

# Juvenile Delinquency: Prevention/Recidivism Reduction

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## Snohomish County

Snohomish County Juvenile Court  
Snohomish County Law and Justice Council, Juvenile Justice Committee  
Snohomish County Human Services Department, Office of Children Affairs

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## Foreword More Effective . . . Less Costly

It is well documented that it is **more effective** and **less costly** to prevent youths from traveling down the path to delinquency than to attempt remediation after the fact. Once a youth has committed a crime, it is, for the same reasons, important to intervene early to reduce or eliminate subsequent criminal activity.

Leaders in the field of prevention understand that it is important to move beyond the notion that prevention is merely "stopping something from happening," to the more positive approach that creates conditions which promote the wellbeing of people. This is the strength-based approach that is inclusive of the Risk and Protective Factor research of Hawkins and Catalano (University of WA), and of the Resiliency research of Bonnie Benard (NW Regional Educational Laboratory, Portland, OR). It lies in the certainty that communities, depending upon where they put their efforts and resources, can create conditions which promote positive outcomes for people, and that individuals ultimately have the power to reach their potential within that environment.

Much is known about the causes of delinquency and how to prevent it. While there is no boilerplate approach that works for all populations, under all circumstances, the keys appear to lie in reducing risk (negative) factors and increasing protective (positive) factors in the lives of young people, (OJJDP, 7/9/97). Studies and surveys are confirming what teachers and other child services professionals have been telling us for years - that the strongest single predictor of unwanted, unhealthy and antisocial behaviors in older adolescents is the early onset of problem behaviors.

We know what hurts and what helps children to grow and develop to their fullest potentials. As noted in the winter 1999 report, The State of Washington's Children, "A growing body of research suggests that a relatively small number of risk and protective factors predict which children will engage in high-risk, antisocial and self-destructive behaviors." (UW School of Public Health and Community Medicine)

To invest in prevention is to invest in the future of our young people and our communities. This being said, it is appropriate to state that with limited resources, it is critical to **invest wisely**. Any community should attempt to place their resources in programs and practices that are the most likely to produce positive outcomes for their children, youth and families. Thus, relying upon available research about programs and program characteristics associated with delinquency and recidivism reduction would be prudent.

The Juvenile Justice Committee of the Snohomish County Law and Justice Council seeks to determine which delinquency prevention programs, and to a lesser extent recidivism reduction programs, are proven to be most successful. This paper examines several inclusive studies, highlights specific program examples and delineates program characteristics that appear in more than one of the most successful programs.

This will be followed by an analysis of the extent to which these programs, or program characteristics, exist as resources in Snohomish County. Such an analysis will help us to better direct our resources and collective actions in the future. The amount of research now available, and the programs underlying that research, enable us to move from prevention theory to effective prevention activity in a thoughtful and deliberate way.

## Section 1 What Works by Category or Domain

The Risk and Protective Factor research of Hawkins and Catalano provides a framework for organizing the research into "what works" by category or domain. To their domains of community, family, school performance, peer group, and individual -- is added, from Benard's research and others, the category of basic needs provision. Though this could be included under community and/or family, it is important enough to receive special note.

**Domain: Basic Needs Provision.** The research is clear that before basic needs for food, clothing, housing and safety are addressed, other types of programs are unlikely to be effective. Such life experiences as poverty, hunger, fear and desperation are known to be precursors to involvement in crime. Certain programs are known to address this need area:

- Poverty abatement programs
- Feeding programs
- Housing programs

**Domain: Incentives/Support for School Success.** The research is also clear that success in school is one factor that mitigates against negative outcomes such as delinquency. According to Michael Fullan in his book, Change Forces - Probing the Depths of Educational Reform, more than 80 per cent of America's one million prisoners are high school dropouts. Certain types of programs emerge from the literature:

- Early childhood programs such as Head Start and Smart Start
- Quality pre-school programs, especially those with weekly home visits from pre-school teachers
- After school programs (Keeping youth in productive activities during the key hours of 2 to 8pm)
- Programs designed to produce key brain development in the early years of a child's life
- School retention, retrieval and re-entry programs
- Classroom management techniques and instructional curriculum
- In-house school policies and programs that guide and support students' success, such as; appropriate discipline techniques, strategic prevention curricula, stimulating student activities, community and agency collaboration in schools, parent and mentor involvement in schools

**Domain: Community and Family.** Providing parents information and support rather than blame is shown to be key to preventing negative outcomes in children, including delinquency. Programs such as the following are indicated from the literature:

- Home visits from public health nurses and teacher home visits are recommended.
- Quality childcare is associated with delinquency prevention through several studies.
- Successful child abuse prevention programs prevent delinquency.
- Functional Family Therapy (FFT) is an indicated recidivism reduction intervention.
- Training In Positive Parenting Skills (TIPPS) and other parent training and support programs are indicated.
- Brain Development Training for parents is a recommended application of this research.
- Community Family Support Centers and related programs are proven to be effective.

**Domain: Individual and Peer Group.** The research indicates that certain types of skill development in young people are associated with preventing crime, delinquency and violence. Programs highlighted in the research include:

- Conflict mediator training and communication skills training
- 2<sup>nd</sup> Step Violence Prevention Training for youths and their families
- Dispute resolution for youth and their families
- The impact of mentors and role models can develop key communication, relationship and problem solving skills, demonstrating positive approaches to life
- Life skills training adds to a youth's tool box for life, and is preventive of future negative outcomes, including delinquency

## Section 2 What Works -- A Review of the Literature

**RAND Study, 1996:** This two-year study highlights program and cost effectiveness of prevention programming, specifically parent training and incentives for school success, vs. more costly and less effective incarceration programs.

**Archives of Pediatrics and Adolescent Medicine, 1999:** This twelve-year longitudinal study highlights a Seattle school program to foster interest in school and learning, and improved self-esteem, in very high-risk children in grades 1 through 6. The underlying goal was to help children develop a commitment to school, to value education and to become emotionally attached to their school, teachers and peers. Parallel parenting programs were offered to parents of every child in the study. Methodology was rigorous and impressive statistics resulted, supporting the efficacy of prevention. Compared to students who did not receive the elementary school intervention, by age 18, those who did were 19% less likely to have committed violent acts, 38% less likely to indulge in heavy drinking, 13% less likely to engage in sexual intercourse, 19% less likely to have had multiple sex partners, and 35% less likely to have caused a pregnancy or to have become pregnant.

**National Institute of Justice (NIJ) Research, 1998: Preventing Crime: What Works, What Doesn't, What's Promising.** This research review provides an extensive list of programs in communities, schools, in families, by police, and in criminal justice settings after arrest, which are proven to prevent delinquency and/or recidivism. The study also provides a listing of programs and program characteristics which research reveals are ineffective. A third offering from this study pertains to programs that are "promising." For "promising" programs, the level of certainty from available evidence is too low to support conclusive statements about effectiveness, but there is some empirical basis for predicting that further research might support such conclusions.

**Office of Juvenile Justice and Delinquency Prevention (OJJDP):** Highlights programs in specific areas, such as: for Native American Youth; for Indigent Youth; Community approaches relying on Risk/Protective Factor research; and programs specific to keeping youth in schools.

- Promising Programs Funded by OJJDP for American Indian Youth In Washington State, 1997
- Innovative Approaches to Juvenile Indigent Defense, Puritz and Shang, 1998
- Mobilizing Communities to Prevent Juvenile Crime, Bownes and Ingersoll, 1997
- Keeping Young People in School: Community Programs That Work, Cantelon and LeBoeuf, 1997
- The Rochester Youth Development Study, Thornberry et al., 1998

Also, **Prevention Works, 1998**, highlighting specific prevention programs in Washington State, which are proven to work for children from birth, to school age, and once problems occur.

**Washington State Governor's Juvenile Justice Advisory Committee (GJJAC):** Offers a list of Advanced Techniques and Best Practices derived from twenty years of funding and evaluation of juvenile justice and delinquency prevention programs.

Highlights Breakthrough for Families (Individualized and Tailored Care Model) in Spokane, Evaluation Report by JoAnn Ray, Ph.D., 1998; The Clark County School ReEntry Program for youths expelled for weapons violations and malicious behaviors, Evaluation Report by Suzy G. McDonald, Ph.D., 1998; TeamChild, an innovative legal advocacy program designed to address the underlying causes of delinquency, Evaluation by Mark Ezell, Ph.D., 1997.

Also, Shifting the Balance from Delinquency to Resiliency is a research-based video produced by the GJJAC. Uses "system wise" local youth to speak to what works better than locking youth up. Highlights such resiliency concepts as basic needs provision, caring and support, high expectations, opportunities to contribute and caring/appropriate role models in children's lives as preventative factors.

**Washington State Institute for Public Policy: What Works and Does Not Work To Reduce Recidivism**, Robert Barnoski, Ph.D., 1998. Cost-Effective Interventions for Reducing Crime in Washington, and highlights of actual programs and "types" of programs. Types of programs reviewed included: Early Childhood Programs, Middle Childhood Programs, Adolescent (Non-Juvenile Offender) Programs, Juvenile Offender Programs, Adult Offender Programs, and In-Prison Programs. The research highlighted three recidivism reduction programs as being particularly effective and cost effective as well. These were Functional Family Therapy, Aggression Replacement Training, and Multi-Systemic Therapy.

**Center for the Study and Prevention of Violence (Boulder, CO):** Highlights 10 "Blueprint Programs," and their evaluation results. Blueprints can be obtained for replication. Programs are entitled:

- Prenatal and Infancy Home Visitation
- Bullying Prevention Program
- Promoting Alternative Thinking Strategies
- Big Brothers/Big Sisters of America
- Quantum Opportunities
- Multisystemic Therapy
- Functional Family Therapy
- Midwestern Prevention Project
- Life Skills Training
- Multidimensional Treatment Foster Care

**Gerald R. Patterson's Research (Eugene, Oregon):** Highlights four things that distinguish families which produce delinquent children from families which do not. Families which do not produce delinquent children:

- Care about their children, and demonstrate it
- Know what their children are doing at all times
- They, themselves, recognize deviant or unacceptable behaviors
- They provide appropriate consequences when these behaviors show up in their children

**"Second Step Violence Prevention Curriculum" for schools, and "A Family Guide to Second Step" for families, Committee for Children, Seattle, WA:** A research based and proven approach to violence prevention for schools through grade eight, and for families (parent training) of children receiving the course in their schools.

**The new Brain Development Research such as, Neurodevelopmental Factors in the "Cycle of Violence", by Bruce Perry, M.D., Ph.D., Houston, Texas:** Demonstrates the neurobiological effects of abuse and neglect on the developing brains of children. Creates a plausible reason for why problematic, impulsive, reactive and violent behaviors show up in certain individuals. Speaks to public policy implications of this new knowledge base. Strongly supports primary prevention.

**Risk and Protective Factor Research, Hawkins and Catalano, University of Washington:** This body of research is well accepted and suggests that risk factors, and protective factors, for juvenile crime and delinquency can be organized into five domains: community, family, school performance, peer group and individual. (Illustration of risk factors shown below) Implications for practice and for policy setting are suggested.

#### **Risk Factors for Health and Behavioral Problems**

##### **Community**

- Availability of drugs
- Availability of firearms
- Community laws and norms favorable toward drug use, firearms and crime
- Media portrayals of violence
- Transitions and mobility
- Low neighborhood attachment and community disorganization
- Extreme economic deprivation

##### **Family**

- Family history of problem behavior
- Family management problems
- Family conflict
- Favorable parental attitudes and involvement in problem behaviors

##### **School**

- Early and persistent antisocial behavior
- Academic failure beginning in late elementary school
- Lack of commitment/attachment to school

### Individual/Peer

- Alienation and rebelliousness
- Friends who engage in the problem behaviors
- Favorable attitudes toward the problem behaviors
- Early initiation of the problem behaviors
- Constitutional factors

*Catalano, R., and J.D. Hawkins. 1995*

## Section 3

### Characteristics of Successful Programs/Implications for Practice

There are certain broad characteristics that are common across successful delinquency prevention and recidivism reduction programs appearing in the literature. It would behoove agencies and service providers within the service delivery system to look toward incorporating as many of these characteristics as possible into the work that they do on behalf of youth and families.

#### Common Characteristics

**Assessment:** Successful programs include thorough and relevant risk and needs assessment of program participants whenever possible.

**Start Early:** The literature is clear that the earlier the prevention and/or intervention activity begins the better the chances of positive outcomes for the child, youth and/or family.

**Consistency:** Successful programs are generally consistent in what they espouse and in how they deliver their services. There is most often no "quick fix" that will have durable results in addressing the needs of families with complex problems.

**Holistic:** Successful programs typically recognize that children and youth exist in the context of family, school, community, peers, etc. All program efforts take this into account. Programs which target just the youth, out of context, typically do not have significant results.

**Individualized/Matching/Proportionate:** The best prevention, early intervention and/or recidivism reduction programs attempt to match the counselor, \*mentor, program staff, etc., as well as the program intervention itself, with the personality, skills, style, abilities and preferences of the client. Also, in the case of recidivism reduction efforts, successful programs provide interventions which are proportionate and tailored to the youth's offense behavior.

**\*A word about mentor programs:** Mentoring programs can address several risk factors, such as alienation, academic failure, low attachment/commitment to school and association with delinquent peers. They can also introduce protective factors such as opportunities for pro-social involvements, bonding with appropriate adults, exposure to healthy beliefs, and clear and appropriate standards for behavior.

Evaluative research on mentoring programs also suggests that noncontingent, purely supportive mentoring relationships with youth are less likely to achieve desired results than programs in which mentors are trained in and use behavior management techniques, such as reinforcements for appropriate behaviors. This appears to be true whether the mentors are paid or unpaid.

**Skill Based:** Many successful programs include an element designed to help a young person acquire new skills, such that he/she might be able to do something differently the next time similar circumstances occur in his/her life. This goes beyond what might be done around, for or to a youth, and empowers the youth to act better in his/her own behalf as a result of new skills. Specifically, in regard to educational interventions, successful programs include direct training practices, modeling, role taking, rehearsal and feedback. Simply providing information is not enough.

**Multi-Modal:** Successful programs have at their disposal a wide range of researched methods to address complex needs of youth and their families. Such methods are strategically applied to meet the needs of individual clients/families.

**Risk and Protective Factors:** There is significant research to suggest that prevention and intervention efforts should focus upon the client's particular risk factors, and apply protective factors where possible. Since multiple, rather than singular, risk factors put children at risk, interventions directed at any single source of influence (e.g. family, school or peers) are not as likely to be successful. Addressing multiple risk factors in a variety of settings, and replacing those risk factors with protective factors wherever possible, is the approach considered most effective at preventing problem behaviors in children and youth. This is a framework that is becoming generally accepted in addressing the needs of at-risk youth and their families.

**Community Based and Collaborative:** Successful programs often are local, community based efforts, which incorporate a holistic approach. That is to say, all entities and individuals important in the life of the youthful client are seen as potential resources.

**Empowering Rather than Prescribing:** Programs which include the service recipient in the planning of services, empowering them to identify both problems and solutions, and to take a lead role in solutions, are proven to have more enduring positive outcomes than agency/provider driven programs. This is exemplified in the Individualized and Tailored Care (ITC) model, and the Family Support Principles.

**Operational Integrity:** Successful programs have adequately trained enthusiastic and engaged staff and/or volunteers, with adequate supervision. The literature is clear that successful program models need the right staff assigned to be effective. **There is evidence to support the stance that it is not "models" that work, but rather, it is the ability of individual service providers to build helpful relationships with clients that works.** Models, it appears, do not necessarily help people - people help people.

**Evaluation Based:** Successful programs have a significant evaluation component, including both process evaluation for program improvement and outcomes evaluation. Evaluations should not only determine what is working, but why it is working.

**Section 4**  
**Snohomish County Resources by Category or Domain**

**Domain: Basic Needs Provision**

**Poverty Abatement**

In Snohomish County over the past several years, the economy has been booming. This is generally seen as being a good thing for residents of the county. Paradoxically, for the individuals and families living in poverty, a healthy economy usually means that, as prices go up, the poor people of the community are less able to obtain housing, food, clothing and other life sustaining commodities.

Poverty is most often caused by major negative, sometimes traumatic, life events from which people have difficulty rebounding. There are services in Snohomish County designed to help individuals and families assess their own situation, strengths, deficits and choices, acquire new skills and improve their life circumstances. Examples of such programs are Compass Health Life Skills program and the YWCA Pathways Life Skills program.

For youth on their own, the Cocoon House Complex provides life skills training and job skills in the food service area, for youth who have no other resources or support system.

Operation Improvement offers employment training, job readiness assessment and training, vocational training, job seArch assistance and case management. It is located in Everett and Monroe.

Center for Career Alternatives offers similar services as Operation Improvement.

The Everett Job Service Center at Employment Security offers similar services and also dislocated worker services.

Offering long-term self-sufficiency services are such agencies as Volunteers of America, Housing Hope, Pathways for Women and the Center for Battered Women.

**Gaps in this area include:**

- Long term support for people leaving welfare, including transportation and childcare.
- Too few services. Work First is creating a much greater need for these services.

### Feeding Programs

Snohomish County has a number of resources for people in need of food. The Department of Social and Health Services (DSHS) has a Food Stamp Program with offices in Arlington, Everett, Lynnwood and Monroe.

There are twenty-seven Food Banks spread across most of the county offering food for the needy. There is a Food Bank information telephone line. These services are offered through the Food Bank Coalition, community food banks, churches, senior centers, non-profit organizations and Tribes.

Offering a safety net to the food banks are soup kitchens in approximately 8 feeding sites utilizing USDA commodities. Such sites include the Everett Gospel Mission, Cocoon House, Compass Health, and St. John's Episcopal Church.

School Districts in the county offer free and reduced lunch programs for eligible children. Additionally, the Boys and Girls Club in Everett operates a feeding program for local youth, funded with private monies. They feed 60-70 youth each day. Youths who eat at the Club must do homework, pick up trash, or some other chore to earn their meal.

There are WIC (Women, Infants & Children) Free Food/Nutrition Programs in several locations in Snohomish County. These offer \$40-\$50 of healthy food and infant formula monthly to pregnant or breast feeding women, and/or women with infants and young children under five. Eligibility is based upon income. Locations are in Everett, Arlington, Granite Falls, Marysville, Monroe, Snohomish and Lynnwood.

**Gaps in this area include:**

- The resources do not address the need. There are many more youth in need of food than the resources can address. Funding is an issue.
- Transportation to the sites is a barrier, as is childcare.
- With the Welfare to Work Program, we have created more working poor who often run out of resources by mid-month. They no longer qualify for many services, and are now in need of 12-15 days supply of food to get by each month. The need is outstripping the resources.

## Housing Programs

Economically, Snohomish County is doing well, at least for some people. For the poor, a booming economy is not necessarily a good thing. It drives up the cost of basic subsistence, including housing. According to the Housing Authority of Snohomish County, the average rent cost is running at approximately \$725.00 per month, for an average 2-bedroom family dwelling. In terms of cost burden for housing, it is important to look at where the breaking point is where people can't make it financially from month to month even if they are working. At \$7.34 per hour income for the typical Work First family, 60% of the income will go to rent. This is too high a percentage. 30% is viewed as the breaking point figure. These families cannot make it financially. To add to the dilemma, rents are going up fast in this county.

In 1998, there were 6,414 project-based subsidized housing units in this county. There were an additional 2,803 tenant-based units, where the tenant received the monetary voucher, rather than the housing complex being subsidized.

**Housing for Homeless/Disconnected Youth:** The issue of homeless youth is difficult to quantify. These youth are difficult to track and hard to serve. The system that is in place has many unknowns and gaps. It is believed that there are many more youth living on the streets than service providers can effectively track and serve. These youth live with no rules, no discipline, no safety, no stability and no direction. They often mistrust the system and do not come in to the services that do exist. The understanding is that the need for shelter/housing for homeless and disconnected youth, and homeless families, in Snohomish County outstrips the availability.

In Snohomish County, housing for homeless and disconnected youth is an issue. The traditional shelter system has not, and does not, address the need for services for youth up to age 17. Certain services do attempt to address the need:

**Cocoon House Shelter** has 8 beds for homeless and disconnected youth. This is a brief stay emergency shelter resource for a certain subset of this population of youth. This facility does not always operate at 100% of capacity. It must, and does, turn away certain youths for such things as drug use, confirmed sexual offenses, violent behaviors, etc. The Shelter has access to on-site drug/alcohol and mental health counseling.

**Cocoon House Complex** is a 20 bed residential program, which has a school and job skills component designed to help homeless and disconnected youth transition to self-sufficiency. Cocoon House Complex offers on-site drug/alcohol and mental health counseling.

**Cocoon House Youth Outreach/Advocate Program** provides outreach, advocacy, services brokerage and mentoring for some of the most disconnected youth in our county. These youth suffer the most basic of needs including hunger, physical and/or sexual abuse, poor physical health, homelessness, drug/alcohol issues within their families of origin, lack of access to education, etc. Services provided are delinquency prevention at its most basic level, and are often a question of basic survival for the youths served.

**Cedar House, the Regional Crisis Residential Center**, provides a maximum of 5 days of shelter and counseling for teens, ages 12 through 17, who are in conflict with their families. This is a four -bed facility. Upon placement in Cedar House, youth and their families must agree to attend daily mediation sessions with the goal of reconciliation. Placement is arranged through Family Reconciliation Services (FRS) at the State Division of Children and Family Services (DCFS). The program serves Snohomish, Skagit, Whatcom, Island and San Juan Counties.

**Gaps in this area include:**

- The number of affordable, available housing units is inadequate to meet the need in this county.
- Low-income people with or without rent subsidy often cannot pay the high cost of security deposits and first/last month rent requirements. There is a need to provide assistance for families to pay these costs just to get in the door.
- Low-income people, including the working poor, are living month to month with no emergency fund. A significant need exists for emergency rent/mortgage dollars to help families who experience an emergent or catastrophic event in their lives to bridge that one to two month period and not lose their housing.
- Often housing units if they are available are not geographically close to a family's source of employment. Transportation becomes an issue at this point for working poor families.
- Specifically, with the number of homeless and disconnected youth on the streets of this county being approximately 300 at any given time, with the limited number of beds, and the numbers of youth being turned away from services each day, an obvious need is for more safe housing options for this population.

**Domain: Incentives/Support for School Success**

**Early Childhood Programs**

**ECEAP (Early Childhood Education and Assistance Program):** There are 561 ECEAP slots for children in Snohomish County, located primarily in Arlington, Darrington, Everett (6 sights), Granite Falls, Lakewood, Lake Stevens, Marysville, Mukilteo, Snohomish and Stanwood. There are waiting lists in some areas. The working poor are often ineligible do to income-eligibility guidelines.

**Head Start:** There are 372 slots for children in Snohomish County, located primarily in Everett (2 sights), Sultan, Mountlake Terrace, Monroe, Edmonds, Lynnwood (2 sights). Again, due to income-eligibility guidelines, the working poor are often not eligible.

**Early Head Start:** There are 60 slots for Snohomish County children in Everett (2 zip codes only) through Compass Health. This program serves pregnant and parenting families (up to age 3).

**Success By 6:** Success by 6 is a planning grant initiated by United Way with funding from Nation's Bank. Its goal is to enable communities to develop and implement a collaborative, preventive, strategy to support all young children in reaching their potential to enter school healthy, nurtured and ready to succeed both in school and in life. This is a new initiative, currently in the phase of identifying resources which exist for healthy early development of children, and also exposing resource gaps. This work has potential to contribute to the "fabric" of delinquency prevention efforts in this county.

**Gaps in this area include:**

- Working poor are often ineligible because of income-eligibility guidelines.
- Lack of family resources (if don't qualify, can't afford).

- Access issues, i.e. financial, transportation, language barriers, etc.
- Resources for special needs kids.

### After School Programs

**Boys and Girls Clubs:** Located in Everett, Alderwood, Monroe, Mukilteo and the Tulalip Indian Reservation. The Boys and Girls Clubs are also providing collaborative programs in several schools in the county, offering activities, clubs and help with homework.

**South Everett Youth Center:** Located in South Everett. Drop-in, activities, sports, safe environment.

**YMCA:** The YMCA of Snohomish County, in addition to its facilities in Everett, Marysville and Mukilteo, provides programs in 35 sites across 9 school districts county-wide. Activities, clubs and help with homework.

**The Dock:** In-house program at Mariner High School designed to give youth a place to be after school hours -- from 2 pm to 6 pm. Supervised drop-in center with planned activities and connections to services if needed. Planned collaboratively, including youth input.

**Neutral Zone:** Mountlake Terrace, but serving the larger South County area, offering late night program, after school program, food, activities, connections to services, school component, AmeriCorps site.

**AmeriCorps:** There are four programs with several sites across the county. Programs include youth involvement, after school activities, community service, tutoring, school success programs, and work in the schools during the school day as well.

In addition to their late night program, the Neutral Zone in Mountlake Terrace is moving into after school programming for middle school youth. Their programs offer tutoring, homework help, and enrichment catering to the Protective Factors of Hawkins and Catalano. This new programming will be in several schools as well as at the Neutral Zone site.

**Gaps in this area include:**

- Transportation for youth to the program sites is a key issue. Many more youth could be served if they could get to the programs. With the passage of Initiative 695, this will be an even greater obstacle to providing service to youth.
- The cost of programs, even where minimal, can present a barrier to low income families.
- Outreach or getting the word out about programs is a need.
- Culturally relevant programming is an issue.

### In-House School Programs

There are many in-house school programs operating within Snohomish County. The following is a partial list of programs operating in 1998. This list is indicative of the efforts by school districts to supply preventive programming for youth.

**At-Risk Councils:** Help for at-risk students. Arlington S.D., Edmonds S.D. (2 locations), Everett S.D., BRICK Program at Sultan S.D., CARE Team at Lake Stevens (social and health concerns of kids).

**Mentors/Big Buddies:** Adults paired with students for mentoring purposes. Marysville S.D., Mukilteo S.D.

**Capable Kids:** Group for at-risk kids to develop social skills and positive attitudes. Arlington S.D., Edmonds S.D.

**Class Meetings:** Students discussing issues of concern, problem solving. Everett S.D. (2 locations).

**Conflict Resolution:** Teacher/counselor led process where students help solve conflicts with school rules violations, suggesting their own solutions and consequences. Several locations in Arlington S.D., Darrington S.D., Edmonds S.D., Everett S.D., Granite Falls S.D., Lake Stevens S.D., Lakewood S.D., Marysville S.D., Monroe S.D., Mukilteo S.D., Snohomish S.D., Stanwood S.D., Sultan S.D.

**Conflict Team Managers:** Students trained as conflict managers to serve on a Team. Can mediate problems such as theft, violence, harassment, fights, etc. Lake Stevens S.D., Marysville S.D., Monroe S.D., Stanwood S.D.

**GAINS:** "Getting Along In School," for students who need help with relationships, and how to succeed in the school environment. Everett S.D.

**JOBS:** Edmonds S.D.; Job Shadowing, Mukilteo S.D.; JTPA, Everett S.D.: Job related programs in which students can earn in-school jobs to contribute, shadow a community person in a job, or receive paid work in the community. Often for at-risk students.

**KLUE "Kids Like Us Everywhere":** A mentoring program made up of kids concerned about other kids. Arlington S.D., Edmonds S.D., Everett S.D.

**Natural Helpers:** Students trained to help other students who are having trouble connecting to school. Arlington S.D., Darrington S.D., Edmonds S.D., Lake Stevens S.D., Marysville S.D., similarly the PAL Program in Lake Stevens S.D.

**Open Door Theater:** Theater group traveling to different schools performing plays on topics of peer pressure, appropriate touch, avoiding violence, prevention of drug/alcohol abuse. Funded by State Prosecutors. Everett S.D., Lakewood S.D.

**Peace Builders:** K-5 program teaching respect, problem solving and appropriate social skills on the playground, in the classroom and on the bus. For students who are having discipline problems. Edmonds S.D.

**Peace Table:** Program to help students solve disputes around the "table". Everett S.D. (Whittier Elementary)

**Peer Mediation:** Conflict resolution program in which the students are the mediators. Arlington S.D., Darrington S.D., Edmonds S.D., Everett S.D., Granite Falls S.D., Lake Stevens S.D., Lakewood S.D., Marysville S.D., Monroe S.D., Mukilteo S.D., Snohomish S.D., Stanwood S.D., Sultan S.D.

**QUEST:** Program to teach skills to prevent violence, and drug/alcohol problems. Offered in grades K-8. Granite Falls S.D.

**Readiness To Learn:** Program to help qualifying students enter school with appropriate academic readiness and social skills to succeed in school. Attention is paid to health and social services needs of the children. This is a collaboration between schools and community partner agencies. Edmonds S.D., Everett S.D. as well as Northshore S.D. and Shoreline S.D.

**Second Step:** Teaches positive skill building to change aggressive behaviors. Covers anger management, problem solving, social skills, racial and gender issues, and promotes peace building. Elementary and middle school levels in several locations in Arlington S.D., Darrington S.D., Edmonds S.D., Everett S.D., Lakewood S.D., Marysville S.D., Monroe S.D., Snohomish S.D., Stanwood S.D.

**SAVE "Stop All Violence Everywhere":** Structured organization with groups at school in the Everett S.D., Mukilteo S.D. and Marysville S.D.

**Student Assistance Teams/Child Study Teams:** Multi-disciplinary teams to plan best school program and support for high-risk students. Arlington S.D., Darrington S.D., Edmonds S.D., Everett S.D., Granite Falls S.D., Lakewood S.D., Monroe S.D., Snohomish S.D., Stanwood S.D.

**Student Mentoring:** Students mentoring new and/or younger students. Many locations in Darrington S.D., Edmonds S.D., Everett S.D., Granite Falls S.D., Lake Stevens S.D., Lakewood S.D., Monroe S.D., Mukilteo S.D., and Snohomish S.D., also Young Negotiators offered at Everett S.D., Edmonds S.D., and Mukilteo S.D.

**Success For All:** A reading and math program to help all students succeed in school, unique in that it includes home visits and follow-up on attendance.

**Survey 44 and Survey 66:** Screening tests to identify at-risk students. Administered in grades 2 through 6 and grades 6 through 11. Results are used to target programming. Throughout Everett S.D. and in Edmonds S.D.

**Teacher Mentoring - Groups and Individual:** Teachers assigned to mentor small groups of kids, or individual kids, throughout the year. Arlington S.D., Edmonds S.D., Everett S.D., Granite Falls S.D., Lakewood S.D., Monroe S.D., Mukilteo S.D., Snohomish S.D., Stanwood S.D.

**TRIBES:** Lessons on violence prevention, communication skills, anger control, conflict resolution, etc. Arlington S.D., Everett S.D., Marysville S.D., Mukilteo S.D.

**Gaps in this area include:** Schools identify children who struggle academically and behaviorally as early as kindergarten. There is a tremendous need to increase services to address these issues:

- Tutors and mentors for additional instruction in reading, writing and math in all grades
- Computer assisted instruction for all students who need additional basic skill instruction
- Summer school or year round school for those who need additional instruction for basic skills
- Social workers in schools to connect struggling students and families with services
- Full-time drug/alcohol interventionist in each secondary school for assessment, treatment and referral
- Increased funding from the State to address the increase in special needs students who are mainstreamed into regular classrooms

**Domain: Community and Family**

#### Home Visits from Public Health Nurses and/or Teachers

In Snohomish County, the Visiting Nurse Services of the Northwest and the Snohomish Health District provide home visits from Public Health Nurses. It is estimated that these two services account for a caseload of approximately 600 cases ongoing.

The Health District has approximately 35 Public Health Nurses, Children's Outreach Workers and Nutritionists. Each of these provides about 56 visits per month. A main category of visitation, and the one most related to delinquency prevention, is to low income, pregnant and/or parenting women. Services are both pre-natal and up to 12 months of age. Research has demonstrated for a very long time that primary prevention programs such as perinatal coaching and home visits such as these prevent an array of negative outcomes, including delinquency. In fact, this is listed among the 10 Blueprint Programs by the Colorado-based Center for the Study and Prevention of Violence.

The Infant-Toddler Program, through DSHS and federally funded, provides services to at-risk children under age three with special concerns, such as medical, developmental, behavioral and/or emotional.

**Identified gaps include:**

- Increased specific services for children, birth to 3 years, addressing mental health, attachment, behavioral and emotional issues.
- Inadequate outreach, or getting knowledge out to the community, about the services which are available, and about the value of such services as preventive of future problems. Eligible children with needs are coming in too late or not at all, when the services have been available all along.
- Missing is a program for early identification of at-risk children. Children with these problems are often not identified until they arrive in school.
- Specific supports for parents of these children, early, ongoing as needed, and including respite and foster care services. Without such supports, these children often end up out of home and in the "system", frequently including the courts.

### Quality Childcare

Child care has the potential to shape the lives of our children, as more and more parents enter the work force and place their children in the care of others. In recent years, a national focus has been placed upon this topic.

We know from recent brain development research, that the first three years of a child's development has lifelong implications. During this critical window between birth and 3 years, adequate stimulation and consistent interaction with a loving adult are essential to healthy development. This is why quality childcare is key to maximizing a child's potential.

The child care industry has been characterized by low wages, lack of benefits, and long work hours for those who provide care for children. This has resulted in very high staff turnover rates. This impacts the ability of children in care to bond with significant caregivers. Additionally, there has been a lack of training requirements for child care workers, which directly affects the quality of care.

Changes in the welfare reform legislation in this state are, among other things, requiring parents of infants 3 months old and older to participate in the WorkFirst program. Due to the limited availability of quality, affordable, licensed childcare, many parents are pressed into using other forms of care that may not be best for the healthy development of their child. A significant number of children are in informal, unlicensed care. There is no reliable way of knowing the quality of such care. In 1996, 7,310 children received subsidized childcare in Snohomish County, according to reports. Licensed providers cared for only 2,221 of these children.

**Gaps in this area include:**

- Snohomish County has 115,804 children 0-12 years of age (DSHS Subsidized Child Care: A Briefing Paper, Miller and Hu, DSHS, 1999).
- Of the current 16,917 licensed childcare slots for children 0-12, only 2,971 are vacant. (Child Care Resource and Referral [CCR&R] statistical Chart, August 1999).
- Licensed childcare slots have decreased in Snohomish County by 187 since May of 1999 (CCR&R Statistical Chart, August, 1999).
- Licensed childcare providers, both homes and centers, have decreased by 122 from May 1998 to August 1999.
- Due to the new WorkFirst requirements, 390 infants, three months old and older, will soon be entering the child care market in Snohomish County. At the same time, monthly childcare rates are increasing. The past year has seen an average increase in the cost of child care of approximately \$35.00 per month. This will severely impact the ability of parents to secure quality childcare for their children.
- Per the above information, there are too few licensed childcare slots available in this county.
- There are insufficient childcare subsidies for DSHS children.

### Child Abuse Prevention Programs

**Open Door Theatre** offers a theatrical presentation, "Stop It Now" to teach kindergarten through 3<sup>rd</sup> graders basic skills in child abuse prevention. These are personal safety skills. Another presentation, "Talk About Stuff", is offered to teach 4<sup>th</sup> through 7<sup>th</sup> graders basic skills in the prevention of child sexual abuse. A third presentation, "Everybody But Me", teaches the same skills to 8<sup>th</sup> through 12<sup>th</sup> graders. These presentations are offered countywide.

**The Snohomish County Child Abuse Prevention Council** is a multi-agency group which intends to raise awareness about child abuse issues at the local level. This group has sponsored conferences and created forums for discussion locally.

**The Snohomish County Federated Public Health and Safety Network** fund an array of projects across the county which are child abuse and neglect prevention in nature. These include projects designed to emphasize the protective factors of increased bonding between adults and youth, and parenting skills. Activities include community nights for parents and their children and actual parenting skills classes.

**Parent Trust** is a support organization for parents based upon the model of parents supporting parents. It comes from the Parents Anonymous model which has had tremendous success in the child abuse and neglect prevention realm. This has been one of the most successful parent support models, and has proven useful cross-culturally.

**Deaconess Children's Services** provides a base for the Parent Trust groups. Other services with implications for child abuse and neglect prevention are a Teen Parent Program; IMPACT, a parenting class serving 75% court ordered parents; the Gateway Program for developmentally delayed parents referred from the State; the Stanwood and Darrington Family Support Centers.

**Continuum of Care** in Snohomish County provides funding, or partial funding, for an array of programs which are child abuse and neglect prevention in nature. Examples of such programs are an Urban Indian Mentoring Program, partial funding for the Youth Outreach Advocate program, and the funding of certain Deaconess Children's Services programs.

In various sections of this document are listed a number of programs pertaining to:

- Basic needs provision
- Home visitation from Public Health Nurses

- Quality childcare
- Functional Family Therapy
- Parent training/Support
- Community Family Support Centers
- Dispute Resolution services

All of the above programs, to the extent that they exist in this county, fall into the category of child abuse prevention.

### Training in Positive Parenting Skills

Training In Positive Parenting Skills (TIPPS) is one parenting curriculum that is proven effective. There are many others. In Snohomish County, there are numerous organizations and agencies that offer parenting classes and parent support services. These services are inclusive of single parent support groups, step and blended family services, teen parent services, respite care, Family Reconciliation Services (FRS), various services for families with children with special needs, hotlines for kids and family help lines, parent/infant/toddler classes, etc. The various Family Support centers throughout the county have parenting support and parenting education services, as does Snohomish County Human Services and an impressive array of agencies and groups countywide. Developing Capable People, STEP (Second Step for Families), child development classes, and many interventions tailored to the specific needs of a given family are offered.

#### Gaps in this area include:

- The parents who appear to need these services the most are often not the ones who come to classes offered. When services are mandated through the courts, there is the issue of whether any forced treatment is likely to be effective.
- There is a need for more services which conform to the Individualized and Tailored Care (ITC) model, which puts significant power, over identification of problems and fashioning of solutions, with the parents and/or family. This is the empowerment vs. prescribing issue noted in both experience and in the research.

### Brain Development Training

The importance of brain development in the first 3 years of life has been demonstrated in a flood of new research on "Building A Baby's Brain". Research in this area tells us that "the first three years last forever". During this time the brain is developing and storing information that is the foundation for later learning. If that foundation is flawed, it can affect the entire lifespan of the individual. This research holds many exciting implications for prevention of an array of problems, including delinquency.

In Snohomish County and surrounding areas, approximately 45 professionals, across many disciplines, have been trained in brain development. These individuals have formed the "Brain Squad" and are themselves providing training to others and spreading the word about the implications of this exciting new research. Training is readily available. Research is also being done on the adolescent brain, giving us, perhaps, a means to better understand adolescent behavior.

#### Gaps in this area include:

- This is a new body of knowledge. The primary gap is that the information is not out there yet to all those agencies and individuals working with families. There is much work to be done to get the word out.

## Community Family Support Centers/Family Support Programs

**Stanwood/Camano Family Resource Center:** Family support services including parenting classes. Focus on youth issues. Pilot project provides work in the Resource Center owned bookstore for youth on community service. Much mentoring and unofficial counseling of youth. Drug and alcohol free youth dances. Teen Saturdays. "Firehouse Coffee House" for youth.

**South Everett Neighborhood Center:** Whole-family support center with parenting classes, basic needs provision, ESL classes, homework and chess clubs for youth, Latino Parent Trust group.

**Lake Stevens Family Center:** Committed to reduction of youth violence. Parenting classes/family support services. "Community Nights." Youth mentoring and developing "Youth In Action" program through the middle school. AA meetings.

**Family Support Center of South Snohomish County:** Parenting classes, ESL classes, support groups for blended families, family support services and activities. Located in Lynnwood.

**Deaconess Children's Services:** Support Group for Parents of children 0-3 years of age. Three locations in Everett, as well as locations in Edmonds and Monroe.

**Sky Valley Family Resource Center:** Building Bridges - a youth group for at-risk youth. Parenting classes/support, GED classes, N.A. meetings, crisis intervention, tutoring, child abuse prevention services. Located in Sultan.

**The Family Connection:** A family empowerment program providing consultation, referral, service brokerage, advocacy and creative problem solving for families experiencing life's challenges. This is a countywide program located at Snohomish County Human Services. It conforms to the Individualized and Tailored Care (ITC) Model.

**Together For Children In Everett:** This is a "Delinquency Prevention Through Strengthening Families" program, operating in north and south Everett. It is a cross-disciplinary collaboration, linking schools, agencies and families to reduce the likelihood of youth from these families entering the juvenile justice system. It conforms to the family empowerment paradigm and the Individualized and Tailored Care (ITC) model.

### Gaps in this area include:

- The family empowerment or ITC model is not a universally held paradigm throughout the county. Thus, in seeking to link families to services, family empowerment programs often encounter the "prescribing rather than empowering" approach to service provision. This is often less than helpful to families.
- There are not enough respite services available in the county for parents who need them.
- There is not enough variety or "choice" of providers for low-income families on coupons.
- Not being "institutionalized", these programs often have precarious funding.

**Domain: Individual and Peer Group**

## Conflict Mediator Training

In Snohomish County there are many programs, primarily through the schools which focus upon peer conflict mediation, in which the students themselves are trained to do the mediating. "Peer mediation

is in place in 13 school districts county-wide. (See In-House School Programs in this report) Other related programs such as "Young Negotiators", Conflict Team Managers, Peacebuilders and the Peacetable appear as well. As part of the relatively recent focus upon violence prevention, this type of programming has become quite common in schools.

Compass Health, through their Family Support and Education Department, offers training and consultation in conflict resolution and related topics.

**Gaps in this area include:**

- This type of program would be even more effective if it were in all schools.

### **Second Step Violence Prevention Training**

This program teaches positive skill building to change aggressive behaviors. It covers anger management, problem solving, social skills, racial and gender issues, and promotes peace building. There are Second Step programs in each of the more than 20 ECEAP (Early Childhood Education and Assistance program) sites across the county. Additionally, elementary and middle school programs are offered in several school districts. This is a research-based program which has acceptance countywide. In addition to the programming for children, Second Step for Parents is now available.

**Gaps in this area include:**

- Second step is a proven program that should be in every school and the Second Step for Parents curriculum is equally important. Expanding this particular program is indicated.

### **Dispute Resolution Services**

**Dispute Resolution Center:** Volunteers of America provides dispute resolution and mediation services for parents and their teens. Facilitators are trained and services are countywide. Parents can seek services on a voluntary basis if they know about the resource.

**Gaps in this area include:**

- Dispute resolution services for parents and their teens are a prominent need in this county. There are too few services to meet the need. There is reason to suggest that these services should be available for every family who needs them, at the time of day (or night) they need them, and at an affordable cost to the family.
- Outreach is a major gap. Families who need these services often do not know about them.

### **Mentors and Role Models**

Big Brothers/Big Sisters of Snohomish County matches children in a one-on-one relationship with a carefully screened adult volunteer mentor. Children must be county residents between 6 and 14 years of age. They must come from single parent homes, and have minimal contact with the absent parent.

Northwest Youth Services, Mentors for Teen Delinquents Program, provides appropriate adult mentors for teens 14 and older, who have been referred by their probation officer. Mentors meet with assigned youth 1 to 3 hours per week to explore common interests, help with homework, share recreation experiences, etc. This program is designed to address re-offense likelihood, and is therefore primarily recidivism reduction.

Mentoring programs can address several risk factors, such as alienation, academic failure, low attachment/commitment to school and association with delinquent peers. They can also introduce protective factors such as opportunities for pro-social involvements, bonding with appropriate adults, exposure to healthy beliefs, and clear and appropriate standards for behavior.

Evaluative research on mentoring programs also suggests that noncontingent, purely supportive mentoring relationships with youth are less likely to achieve desired results than programs in which mentors are trained in and use behavior management techniques, such as reinforcements for appropriate behaviors.

**Gaps in this area include:**

The most compelling gap in this type of service is that there is not enough of it to address the need. There are far more youth who are in need of adult mentors than there are mentors to spend time with them. Agencies and schools that attempt to provide matches find it difficult to attract enough adult mentors who are willing and appropriate to spend the time with these young people. Additionally, funding is a constant area of concern and a limiting factor in terms of ability to operate programs.

### Life Skills Training

**Cocoon Complex** offers life skills training and housing for up to 20 homeless and/or disconnected youth in this county at any given time. These youth are trained in food preparation skills and life skills aimed at preparing them to be self-supporting. These youth are considered to be among the most at-risk for negative outcomes, including delinquency.

The Center for Career Alternatives offers GED preparation, job readiness, job search and case management for youth. The life skills component occurs primarily through the case management.

Employment Security offers similar services for youth as CCA, but on a more limited basis.

Kids On The Move, through Deaconess Children's services offers after school programs specializing in pregnancy prevention, and including significant life skills training.

**GAPS in this area include:**

- There are too few services specializing in transitional or life skills training for youth to meet the need.
- There are many professionals who interact with youth who need these skills, but in different capacities. It is important for all service professionals to understand the need, to have some amount of training in this area, and to include a life skills component in the services they provide within their realm. Provider training is an issue.
- Providers need more access to materials and curriculum on teaching life skills.

### Section 5 Recidivism Reduction

The line between delinquency prevention and recidivism reduction is not always distinct or agreed upon.

In Snohomish County, the efforts of police, prosecutors and the courts could be viewed as prevention of subsequent law violations, or prevention regarding siblings of offenders, etc. Certainly such programs as School Resource Officers (SROs), which put police officers in the schools, and Courtrooms

to Classrooms, an effort by the Prosecutor's office to reach kids in schools, blur the lines between prevention and recidivism reduction. The same is true of Juvenile Court staff involvement in many collaborative prevention efforts within the county. This being said, this section looks primarily at what could best be described as recidivism reduction efforts within the county.

## Research

The Washington Institute For Public Policy has produced a document entitled, What Works and Does Not Work To Reduce Recidivism. A portion of this document sites the work of Don Andrews of Carlton University, pertaining to approaches that are deemed effective in reduction of delinquent behavior. Included in this list of effective measures are:

- Delivery of services to higher-risk cases.
- Targeting of delinquency risk factors.
- Using rehabilitation that matches client needs and learning styles.
- Programs using a cognitive behavioral orientation.
- Programs incorporating life skills with multiple components.
- Community-based as opposed to institutional programs.
- Social learning approaches, re-enforcement, and modeling.
- Cognitive-Behavioral Techniques: Improving thinking processes and skills.
- Educational strategies: Learning new ways to behave.
- Family Based Therapies: Multi-systemic Therapy, etc.

This work is supportive of many of the Characteristics of Successful Programs listed in Appendix 1, of this document.

## Recidivism Reduction Efforts Within Snohomish County Juvenile Court

Snohomish County Juvenile Court operates a number of programs for youth under their jurisdiction. These are primarily recidivism reduction programs, or early intervention efforts to limit the need for further court involvement in the youths' lives. The Court employs a sophisticated risk assessment tool, and is also involved, collaboratively, in community efforts to prevent youths' involvement in criminal activity.

**Risk Assessment:** Snohomish County Juvenile Court is currently applying a sophisticated risk assessment tool to determine the appropriate level of service for youth who come into contact with the Court. This is a key component in most proven delinquency prevention and recidivism reduction programs.

**Functional Family Therapy:** This is a short-term treatment program designed to engage and motivate youth and their families to improve their communication, interaction and problem-solving patterns. It also assists the family to utilize outside system resources. FFT is one of the Blueprint Programs mentioned by OJJDP.

**Aggression Replacement Training:** This follows the Barry Glick curriculum for youth who are struggling with anger and aggression in their lives. It includes social skills, anger management, and moral reasoning sessions. Many of the units include group discussion/problem solving exercises, role playing and practicing of new skills learned.

**Multi-Systemic Therapy:** This is a short-term, intensive program for more serious offenders, which is designed to be implemented by credentialed therapists. It has been proven effective for decreasing

antisocial behaviors of violent and chronic juvenile offenders. Snohomish County Juvenile Court is exploring this program for future use.

**After School Alternative Program (ASAP):** This is one detention alternative program which operates during after-school hours as an evening reporting program. It provides an array of structured activities, community service projects and hands-on life skill activities, as well as accountability. It provides new direction to youthful offenders and keeps them busy, temporarily, during the hours when research suggests the majority of youth crimes are committed.

**Program Alternative to Structured Sentencing (PASS):** This is a detention alternative that operates as a day reporting program. It offers accountability, supervised work-study, classroom instruction and home confinement, using voice track monitoring, during the night. It is located off sight from the detention center.

#### **Diversion Programs For Low Risk Youth:**

- Community Conference Committees with oversight from Court Probation Officers
- Shoplifting Classes to dissuade youth from further shoplifting behavior
- Anger management Classes (contracted) for youth assessed to have this need
- Smoking cessation classes
- Teen Courts to provide accountability for youths' within their own community

### **Highlighted Snohomish County Delinquency Prevention/Recidivism Reduction Collaborations and Initiatives**

**The Coordination of Services Project (The Way Out Program)** is a collaboration between Juvenile Court and the Human Services Department providing services to first and second time offenders by intervening with these youth and their families early in their involvement with the courts, to prevent subsequent law violations. A further outcome of this program is to provide a framework for collaboration between agencies working with these youth to decrease recidivism.

**The Snohomish County Juvenile Justice Program Development Unit (PDU)** was created over 11 years ago as a collaboration between Juvenile Court and the Human Services Department. The PDU remains active in its delinquency prevention efforts, promoting advanced techniques and best practices as put forth by the State Governor's Juvenile Justice Advisory Committee (GJJAC) and the Federal Office of Juvenile Justice and Delinquency Prevention (OJJDP). The PDU is also a standing committee of the Snohomish County Children's Commission.

**Courtrooms to Classrooms** is a program in which Snohomish County prosecuting attorneys and/or justice system professionals work in collaboration with classroom teachers. Children in 4<sup>th</sup> through 9<sup>th</sup> grades receive information on the justice system, and practice in decision making.

**Wake Up - Get Real** is a collaborative effort between the Prosecutor's Office and the Edmonds School District. It is largely youth driven and is an effort to get the word out, from the youth perspective, about the risks of drug and alcohol use. Methodology includes older youth talking to younger children.

**The Juvenile Justice Committee of the Snohomish County Law and Justice Council** is a multi-agency, cross disciplinary group working to improve the juvenile justice system in this county. One primary concern of this committee is examining what works in delinquency prevention and advocating for programs and practices that will keep more youth out of the justice system.

**School Resource Officers (SROs)** represent an effort by law enforcement to place a police presence on school campuses for the purposes of safety and prevention of possible violence and/or illegal activity. These officers get to know students and, as rapport develops, are often seen as a positive addition to campus life. Stereotypes by police about youth, and by youth about police, are the most frequent casualties from this type of collaborative work. Some schools within the county have continued the operation of DARE programs, as well. Though research has not been favorable to DARE in the broader sense, it is seen as having some of the same positive impacts as the SRO efforts.

## Appendix 1 Synopsis of Gaps/Implications for Snohomish County Decision Makers

This paper has examined research-based delinquency prevention approaches, taken a snapshot of resources available in this county that conform to what the research suggests will work, and has viewed what appear to be gaps in available resources. It has been expanded to also consider recidivism reduction, with special recognition of the law enforcement perspective on what is effective and what is needed.

### **Delinquency Prevention:**

**Based upon this overview, the following are recommended areas of focus to improve delinquency prevention efforts in Snohomish County:**

- Increase funding for and availability of basic needs services for families without adequate resources.
- Increase support for programs which protect children from abuse through education, early identification and swift intervention.
- Increase the number of licensed childcare slots, especially for the working poor and those with special needs children.
- Increase programs which support early child development and detect early developmental, emotional/behavioral and mental health concerns.
- Increase mental health and substance abuse prevention and intervention services in schools and in communities.
- Increase efforts to support families, i.e. programs that conform to the Individualized and Tailored Care (ITC) model, and the Family Support Principles.
- Increase programs that supply affordable conflict resolution/dispute resolution skills and services to all families when they need them.
- Increase support for structured and affordable after-school programs that include skill building.
- Increase Tutor/Mentor services in schools and through community agencies.
  
- Increase programs that partner with schools to improve student attendance and success in school.
- Increase awareness of and utilization of home visitation services through the Health District and other providers.
- Increase/support programs that connect children and youth to their communities and offer ways for them to feel valued as members of the community.

### **Recidivism Reduction:**

A special effort has been made, as a part of this report, to elicit and include input from law enforcement county-wide regarding what is working and what is needed to prevent delinquency and to reduce recidivism. Police jurisdictions consulted include: Mountlake Terrace, Edmonds, Stanwood, Marysville, Sultan, Arlington, Everett, and the Sheriff's Office for unincorporated

Snohomish County. Also consulted was the Snohomish County Prosecutor's Office. Gaps and recommendations offered include:

- Support efforts to improve juvenile justice system to decrease the period of time between the law violation and the consequence.
- Intervene earlier, and provide immediate consequences, including for the smaller infractions.
- Create secure facilities that do adequate assessment and lead to services that get at the underlying problems - not just holding facilities.
- Create Community Assessment Center type program, multi-agency, where youth can be taken for assessment leading to appropriate services. This approach will assure that youths receive the system response that is appropriate to their needs, a part of which might be juvenile justice intervention.
- Mediation and conflict resolution skills should be available in all elementary school grades, teaching children to resolve difficulties without violence. A model for this type of collaborative program exists in the Arlington jurisdiction.
- Tolerance should be taught in all elementary grades, teaching children to respect and appreciate each others' differences.
- Provide opportunities for youth to succeed, including places to hang out. Such programs as the Neutral Zone, certain YMCA programs, Boys and Girls Club programs, certain school sponsored after-school programs, job shadowing and apprenticeship programs and skateboard parks are examples of this type of valuable resource. The gap is that there are not enough of these resources.
- Redirect media to balance their coverage of youth to include the positive. "There are no bad kids, only kids who make bad decisions". Over 90% of all children and youth are making great decisions and doing good things. Bring the media into collaborative efforts to demonstrate the positive.
- Increase the number of Youth Resource Officers in all schools. This is not a new concept, but it is experiencing a resurgence across the county.
- Increase number of drug and alcohol counselors in schools for earlier identification and interventions with youth needing help.
- Overhaul the system to provide more "receiving homes" for law enforcement and other agencies to place youth. There are no appropriate places for law enforcement to take a youth picked up in the middle of the night, for instance. Cocoon House is a great resource, but can't do it all.
- Open all schools for more evening programs and classes for youth to give them positive places to be.
- Make runaway laws stronger, including parent accountability.
- Increase use of community accountability boards to handle as much as possible at the community level. For lesser violations, this could produce more immediate consequences and help youth to see the impact of their behaviors on others.
- Increase number of programs based upon restorative justice approach.
- Create better collaborative ties between human services and law enforcement/juvenile justice system. This will create more service, accountability and rehabilitation options.
- Improve system response, both accountability and treatment, so that it is more tailored to each youth and family. One size fits all approach does not work. Careful assessments are key.
- Juvenile justice caseloads are too high. Consequences must be natural, immediate and certain to be effective.
- Need better system of accountability for misdemeanants. Early messages about appropriate behavior and accountability are important. The prosecutor will not take these kids. The kids learn the system has no teeth.
- Create ways for youth to be connected to their communities, with opportunities to contribute, such as jobs and apprenticeships.
- Increased police involvement in mentoring programs, reading programs through the schools, etc. The Everett Police Adopt-A-School program is an example of police officers reading to 1<sup>st</sup> through 5<sup>th</sup> grade students. This is prevention.

In addressing any and all of the above, these overarching principles are recommended:

- Increase, in all ways possible, community, inter-agency and cross-disciplinary collaborations in crafting of solutions.
- Prioritize resources to support programs in the above focus areas that are determined to be research-based best practices, and which adhere to the "characteristics of successful programs" contained in Appendix 2 of this document.
- In all efforts, it is imperative to design or adopt programs that are both culturally competent and culturally relevant. Programs that do not attend to diversity issues are often less than effective.

## Appendix 2 Checklist of Characteristics of Successful Programs

- **Multi-Modal**  
Successful programs have at their disposal a wide range of researched methods to address complex needs of youth and their families. Such methods are strategically applied to meet the needs of individual clients/families.
- **Individualized/Matching/Proportionate**  
The best prevention, early intervention and/or recidivism reduction programs attempt to match the counselor, \*mentor, program staff, etc., as well as the program intervention itself, with the personality, skills, style, abilities and preferences of the client. Also, in the case of recidivism reduction efforts, successful programs provide interventions which are proportionate and tailored to the youth's offense behavior.
- **Community Based and Collaborative**  
Successful programs often are local, community based efforts, which incorporate a holistic approach. That is to say, all entities and individuals important in the life of the youthful client are seen as potential resources.
- **Empowering Rather than Prescribing**  
Programs which include the service recipient in the planning of services, empowering them to identify both problems and solutions, and to take a lead role in solutions, are proven to have more enduring positive outcomes than agency/provider driven programs. This is exemplified in the Individualized and Tailored Care (ITC) model, and the Family Support Principles.
- **Operational Integrity**  
Successful programs have adequately trained, enthusiastic and engaged staff, with adequate supervision. The literature is clear that successful program models need the right staff assigned to be successful. **There is evidence to support the stance that it is not "models" that work, but rather, it is the ability of individual service providers to build helpful relationships with clients that works. Models, it appears, do not help people - people help people.**
- **Evaluation Based**  
Successful programs have a significant evaluation component, including both process evaluation for program improvement and outcomes evaluation. Evaluations should not only determine what is working, but why it is working.

Questions? Want more information?

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