DISPARATE TREATMENT

Recent studies show that Black boys are not given the protections of childhood equally to their white peers

- seen as less “childlike” than their White peers
- characteristics associated with childhood are applied less to them than their White peers
SAME SYSTEM, DIFFERENT OUTCOMES

- White Youth
- Youth of Color (Combined)

Juvenile Complaints

- 5778 Complaints
- 13,881 Complaints

Authorized Formal Petition

- 34%
- 50%

Any Court Disposition

- 29%
- 44%

- Probation Disposition
  - 10%
  - 14%

- Commitment Disposition
  - 3%
  - 6%

Percentages based upon total # of juvenile complaints for each racial/ethnic group.
YOUTH OF COLOR
JUVENILE COMPLAINTS BY OFFENSE CATEGORY

- **FELONY**: 14%
- **CRIME OF VIOLENCE**: 11%
- **MISDEMEANOR**: 68%
- **ORDINANCE**: 0%
- **CITATIONS/CINS**: 7%

Source: DJS Data Resource Guide, FY 2018- Statewide Activity for Youth of Color
YOUTH OF COLOR
PROBATION DISPOSITION BY OFFENSE CATEGORY

Source: DJS Data Resource Guide, FY 2018- Statewide Activity for Youth of Color
YOUTH OF COLOR
COMMitted Disposition By offense Category

- Felony: 16%
- Crime of Violence: 35%
- Misdemeanor: 49%
- Ordinance: 0%
- Citations/CINS: 1%

Source: DJS Data Resource Guide, FY 2018- Statewide Activity for Youth of Color
RACE EQUITY FRAMEWORK
<table>
<thead>
<tr>
<th>LANGUAGE</th>
<th>CAPACITY</th>
<th>LENS</th>
<th>APPLICATION</th>
<th>RESULTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>How do we communicate about race and ethnicity?</td>
<td>How do we work with greater understanding of equity problems?</td>
<td>What is the impact of our policy and decision making on youth of color?</td>
<td>What do we do? How do we operationalize equity?</td>
<td>What does racial and ethnic equity look like? How is it measured?</td>
</tr>
</tbody>
</table>
Some Terms in Our Glossary

• *Working Definition* of Race
• Equity vs Equality
• Prejudice, Stereotype, Discrimination
• Racism (Various Levels)
• White Privilege
• Implicit Bias
• Color-Blind Racism .... and more!
**RACE**
Real or presumed physical or biological characteristic, such as skin color, hair texture, as well as shared lineage

**ETHNICITY**
Real or presumed cultural characteristics, such as language, religion, tradition and cultural practices
HOW IS AN IDEA “SOCially CONSTRUCTED?”

- WHAT WE LEARN
- WHAT WE HEAR
- WHAT WE BELIEVE
- WHAT WE EXPERIENCE
WORKING DEFINITION OF RACE

Socially-constructed meaning attached to physical attributes, such as skin color, hair texture, bone structure, etc.
WHAT IS RACE EQUITY

A reality in which a person is no more or no less likely to experience society’s benefits or burdens due to his or her race or ethnicity
TECHNIQUES OF DOMINANCE

STEREOTYPES
Mental images
Selective generalizations—both positive and negative traits;
Used to spread misinformation and to stigmatize

PREJUDICE
Arbitrary attitudes or beliefs
Unfair biases
An individual’s internal perspective

DISCRIMINATION
Actions based on belief and acceptance of stereotypes,
An individual’s external behavior
EXPLAINING RACISM

Stereotype and/or Prejudice
+ Enactment \( \text{(External Behavior)} \)
+ Power \( \text{(Personal, Interpersonal, Cultural, Institutional)} \)

= Racism
1. **LANGUAGE:** Develop and share common definitions about race, racism, and equity

2. **LENS:** Create and consistently use a lens that identifies impact of policy and practice explicitly on youth and families of color.

3. **LEADERSHIP:** Create and sustain leadership for equity practice at all levels of operation (equity allies and coaches)
• Intentional steps/actions that **advance benefits** for youth of color and **eliminate or mitigate systemic barriers** that they disproportionately experience.

• Engage impacted communities in problem identification and solutions (**inclusion**)
Define equity results upfront

• What’s the “it” ... what do you want to achieve?
• What are doable actions?
• What are the indicators?
• Can we/how do we routinely track indicators?
LENS OF RACE EQUITY
UNDERSTANDING STRUCTURAL CHALLENGES
EQUALITY

SAMENESS
Promotes fairness and justice by giving everyone the same thing...

It only works if everyone starts from the same place
FAIRNESS
Gives people access to the same opportunities...

Our differences and history can create structural barriers to participation, so we must first ensure equity before we can realize the benefits of equality.
MAYBE WE ARE SEARCHING AMONG THE BRANCHES FOR WHAT ONLY APPEARS IN THE ROOTS.”

-RUMI
LEVELS OF RACISM (AND CHANGE)

**PERSONAL**
Values, Beliefs, Feelings, Attitudes, Opinions

**INTERPERSONAL**
Behaviors, Treatment, Relationships, Communications

**CULTURAL**
Worldview, Norms, Stories, Climate, Shared Values, Unwritten Rules, Media, Public Opinion, Group Dynamic

**INSTITUTIONAL**
Policies, Practices, Rules, Procedures, Systems

MARYLAND DEPARTMENT OF JUVENILE SERVICES (DO NOT DISTRIBUTE OR REPRODUCE WITHOUT PERMISSION)
To “vet” the impact of system policy, practice, and programming to determine the explicit impact on youth of color (disparities)

To continually embed principles of equity in agency operations by advancing opportunities and mitigating burdens experienced by youth and families of color (strategies)
1. What is the desired end?

2. Who specifically is affected?

3. Inclusion of affected communities?

4. How does this Advance Benefits and Mitigate Harm/Burden for Youth of Color?

5. How will we track results?
Suppose we consider a deep-end reform to no longer commit youth to out-of-home placement for sustained misdemeanor offenses (no felony involved).
Q&A