

**CLAY COUNTY COLLABORATIVE GRANT  
Program Report**

**Project/program:** Restorative Justice **Host agency:** Clay County Sheriff's Department

**Work group:** Restorative Justice **Today's Date:** 11/30/09

**Person preparing this report:** Jill Wenger **Dates of Report:** July 1, 2009 – September 30, 2009

**Factor(s) Being Addressed:** Participation in illegal activities

**PART I: DEMOGRAPHIC INFORMATION OF CHILDREN SERVED**

Gender by Quarter		Gender Year-to-Date (unduplicated)	
Male	18	Male	18
Female	12	Female	12
<b>TOTAL</b>	<b>30</b>	<b>TOTAL</b>	<b>30</b>

Race by Quarter		Race Year-to-Date (unduplicated)	
Native American	1	Native American	1
Asian	2	Asian	2
Hispanic	4	Hispanic	4
Black	1	Black	1
White	21	White	21
Other	1	Other	1
Missing	0	Missing	0
<b>TOTAL</b>	<b>30</b>	<b>TOTAL</b>	<b>30</b>

Age by Quarter		Age Year-to-Date (unduplicated)	
8-9	6	8-9	6
10	4	10	4
11	1	11	1
12	1	12	1
13	2	13	2
14	4	14	4
15	6	15	6
16	2	16	2
17	1	17	1
18	3	18	3
<b>TOTAL</b>	<b>30</b>	<b>TOTAL</b>	<b>30</b>

ZIP Codes by Quarter		ZIP Codes Year-to-Date (unduplicated)	
56514 (Barnesville)	0	56514 (Barnesville)	0
56525 (Comstock)	0	56525 (Comstock)	0
56529 (Dilworth)	0	56529 (Dilworth)	0
56536 (Felton)	2	56536 (Felton)	2
56547 (Glyndon)	0	56547 (Glyndon)	0
56546 (Georgetown)	1	56546 (Georgetown)	1
56549 (Hawley, Rollag)	0	56549 (Hawley, Rollag)	0
56552 (Hitterdal)	0	56552 (Hitterdal)	0
56560 (Moorhead)	25	56560 (Moorhead)	25
56580 (Sabin)	0	56580 (Sabin)	0
56585 (Ulen)	0	56585 (Ulen)	0
Other	2	Other	2
<b>TOTAL</b>	<b>30</b>	<b>TOTAL</b>	<b>30</b>

## **PART II: OUTCOMES**

As is stated in our Work Plan, the Restorative Justice Program plans to collect recidivism data on clients at six months and twelve months from the date of referral to the program. This data will include:

- Prevalence of any new official contact
- Number of later official contacts
- Seriousness of later official contacts
- Time to first new official contact

We are currently in the process of contracting with an individual who will aggregate the recidivism results for clients served during the two year time period January 1, 2008 to December 31, 2009. We will include the results of this research in our next quarterly report.

The Clay County Restorative Justice Program will continue to track recidivism of clients throughout this grant period.

### **NARRATIVE**

In all cases the Clay County Restorative Justice Program brings juvenile offenders together face-to-face with those that they harmed to create agreements that repair harm caused by an incident of crime and work to prevent another incident from happening. To this end each agreement is intended to be unique to both the offense and the individual offender.

This quarter the program received referrals for two very young juveniles involved in separate theft incidents. In both cases the juveniles were only ten years old and despite their young age they were involved in at least one prior theft.

One situation involved a girl who shoplifted at a local K-Mart. She was shopping with her grandmother who could not speak English. The girl often accompanied her grandmother on errands while her parents worked and so she could act as a translator. She was caught by security attempting to leave the store with a pocketful of candy. Only months prior to this incident the girl attempted to steal a tube of lip gloss at the same K-Mart store. For the first incident store staff decided to let the girl go with a warning. But for the second incident they wanted her to really understand the consequences of her actions.

The girl met in a Victim/Offender Conference with her father, a K-Mart security staff member, and a representative of local law enforcement. Much of the conversation centered on the fact that in both situations the girl stole items while she was with her grandmother. The girl admitted that she was resentful her parents worked so often and she didn't like being the one to translate for her grandmother when they were out in public. She also stated that she did not like to speak Vietnamese with her family at home because she did not think it was important. The group talked with her about how she was in the best position to help her grandmother since they spent much of the day together and how valuable it would be to her and others in the community to learn both the English and Vietnamese language.

The group decided to center the agreement on promoting family cohesion. In addition to writing a letter of apology to K-Mart for the theft, the girl agreed to spend 5-10 minutes a day for about one month learning the Vietnamese language from her family and teaching them what she knows about the English language. In a follow-up phone call to the girl's father he stated that the family seems to be much closer and that the girl has stayed out of trouble at home and the community.

The other situation involved a boy who had numerous theft incidents at school. In the past he had been caught stealing items from student lockers and from the desk of his teacher. The incident that prompted his referral to the program was when he stole tickets being sold for a fundraiser. The incident occurred during the last week of school, so school staff felt that traditional school consequences would be too delayed to make an impact.

A Victim/Offender Conference was held with the boy, his parents, the school principal, and school resource officer. The group kept the incident focused on the upcoming school year and determined agreement conditions that would assist the boy in learning from his past mistakes and encourage him to think about making better decisions the following school year.

In anticipation of the upcoming school year the boy agreed to read and complete a book report on a story that discussed honesty. He finished this during the summer months. Next, he wrote a letter to his teacher and delivered it to her on the first day of school. The letter included all the things he wanted his teacher to know about him, what he wanted to learn this year in school, and a promise and plan to make sure this would be a good year. Finally, the boy agreed to read a story aloud to a group of Kindergarteners. Those at the Conference wanted him to understand that as he grew older he would become a student that the younger grades look up to. This was an opportunity for him to be a positive leader. During a follow-up phone call with the principal and classroom teacher a month after school began, they stated that the boy was doing very well. He seemed to have a positive attitude and was committed to staying out of trouble.

Although at first glance the situations seem similar, the agreements reached in both cases are very unique. This characteristic is one of the most important and valuable contributions restorative justice processes make on preventing future delinquency.

### **PART III: COLLABORATION**

The Restorative Justice Program continues to collaborate with agency partners to provide services. The following agency representatives participated in a restorative process at some point during this fiscal year, or referred a client to the Restorative Justice Program:

- Reinertson Elementary School
- Moorhead Police Department
- Moorhead Fire Department
- Property Management
- K-Mart Stores

Volunteers contributed 25.5 hours to the Restorative Justice Program this quarter. According to the industry standard, these hours can be equated to a \$478.64 in-kind donation.

### **PART IV: ADDITIONAL COMMENTS**

There have recently been significant changes to staffing and supervision of the Restorative Justice Program. More information on these changes will be included in the next quarterly grant report since that is the time period in which the changes will take effect.

### **PART V: FINANCIAL REPORT**

Please see the attached "Restorative Justice Program FY 2010 Budget & Expenses" for a detailed financial report of this quarter and year-to-date.