REDUCING RACIAL DISPARITIES IN JUVENILE DETENTION:

A CLOSER LOOK AT HOW TO GET INTENTIONAL ABOUT EQUITY

THE ANNIE E. CASEY FOUNDATION
Meeting Goals

• Prioritizing Racial Equity
  – Setting national context
  – Understanding the landscape of inequity in Douglas County
  – Creating race-conscious practices
Despite Declines in the Overall Incarceration Rate, Youth of Color are More Likely to be Confined

- African American youth are more than five times as likely to be confined as their white peers.
- For Latino and American Indian youth, it is two and three times, respectively.

![Disparities in Placement Nationally Shown as Percentage of Dispositions to Placement by Race and Ethnicity](image_url)

<table>
<thead>
<tr>
<th>Race</th>
<th>2005</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Races</td>
<td>21%</td>
<td>9%</td>
</tr>
<tr>
<td>African American</td>
<td>51%</td>
<td>27%</td>
</tr>
<tr>
<td>Latino</td>
<td>19%</td>
<td>9%</td>
</tr>
<tr>
<td>American Indian</td>
<td>28%</td>
<td>16%</td>
</tr>
<tr>
<td>White</td>
<td>14%</td>
<td>6%</td>
</tr>
<tr>
<td>Asian or Pacific Islander</td>
<td>6%</td>
<td>1%</td>
</tr>
</tbody>
</table>

- DOWN 54%
- DOWN 48%
- DOWN 55%
- DOWN 44%
- DOWN 59%
- DOWN 82%
Douglas County Youth Population (Ages 10 to 17)

- White: 64%
- Black/AA: 13%
- Latino/Hispanic: 18%
- Asian: 4%
- Native American: 1%

FOR EDUCATIONAL PURPOSES ONLY
DO NOT REPRODUCE
What is an ATD? (Alternative to Detention)

- An ATD is a response meant to ensure a young person appears in court.

- Length of stay on an ATD should be fewer than 30 days. Why?
  - How the adolescent brain works
  - The negative effects of detention on young people
Douglas County Detention Admissions in 2019

- 558 Admissions
- 210 Overrides
- 39% Override Rate
Poll Questions

• What questions do the data raise?

• What do you want to know more about?
Disaggregated Data on Overrides

- **Black youth:**
  - 53% of all youth detained
  - 17% of low-scoring youth who were detained
- **White youth:**
  - 21% of youth who were detained
  - .07% of low-scoring youth who were detained
Data Improvements

2019 Reasons for technical violations

Chart is courtesy of Nebraska Supreme Court
What Stories Do Your Data Tell?

What?
- Disparities are apparent
- Exist at several different points/breakdowns

Who?
- Black youth primarily
- Latino/Hispanic youth

Why?
- Examine policies and practices through a race equity lens
- Deeper dive into factors that are contributing to inequity
• Data disaggregated by race
  – Begin with all contact points
  – Ask the questions for the deep dive: what, who, why
  – What are your data telling you?

• Responses
  – Diversion: are all youth afforded the opportunity?
  – Probation: who gets it, for how long?
  – Confinement (Detention): what leads to it, how can it be avoided?
  – Commitment: who, what leads to it, what’s driving it?
Equality vs. Equity
Implicit Bias is Common in the Human Services and Youth Development Sectors

• Studies:
  - *The Essence of Innocence: Consequences of Dehumanizing Black Children*
    - Black boys are perceived to be:
      o 4-5 years older than their actual age;
      o bigger than their actual size; and
      o more prone to criminality.
  - *Implicit bias may help explain high preschool expulsion rates for black children*
  - *White Teachers Have Pretty Low Opinions Of Their Black Students*
  - *Are Emily And Greg More Employable Than Lakisha And Jamal?*

• Adverse effects on:
  - mental and physical health;
  - academic achievement; and
  - prosocial behavior.

Resources for Creating Race-Conscious Practices

Deep-End Report

Race Equity Action Guide

LEADING WITH RACE
TO REIMAGINE YOUTH JUSTICE
JDAM's Deep-End Initiative

Race Equity and Inclusion Action Guide
7 STEPS TO ADVANCE AND EMBED RACE EQUITY
AND INCLUSION WITHIN YOUR ORGANIZATION
THE ANNE E. CASEY FOUNDATION
## Resources for Creating Race-Conscious Practices

A Checklist for Juvenile Probation Agencies on Racial and Ethnic Equity and Inclusion

from *Transforming Juvenile Probation*

<table>
<thead>
<tr>
<th>REQUIRED ACTIVITY</th>
<th>YES</th>
<th>NO</th>
<th>STATUS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Establish a standing committee, led by one or more high-level administrators, dedicated to examining and addressing racial and ethnic equity.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Assign a Racial and Ethnic Equity Coordinator for the department, who serves as a liaison between the racial and ethnic equity committee and the probation department.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Recruit respected leaders in communities of color to participate in and help lead the racial and ethnic equity committee.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Conduct frequent data analyses, disaggregated by race and ethnicity, to identify possible disparities for each decision point in the juvenile court process, as well as disparities in arrest rates, varying offenses and lengths of stay in detention/placement, risks of recidivism, variations of probation, etc.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Provide support and advocacy for parents by employing family navigators, or some form of parent support network and by establishing a Family Council that reflects the demographics and culture of the youth population being served.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Undertake geographic mapping to identify areas in where youth are being arrested and where programs and services to serve them are located.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Regularly measure the relative effectiveness of service providers working with youth of different races and ethnicities (as measured by program completion rates, youth/tally surveys and/or subsequent system involvement).</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Survey youth and family members as well as respected community leaders and top staff of community organizations located in neighborhoods where large numbers of system-involved youth reside to identify service barriers, gaps in culturally responsive programs and services, and other concerns of youth, families and communities of color.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Review staff composition to determine whether staff reflect the cultural composition and native languages of probation clientele, reflect hiring practices to address glaring demographic, cultural and linguistic gaps.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Implement hiring, credible messenger or apprentice-type programs that allow or facilitate volunteers from the communities being served.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Implement a staffing process for cases being considered for out-of-home placement that includes a community member from the racial and ethnic equity committee.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. Develop a racial and ethnic equity plan, overseen by the Racial and Ethnic Equity Coordinator.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. Provide regular staff training on racial and ethnic equity and disparities on an implicit bias.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. All policies should include a racial and ethnic equity impact statement.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15. Wherever significant problems and disparities are identified, the racial and ethnic equity committee must take affirmative action, including:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• develop new strategies or practices to address the situation;</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• establish clear quantitative goals for selected strategies;</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• monitor the impact of the new strategies; and,</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• refine the approaches as needed in an ongoing pursuit of greater equity.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Seven Steps to Advancing Racial Equity and Inclusion

**STEP 1**
establish an understanding of race equity and inclusion principles

**STEP 2**
engage affected populations and stakeholders

**STEP 3**
gather and analyze disaggregated data

**STEP 4**
conduct systems analysis of root causes of inequities

**STEP 5**
identify strategies and target resources to address root causes of inequities

**STEP 6**
conduct race equity impact assessment for all policies and decision making

**STEP 7**
continuously evaluate effectiveness and adapt strategies
The Three R’s

• Recognize
  – The stories behind the data
  – What data are missing to complete the story?

• Reflect
  – *The data reveals what it reveals*
  – Contemplate what can be done

• React
  – Commit to change and improvement
  – Decide next steps for equity
The Conference Continues

• Organizational Culture
  – August 26 with Cody Jewell

• “One Stop Shops” and Assessment Centers
  – September 23 with Tony Celestine
Contact Information

Opal West

THE ANNIE E. CASEY FOUNDATION

410.223.3327

owest@aecf.org

aecf.org
THE ANNIE E. CASEY FOUNDATION

Developing solutions to build a brighter future for children, families and communities

www.aecf.org