, Okanogan, Pend Oreille, Pacific, Pierce, Snohomish, Skagit, Skamania, Spokane, Stevens, Thurston, Wahkiakum, Whatcom, Whitman, Yakima

### Multi-Systemic Therapy (MST)

King, Yakima

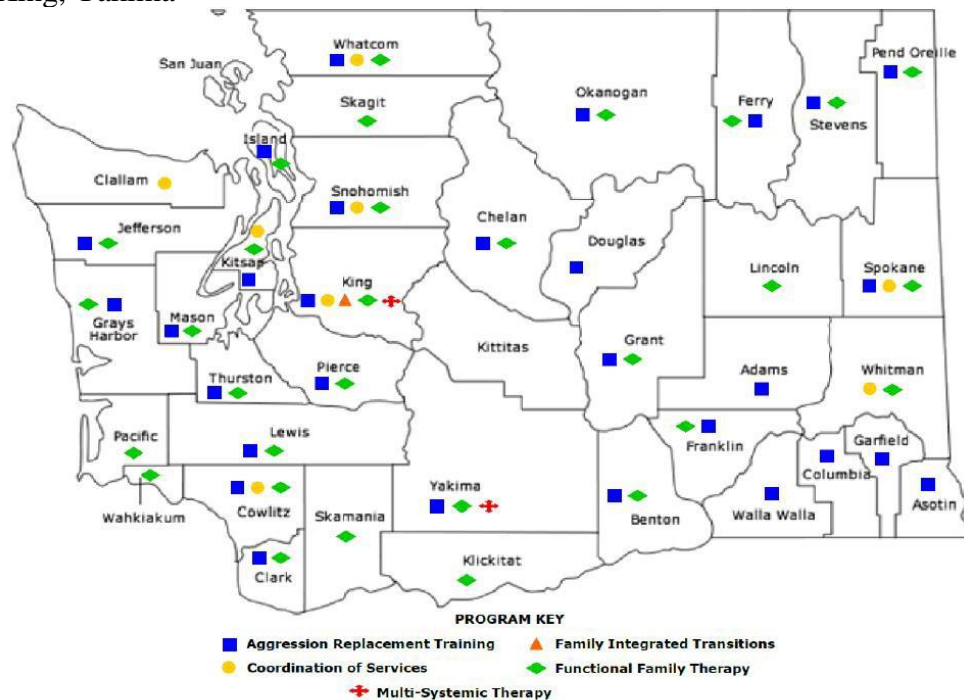


Image credit: WSCCR, 2014 Juvenile Block Grant Report

## Appendix 2: 2015 RED Questions for Block Grant Application



WASHINGTON STATE JUVENILE COURTS  
**RACIAL AND ETHNIC DISPARITY (RED)**  
 QUESTIONS FOR BLOCK GRANT APPLICATION  
 LARGE COUNTY

Please review the data provided regarding the racial/ethnic composition of youth starting and completing Evidence Based Programs (EBP) in your court. After reviewing the data, please complete the questions below. It is recommended that you convene a meeting with key stakeholders in your system to review this data, your current efforts to address racial and ethnic disparity (RED) in EBP utilization, and brainstorm ways to address RED.

|                                                                                                                                                                     |                              |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|
| JUVENILE COURT                                                                                                                                                      | JUVENILE COURT CONTACT NAME  |
| JUVENILE COURT CONTACT PHONE NUMBER<br>(   ) -   -   -                                                                                                              | JUVENILE COURT CONTACT EMAIL |
| <b>PLEASE TELL US ABOUT YOUR EVIDENCE BASED PROGRAM PROCESSES</b>                                                                                                   |                              |
| 1. <b>How do you identify which youth to refer to EBPs?</b>                                                                                                         |                              |
|                                                                                                                                                                     |                              |
| 2. <b>How do you engage youth to participate in EBPs?</b>                                                                                                           |                              |
|                                                                                                                                                                     |                              |
| 3. <b>How do you support youth to successfully complete EBPs?</b>                                                                                                   |                              |
|                                                                                                                                                                     |                              |
| 4. <b>What do you see as the leading barriers to equity in access to EBPs in your juvenile court?</b>                                                               |                              |
|                                                                                                                                                                     |                              |
| 5. <b>Is there a specific racial/ethnic group you are struggling to engage in EBPs? Which? Why do you think that is? What efforts have you made to engage them?</b> |                              |
|                                                                                                                                                                     |                              |
| 6. <b>What are your current efforts to address barriers in access to EBPs?</b>                                                                                      |                              |
|                                                                                                                                                                     |                              |
| <b>RED STRATEGIES AND MEASUREABLE IMPROVEMENTS</b>                                                                                                                  |                              |
| Your attached EBP numbers highlight one or more groups where the data indicates room for improvement. Based on this data:                                           |                              |
| 7. <b>Identify an issue and provide two strategies that will result in <u>measureable</u> improvements in the next two years.</b>                                   |                              |
|                                                                                                                                                                     |                              |
| 8. <b>What are the barriers for implementing these strategies?</b>                                                                                                  |                              |
|                                                                                                                                                                     |                              |
| 9. <b>What resources would be helpful to you to address disparity in access to EBPs in your court?</b>                                                              |                              |
|                                                                                                                                                                     |                              |

The data provided for this exercise was extracted from the PACT by the Washington State Center for Court Research (WSCCR). Do you have any questions or concerns with the data? If yes, please describe.

**Appendix 3: 2016 RED Questions – Follow-up Questions for Block Grant Application**

WASHINGTON STATE JUVENILE COURTS  
**RACIAL AND ETHNIC DISPARITY (RED)**  
 FOLLOW UP QUESTIONS FOR BLOCK GRANT APPLICATION  
**RED STRATEGIES FOR MEASURABLE IMPROVEMENTS**

Last July each juvenile court was presented data on their evidence-based programs (EBP) and asked to review their internal EBP process (referral, engagement, and completion) for racial and ethnic disparities (RED). After reviewing their data, juvenile courts were asked to **identify an issue and provide two strategies that will result in measurable improvements in the next two years.** The juvenile courts were informed that a follow up would occur in one year. The following questions constitute that annual check in. Please respond to the questions below and submit them to the Dr. Sarah Veele and Cory Redman.

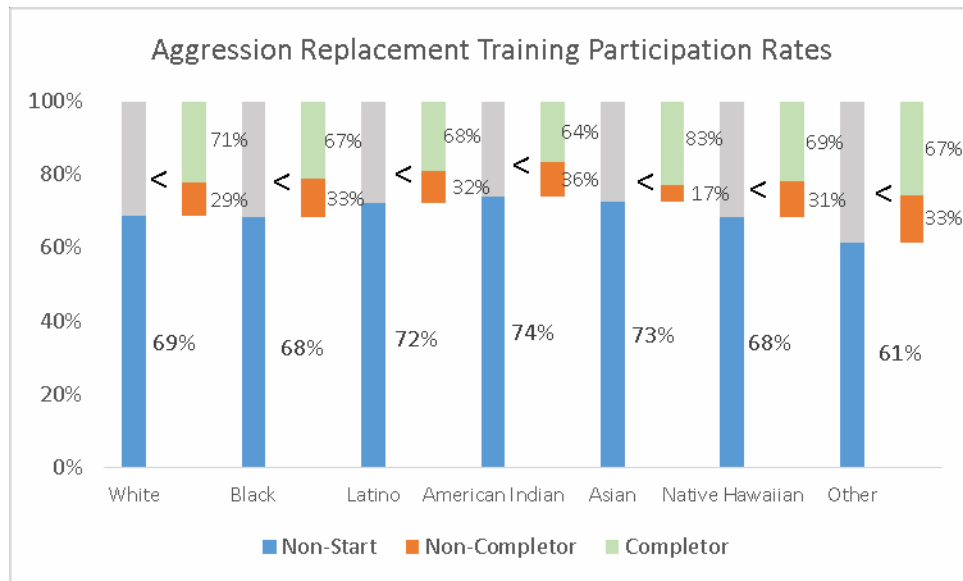
|                                                   |                                                                                                                              |
|---------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|
| JUVENILE COURT                                    | JUVENILE COURT CONTACT NAME                                                                                                  |
| JUVENILE COURT CONTACT PHONE NUMBER<br>( ) -      | JUVENILE COURT CONTACT EMAIL                                                                                                 |
| <b>RED STRATEGIES AND MEASURABLE IMPROVEMENTS</b> |                                                                                                                              |
| 1.                                                | <b>What RED issue did you identify in your 2015 Block Grant application as your focus over the following two years?</b>      |
|                                                   |                                                                                                                              |
| 2.                                                | <b>What two strategies did you identify that will result in <u>measurable</u> improvements over the following two years?</b> |
|                                                   |                                                                                                                              |
| 3.                                                | <b>How are things going on the identified RED strategies and measureable improvements?</b>                                   |
|                                                   |                                                                                                                              |
| 4.                                                | <b>What barriers did you encounter implementing these strategies?</b>                                                        |
|                                                   |                                                                                                                              |
| 5.                                                | <b>What lessons have you learned? Anything you would have done differently?</b>                                              |
|                                                   |                                                                                                                              |
| 6.                                                | <b>What internal evidence do you have that your efforts are working? How are you measuring success?</b>                      |
|                                                   |                                                                                                                              |
| 7.                                                | <b>What will your strategy be for the next year? Will it result in a change that was not previously identified?</b>          |
|                                                   |                                                                                                                              |

For technical assistance, please contact Dr. Sarah Veele at (360) 902-8406 or sarah.veele@dshs.wa.gov



## Appendix 4: 2013 Data

### Evidence Based Program Participation Rates

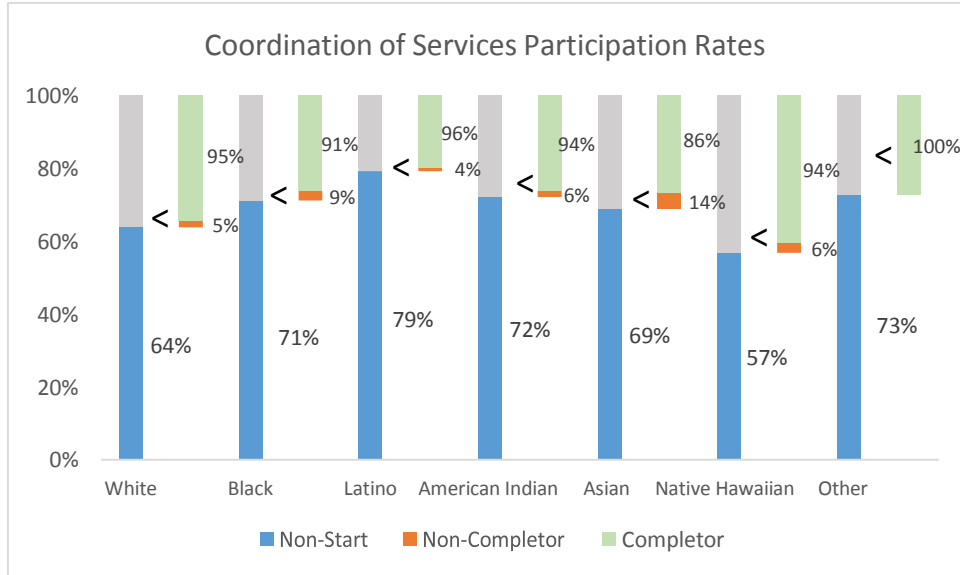


About two thirds of all eligible youth did not begin ART. Of the third who started, across all races the majority completed ART. There is no statistically significant difference in start and completion rates by race and ethnicity in ART.

Please note that the population values vary significantly (from 2,332 White youth to 31 youth identified as “other”). This variation impacts the calculation of percentages. Because of this the percentages above should be interpreted with caution and in consultation with the data table below.

## Washington State ART Eligible Youth, 2013

| Eligible        |      | Started |      | Completed |     |     |     |
|-----------------|------|---------|------|-----------|-----|-----|-----|
| White           | 2332 | Yes     | 731  | 31%       | Yes | 520 | 71% |
|                 |      | No      | 1601 | 69%       | No  | 211 | 29% |
| Black           | 563  | Yes     | 178  | 32%       | Yes | 119 | 67% |
|                 |      | No      | 385  | 68%       | No  | 59  | 33% |
| Latino          | 641  | Yes     | 179  | 28%       | Yes | 121 | 68% |
|                 |      | No      | 462  | 72%       | No  | 58  | 32% |
| American Indian | 162  | Yes     | 42   | 26%       | Yes | 27  | 64% |
|                 |      | No      | 120  | 74%       | No  | 15  | 36% |
| Asian           | 44   | Yes     | 12   | 27%       | Yes | 10  | 83% |
|                 |      | No      | 32   | 73%       | No  | 2   | 17% |
| Native Hawaiian | 41   | Yes     | 13   | 32%       | Yes | 9   | 69% |
|                 |      | No      | 28   | 68%       | No  | 4   | 31% |
| Other           | 31   | Yes     | 12   | 39%       | Yes | 8   | 67% |
|                 |      | No      | 19   | 61%       | No  | 4   | 33% |
| Eligible        |      | Started |      | Completed |     |     |     |
| Total           | 3814 | Yes     | 1167 | 31%       | Yes | 814 | 70% |
|                 |      | No      | 2647 | 69%       | No  | 353 | 30% |

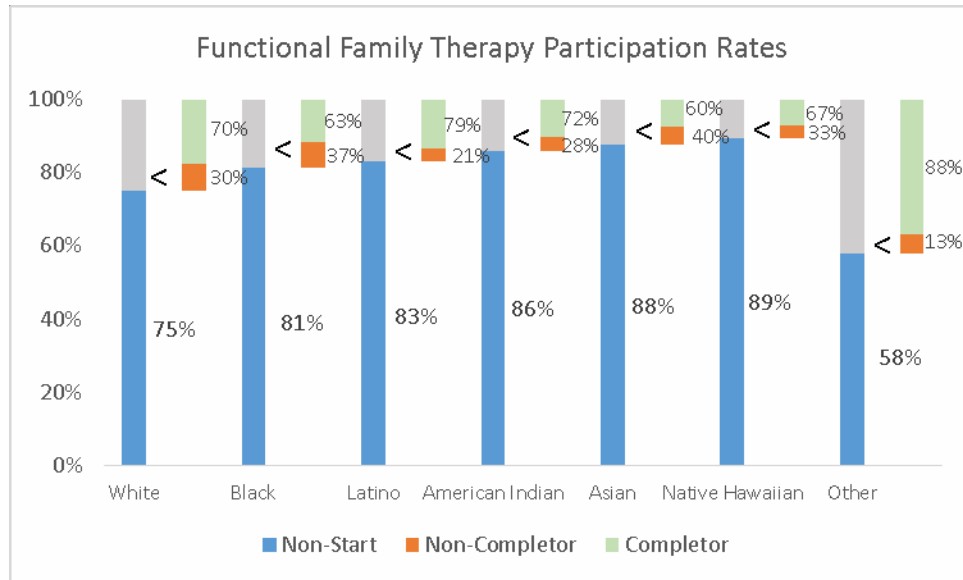


Similar to ART, about one third (33%) of youth who were eligible for COS in 2013 started the program. Latino (21%) and Black (29%) youth were statistically significantly less likely to start COS compared to White youth. Completion rates are relatively stable across all racial groups with no significant variation.

Please note that the population values vary significantly (from 1,078 White youth to 22 youth identified as “other”). This variation impacts the calculation of percentages. Because of this the percentages above should be interpreted with caution and in consultation with the data table below.

## Washington State COS Eligible Youth, 2013

| Eligible        |      | Started |      | Completed |     |     |      |
|-----------------|------|---------|------|-----------|-----|-----|------|
| White           | 1078 | Yes     | 390  | 36%       | Yes | 371 | 95%  |
|                 |      | No      | 688  | 64%       | No  | 19  | 5%   |
| Black           | 201  | Yes     | 58   | 29%       | Yes | 53  | 91%  |
|                 |      | No      | 143  | 71%       | No  | 5   | 9%   |
| Latino          | 231  | Yes     | 48   | 21%       | Yes | 46  | 96%  |
|                 |      | No      | 183  | 79%       | No  | 2   | 4%   |
| American Indian | 61   | Yes     | 17   | 28%       | Yes | 16  | 94%  |
|                 |      | No      | 44   | 72%       | No  | 1   | 6%   |
| Asian           | 45   | Yes     | 14   | 31%       | Yes | 12  | 86%  |
|                 |      | No      | 31   | 69%       | No  | 2   | 14%  |
| Native Hawaiian | 37   | Yes     | 16   | 43%       | Yes | 15  | 94%  |
|                 |      | No      | 21   | 57%       | No  | 1   | 6%   |
| Other           | 22   | Yes     | 6    | 27%       | Yes | 6   | 100% |
|                 |      | No      | 16   | 73%       | No  | 0   | 0%   |
| Eligible        |      | Started |      | Completed |     |     |      |
| Total           | 1675 | Yes     | 549  | 33%       | Yes | 519 | 95%  |
|                 |      | No      | 1126 | 67%       | No  | 30  | 5%   |

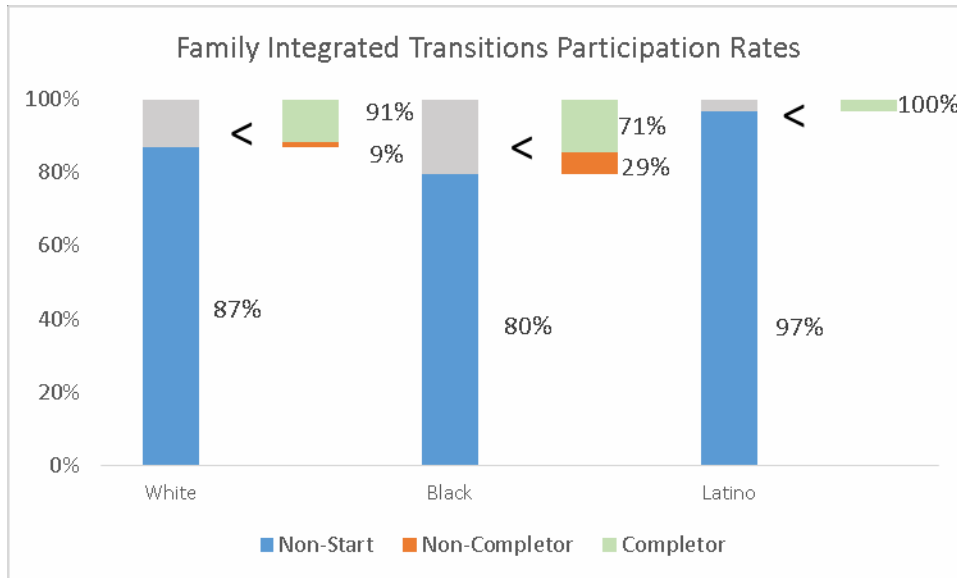


About one fifth of all youth eligible for FFT started the program. With the exception of Asian and Native American youth, whose numbers are too small to reliably calculate statistical significance, White youth are significantly more likely to start FFT than all other racial groups. FFT is the one program where the completion rate is higher for a non-White population than for White youth. Latino youth are statistically significantly more likely to complete FFT than White youth.

Please note that the population values vary significantly (from 1,762 White youth to 19 youth identified as “other”). This variation impacts the calculation of percentages. Because of this the percentages above should be interpreted with caution and in consultation with the data table below.

## Washington State FFT Eligible Youth, 2013

| Eligible        |      | Started |      | Completed |     |     |     |
|-----------------|------|---------|------|-----------|-----|-----|-----|
| White           | 1762 | Yes     | 441  | 25%       | Yes | 308 | 70% |
|                 |      | No      | 1321 | 75%       | No  | 133 | 30% |
| Black           | 437  | Yes     | 81   | 19%       | Yes | 51  | 63% |
|                 |      | No      | 356  | 81%       | No  | 30  | 37% |
| Latino          | 448  | Yes     | 76   | 17%       | Yes | 60  | 79% |
|                 |      | No      | 372  | 83%       | No  | 16  | 21% |
| American Indian | 126  | Yes     | 18   | 14%       | Yes | 13  | 72% |
|                 |      | No      | 108  | 86%       | No  | 5   | 28% |
| Asian           | 40   | Yes     | 5    | 13%       | Yes | 3   | 60% |
|                 |      | No      | 35   | 88%       | No  | 2   | 40% |
| Native Hawaiian | 28   | Yes     | 3    | 11%       | Yes | 2   | 67% |
|                 |      | No      | 25   | 89%       | No  | 1   | 33% |
| Other           | 19   | Yes     | 8    | 42%       | Yes | 7   | 88% |
|                 |      | No      | 11   | 58%       | No  | 1   | 13% |
| Eligible        |      | Started |      | Completed |     |     |     |
| Total           | 2860 | Yes     | 632  | 22%       | Yes | 444 | 70% |
|                 |      | No      | 2228 | 78%       | No  | 188 | 30% |



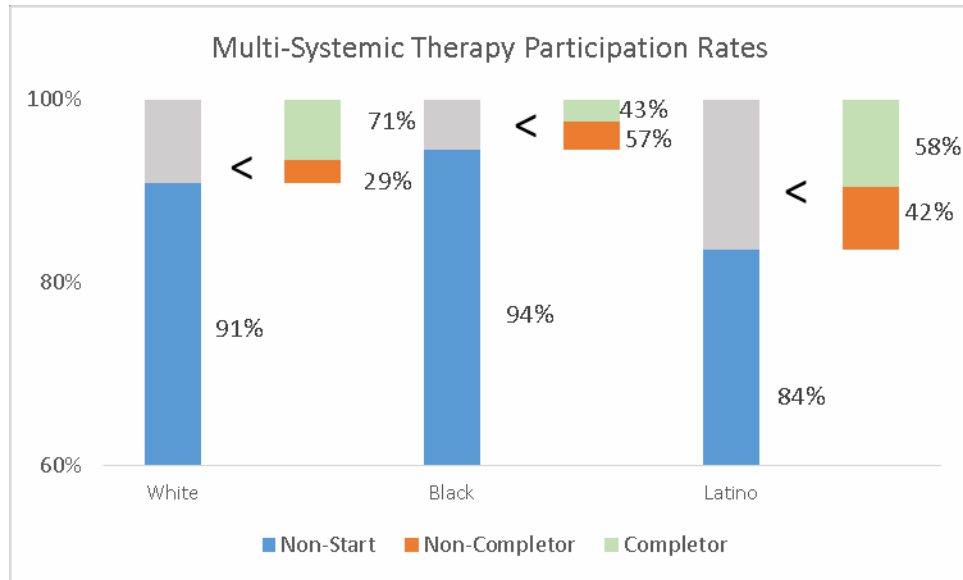
In 2013, 13% of all eligible youth began FIT and of those 81% completed. Black youth started FIT at the highest rate (20%) while hardly any Latino youth who were eligible for FIT began the program (3%, N=1). FIT is one of two programs where the start rate is higher for a non-White population than for White youth.

Please note that the population values vary significantly (from 85 White youth to 30 Latino youth). This variation impacts the calculation of percentages. Because of this the percentages above should be interpreted with caution and in consultation with the data table below.

## Washington State FIT Eligible Youth, 2013

| Eligible        |     | Started |     | Completed |     |    |      |
|-----------------|-----|---------|-----|-----------|-----|----|------|
| White           | 85  | Yes     | 11  | 13%       | Yes | 10 | 91%  |
|                 |     | No      | 74  | 87%       | No  | 1  | 9%   |
| Black           | 69  | Yes     | 14  | 20%       | Yes | 10 | 71%  |
|                 |     | No      | 55  | 80%       | No  | 4  | 29%  |
| Latino          | 30  | Yes     | 1   | 3%        | Yes | 1  | 100% |
|                 |     | No      | 29  | 97%       | No  | 0  | 0%   |
| American Indian | 10  | Yes     | 0   | 0%        | Yes | 0  |      |
|                 |     | No      | 10  | 100%      | No  | 0  |      |
| Asian           | 2   | Yes     | 0   | 0%        | Yes | 0  |      |
|                 |     | No      | 2   | 100%      | No  | 0  |      |
| Native Hawaiian | 4   | Yes     | 0   | 0%        | Yes | 0  |      |
|                 |     | No      | 4   | 100%      | No  | 0  |      |
| Other           | 4   | Yes     | 1   | 25%       | Yes | 1  | 100% |
|                 |     | No      | 3   | 75%       | No  | 0  | 0%   |
| Eligible        |     | Started |     | Completed |     |    |      |
| Total           | 204 | Yes     | 27  | 13%       | Yes | 22 | 81%  |
|                 |     | No      | 177 | 87%       | No  | 5  | 19%  |





MST is the other program where a non-White population starts at a higher rate than White youth; 16% of eligible Latino youth begin the program compared to 9% of White youth. While this difference is not statistically significant, Latino youth are more likely to start MST compared to Black youth who only start at 6%.

Please note that the population values vary significantly (from 152 White youth to 73 Latino youth). This variation impacts the calculation of percentages. Because of this the percentages above should be interpreted with caution and in consultation with the data table below.

| Washington State MST Eligible Youth, 2013 |     |         |     |      |           |    |     |
|-------------------------------------------|-----|---------|-----|------|-----------|----|-----|
| Eligible                                  |     | Started |     |      | Completed |    |     |
| White                                     | 152 | Yes     | 14  | 9%   | Yes       | 10 | 71% |
|                                           |     | No      | 138 | 91%  | No        | 4  | 29% |
| Black                                     | 127 | Yes     | 7   | 6%   | Yes       | 3  | 43% |
|                                           |     | No      | 120 | 94%  | No        | 4  | 57% |
| Latino                                    | 73  | Yes     | 12  | 16%  | Yes       | 7  | 58% |
|                                           |     | No      | 61  | 84%  | No        | 5  | 42% |
| American Indian                           | 17  | Yes     | 0   | 0%   | Yes       | 0  |     |
|                                           |     | No      | 17  | 100% | No        | 0  |     |
| Asian                                     | 8   | Yes     | 0   | 0%   | Yes       | 0  |     |
|                                           |     | No      | 8   | 100% | No        | 0  |     |
| Native Hawaiian                           | 7   | Yes     | 0   | 0%   | Yes       | 0  |     |
|                                           |     | No      | 7   | 100% | No        | 0  |     |
| Other                                     | 4   | Yes     | 0   | 0%   | Yes       | 0  |     |
|                                           |     | No      | 4   | 100% | No        | 0  |     |
| Eligible                                  |     | Started |     |      | Completed |    |     |
| Total                                     | 388 | Yes     | 33  | 9%   | Yes       | 20 | 61% |
|                                           |     | No      | 355 | 91%  | No        | 13 | 39% |