



ZYD EHM Community Supports Meeting

July 21, 2020

Values and Agreements

ZYD Values

1. Make racially just and equitable decisions
2. Honor and celebrate the cultural identities of those most impacted
3. Prioritize voices and needs of youth and families
4. Value and support the people who provide services
5. Accountable and transparent to communities and policymakers

ZYD Agreements

1. Listen to understand
2. Participate fully
3. Position yourself as a learner
4. Keep an open mind
5. Stay curious
6. Keep it personal, local, and immediate
7. Accept and expect non-closure
8. Be willing to experience discomfort
9. Communicate openly and honestly
10. Hold self and others accountable: Follow through on commitments and if not, communicate why
11. Commit to transformative process: live into change, model through action

CCAR 4 Agreements

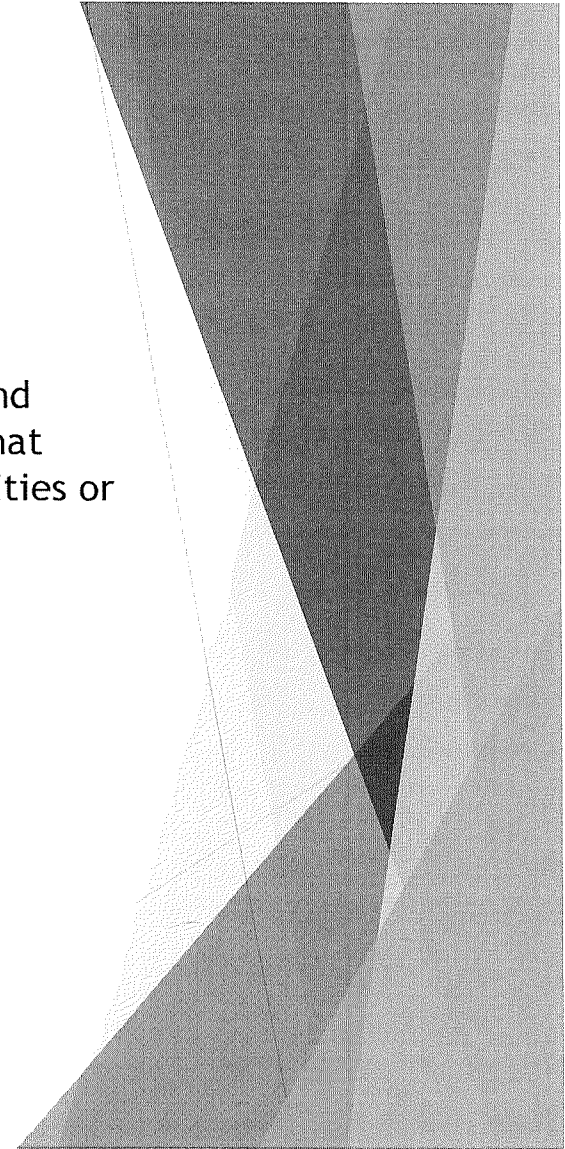
1. Stay engaged
2. Experience discomfort
3. Speak your truth
4. Expect and accept non-closure

CCAR Six Conditions

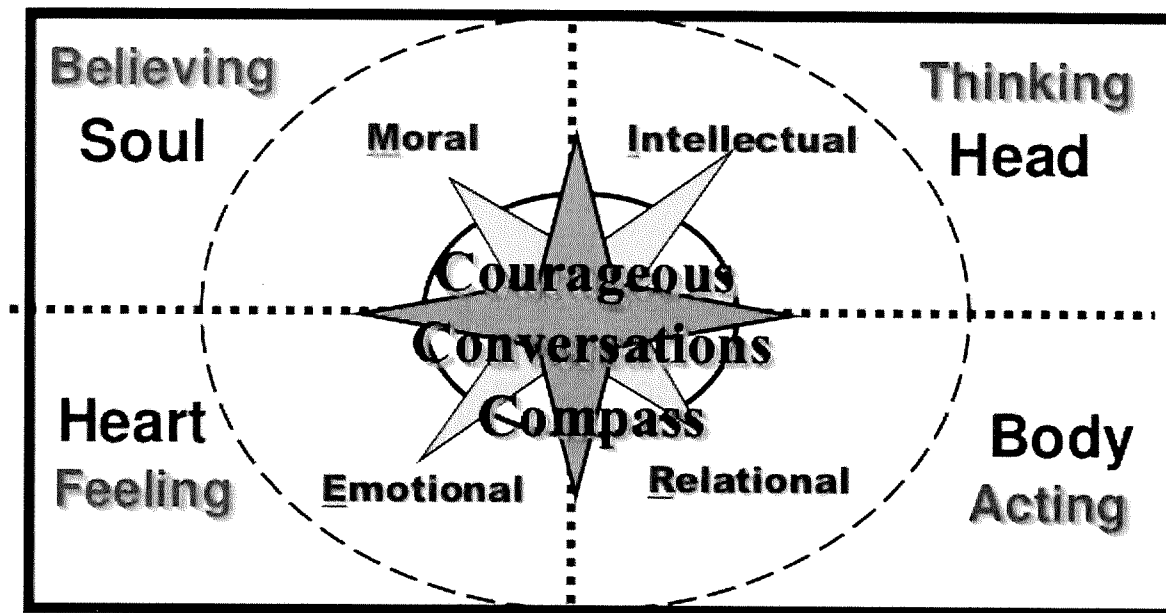
1. Focus on personal, local, and immediate
2. Isolate race
3. Normalize social construction and multiple perspectives
4. Use a working definition for race*
5. Examine the presence and role of whiteness

Racism

- ▶ Racial prejudices & social and institutional power. A system of advantage and oppression based on race and built to maintain white supremacy. Any act that even unwittingly tolerates, accepts or reinforces racially unequal opportunities or outcomes for youth to thrive.



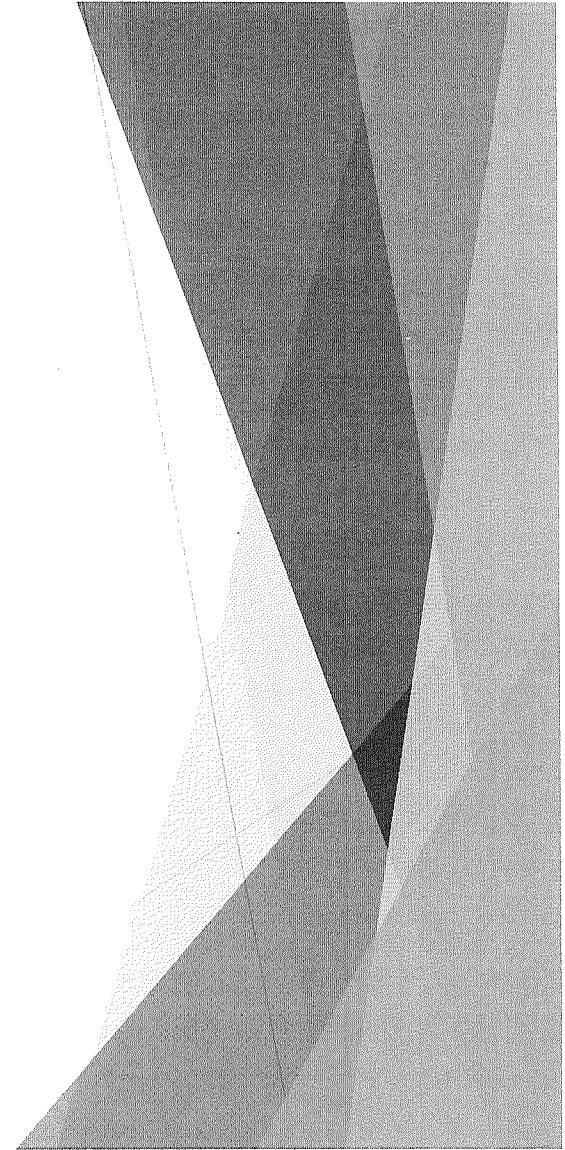
Courageous Conversation COMPASS



Courageous Conversations About Race, Singleton & Linton, 2005

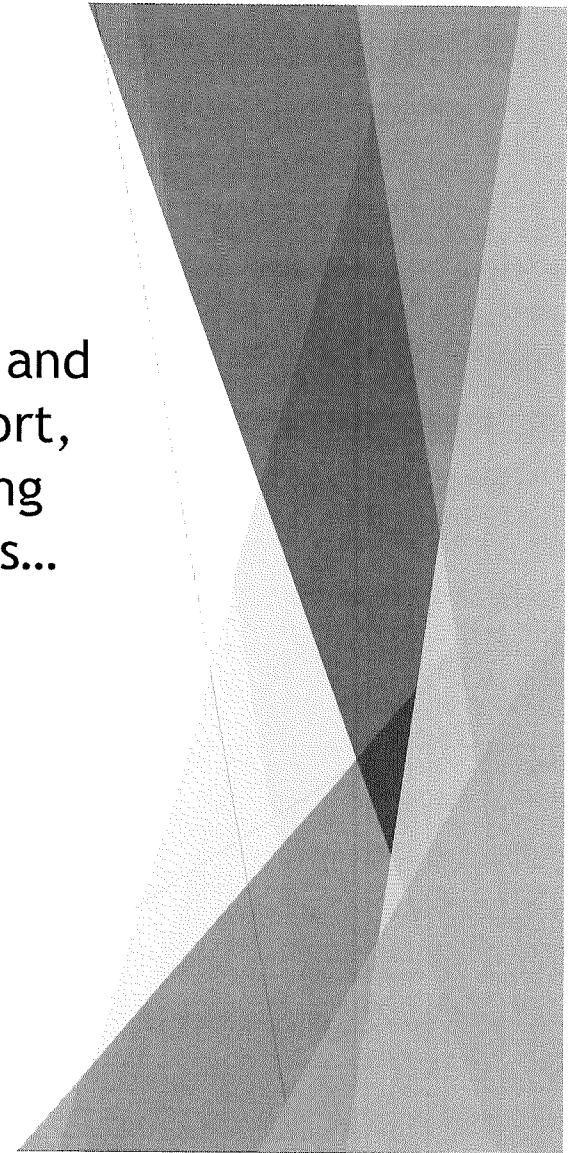
When does your listening break down?

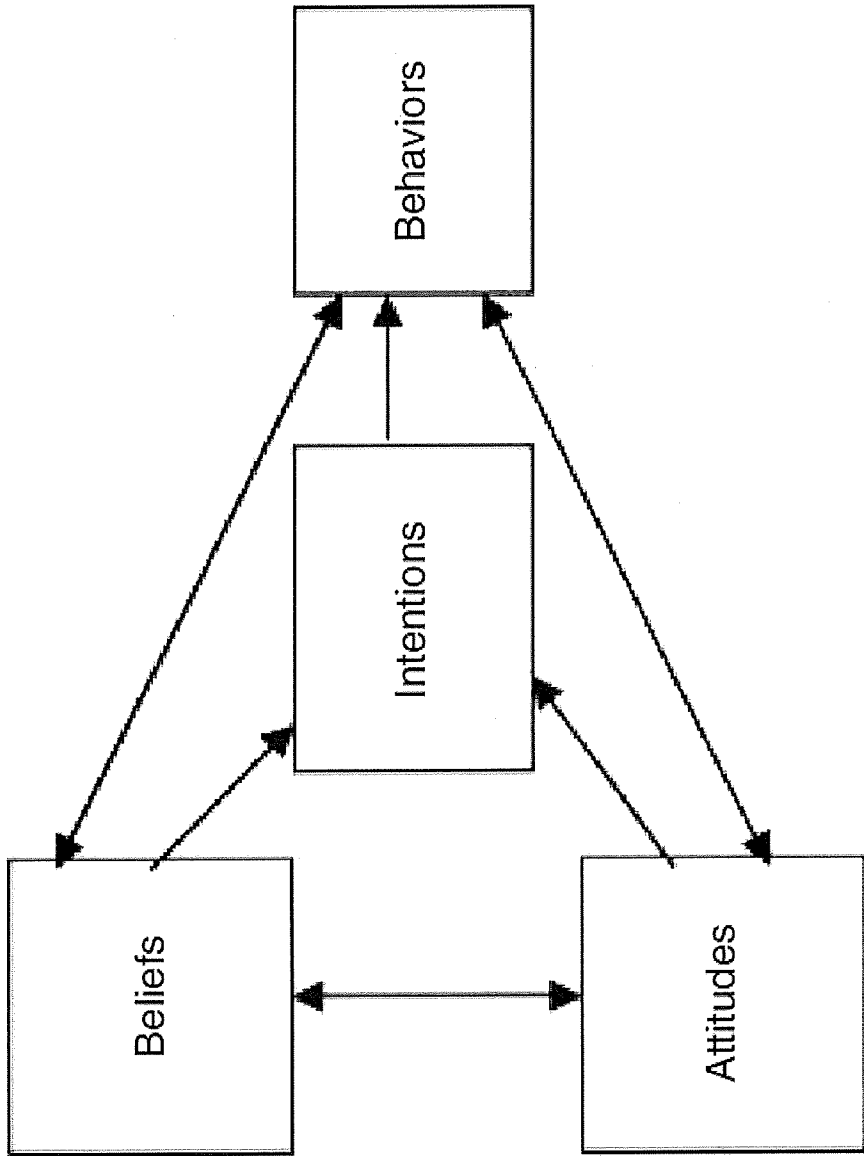
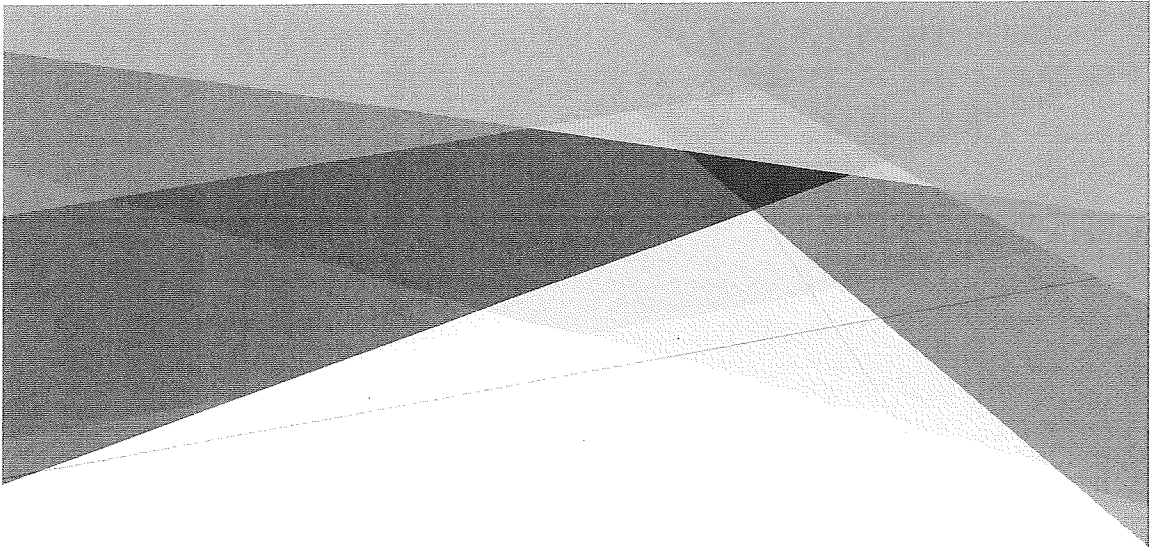
- ▶ Notice it
- ▶ Sit with it
- ▶ Breathe through it
- ▶ What's going on in your body?
- ▶ What's your knee jerk reaction?
- ▶ "Don't let your first idea be your last"



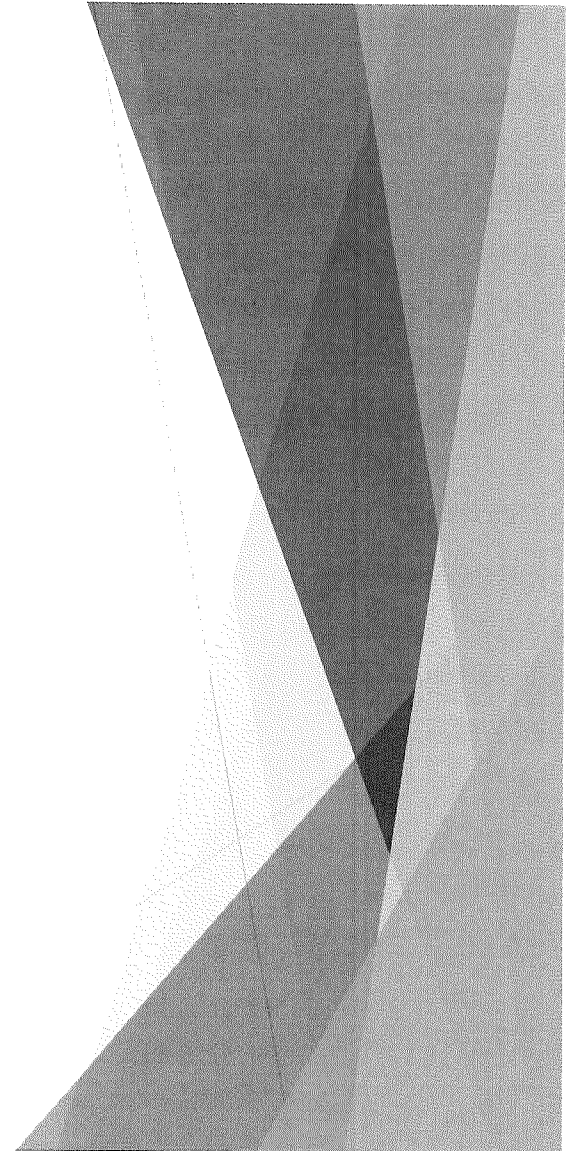
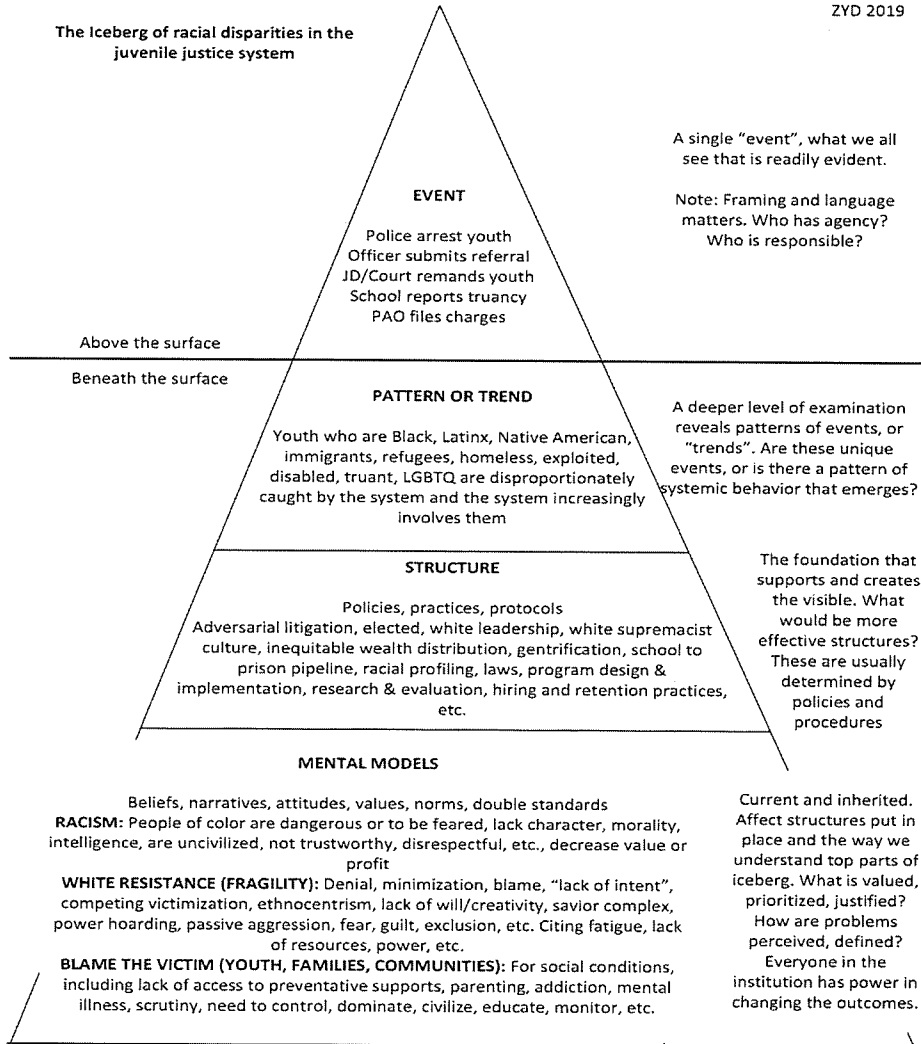
“Our culture avoids identifying and analyzing the policies and arrangements that help sustain inequity. We seek to support, both intellectually and spiritually, those who are addressing ‘... the subtler, racialized patterns in policies and practices... that generate differences in well being.’”

-Aspen Institute Roundtable on Community Change

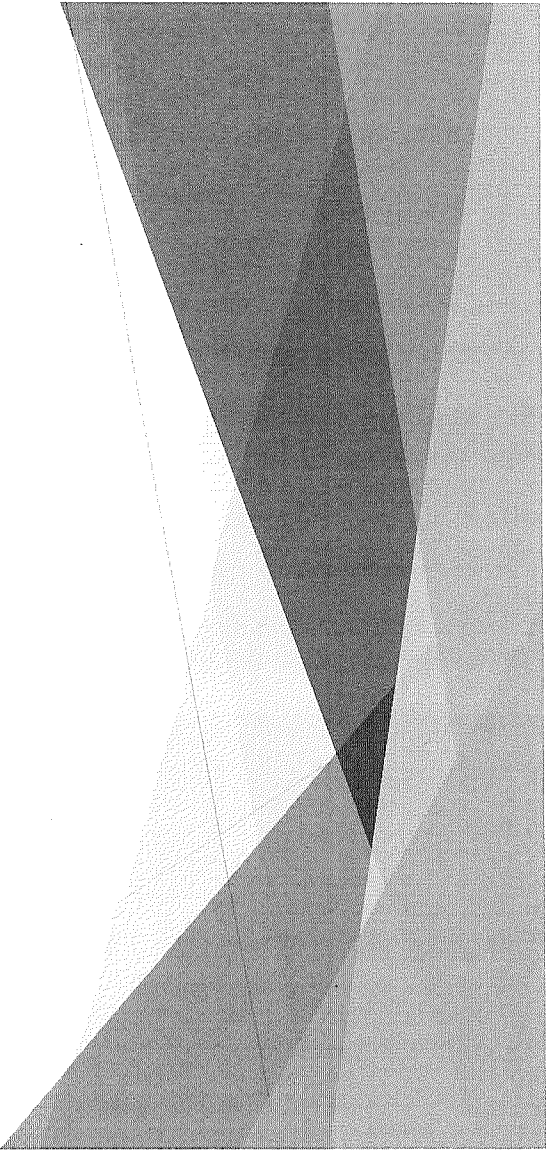
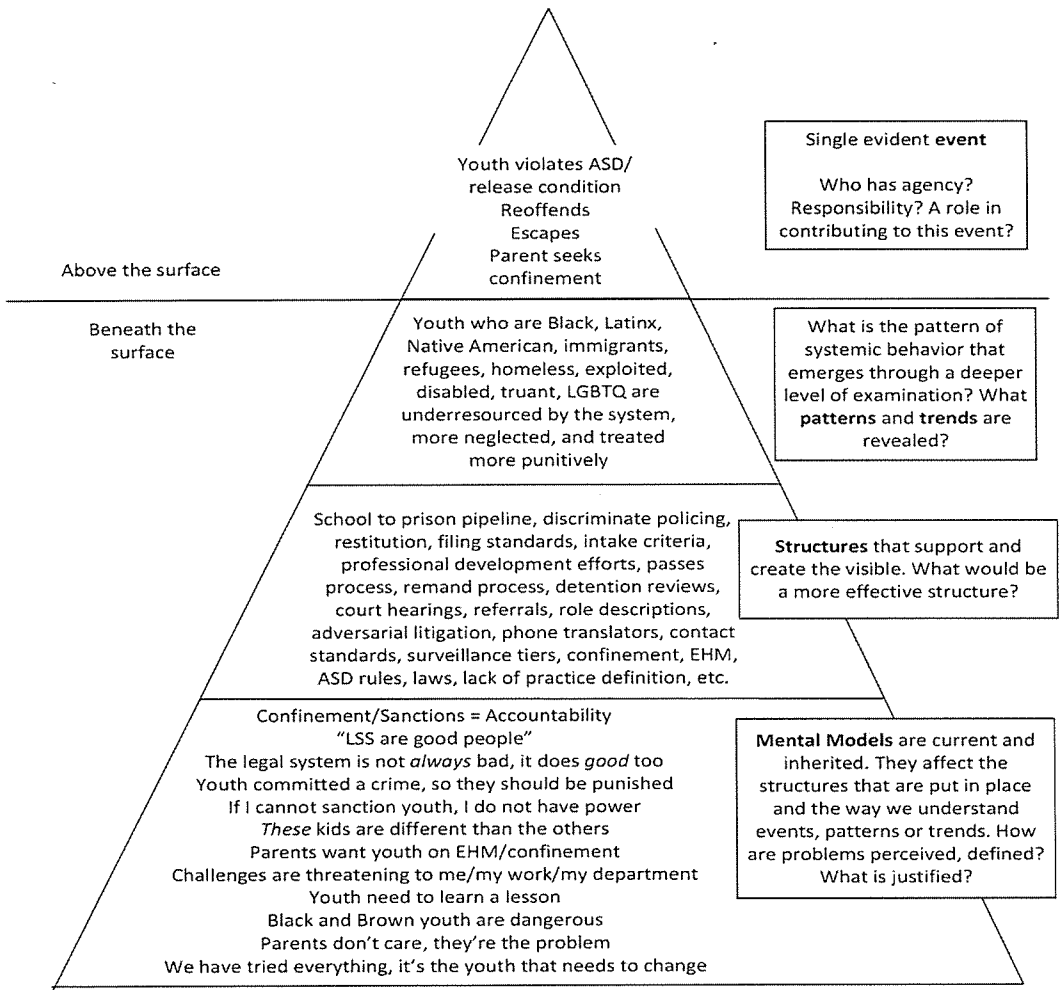




The Iceberg of racial disparities in the juvenile justice system



The iceberg of racial disparities in EHM



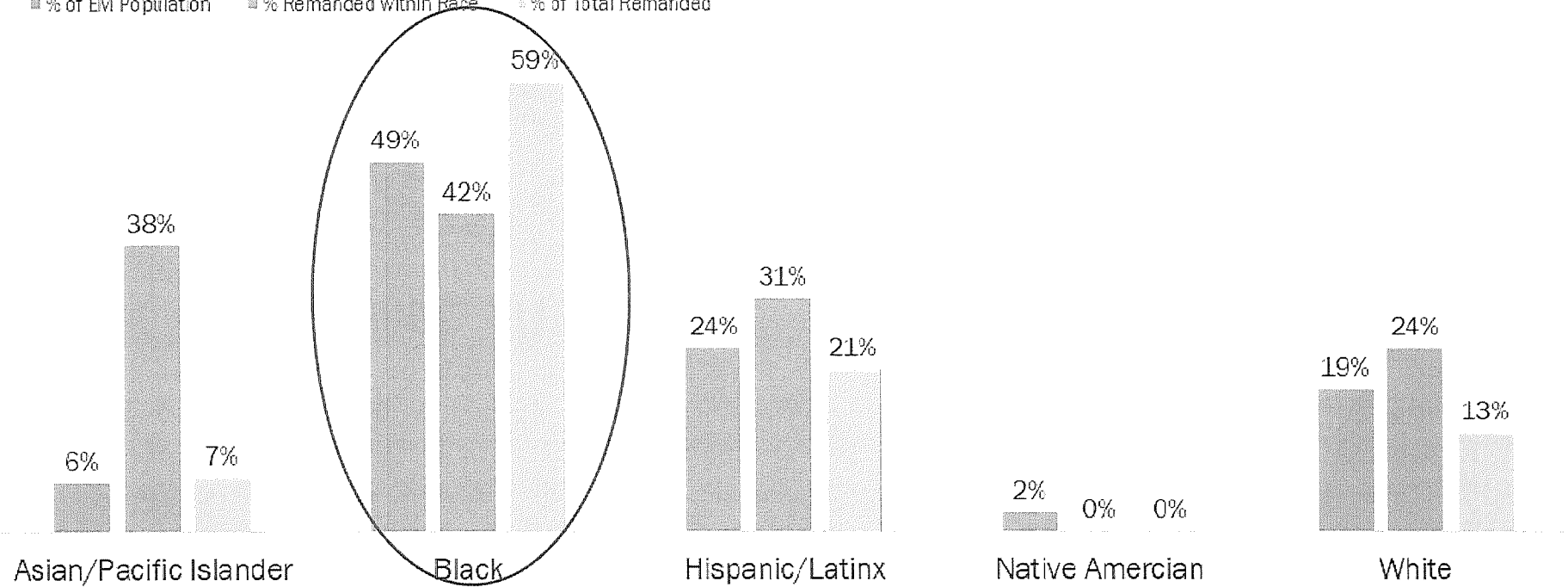
Overview of Findings

| | | | | |
|--|--|---------------------------------------|---|--|
| 247 youth ordered to EM in 2018 | Predominantly male | Predominantly BIPOC | 16 years old (avg) | 59% had a prior booking |
| Most youth were on EM for a pre-sentence felony person or property offense | Robberies and VUFA were most common charges associated with the EM booking | 34% of youth were remanded | 60 out of 85 youth remanded were ordered back on EM | Most youth were remanded within 24 hours |
| 21% (53) of EM youth were in an Escape status | Most youth with an escape status were boys that were BIPOC | 31 youth referred to PAO; 22 filed on | | |

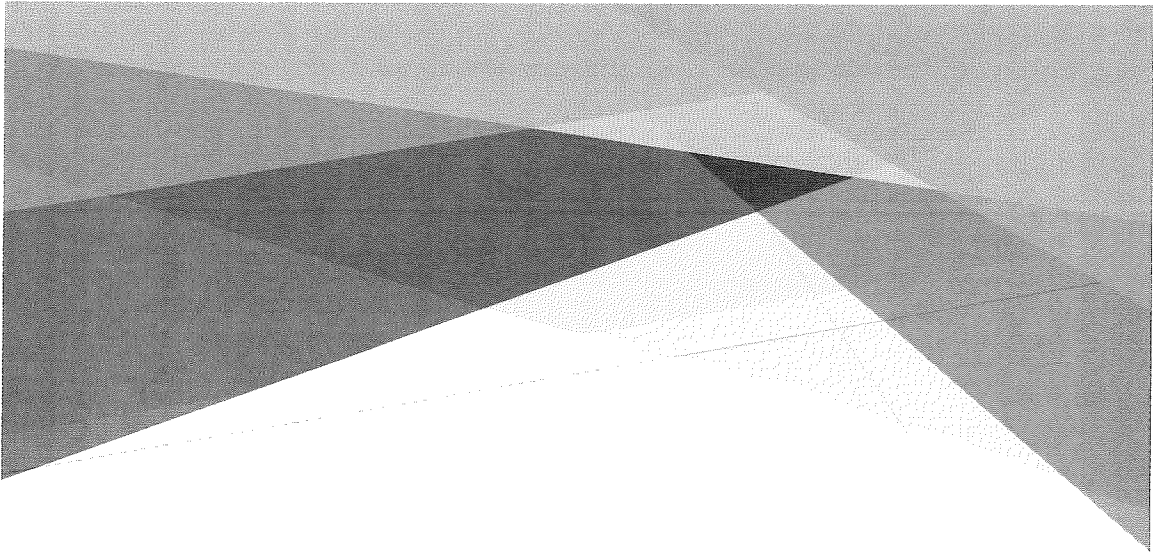
Disparity in EM Placement and in Remands

Black youth made up 49% of youth placed on EM
42% of Black youth on EM were remanded
59% of the all youth who were remanded were Black

■ % of EM Population ■ % Remanded within Race ■ % of Total Remanded



How do we use this data?



Some examples of ways the data can lead us to ask more questions and consider being open to transformation

Data

- Most youth were remanded within 24 hours.
- Black youth are disproportionately ordered to EM and remanded
- 34 youth were ordered to EM for PVs

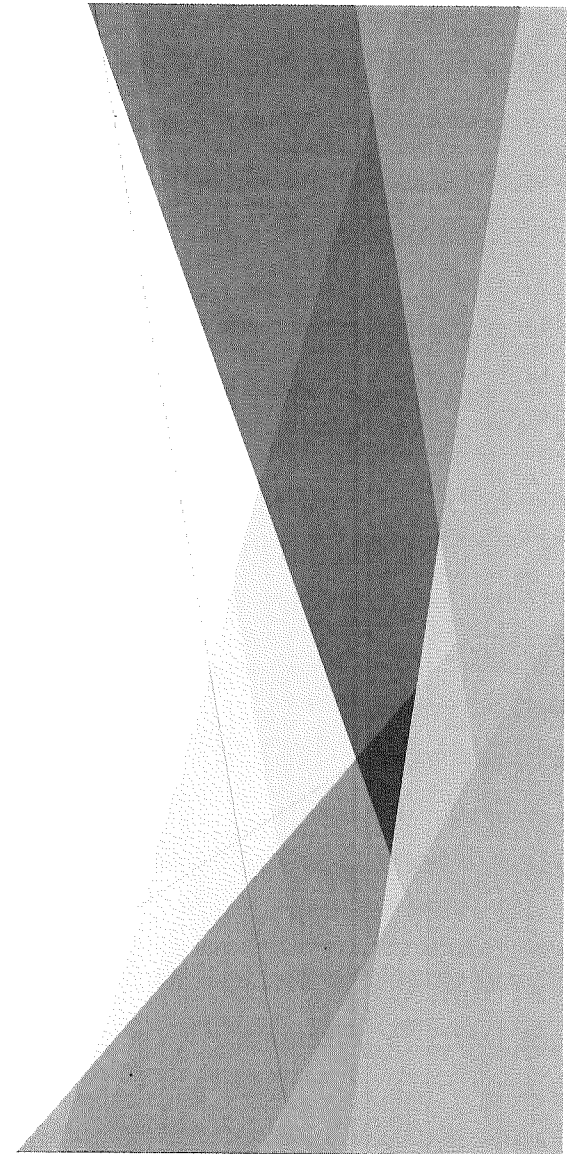
What else do we want to know?

- What is the reason they were remanded?
- Why were Black youth so disproportionately remanded?
- For what reasons were they ordered to EM?

What are the policy implications? Things to consider?

- How can we better support youth and families?
- Increased disparity.
- What would happen if youth weren't ordered to secure detention or EM for PVs?

- ▶ What did you take away from this?
- ▶ Where can we make an impact?
- ▶ What did you notice?
- ▶ What are some trends or themes?
- ▶ What is missing?
- ▶ What maintains it?
- ▶ What is creating the problem?
- ▶ How can we create progress in meeting this challenge?
- ▶ Solutions: What specific changes would need to be made?
- ▶ Who can we learn from?
- ▶ How can ideas be advanced?
- ▶ What other conversations do we need to have?
- ▶ Who is with us? Who is not?



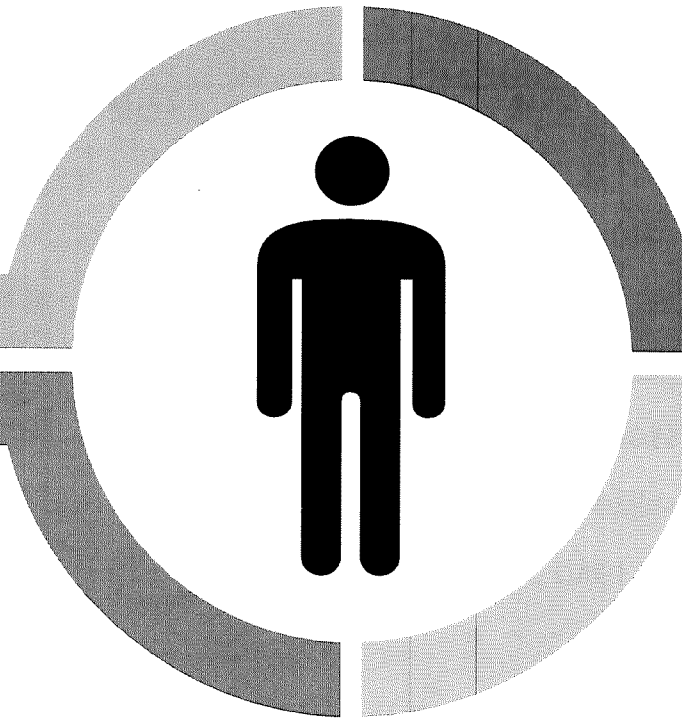
White culture assigns a higher value to some ways of behaving than others. “Other” behavior is dangerous and deviant.

- ▶ Individualism
- ▶ Meritocracy
- ▶ Puritanism/Perfectionism
- ▶ Power Hoarding
- ▶ Linearity
- ▶ Focus on the object
- ▶ Right to comfort
- ▶ Conflict avoidance/Fear of open conflict
- ▶ Emotional avoidance
- ▶ Politeness
- ▶ Individual unfairness = pain & discomfort of systemic racism
- ▶ Power over others rather than power with
- ▶ Sense of urgency
- ▶ Defensiveness
- ▶ Quantity over quality
- ▶ Worship of the written word
- ▶ Paternalism
- ▶ Either/Or thinking
- ▶ Progress = Bigger/More
- ▶ Belief in objectivity

Cultural Racism: Core Beliefs

People of color are dangerous or to be feared; they threaten the safety of the individual or the whole

People of color are lacking in character, morality intelligence and/or uncivilized; therefore they present a threat to a way of life or will force an institution to compromise their values



People of color decrease value or profitability

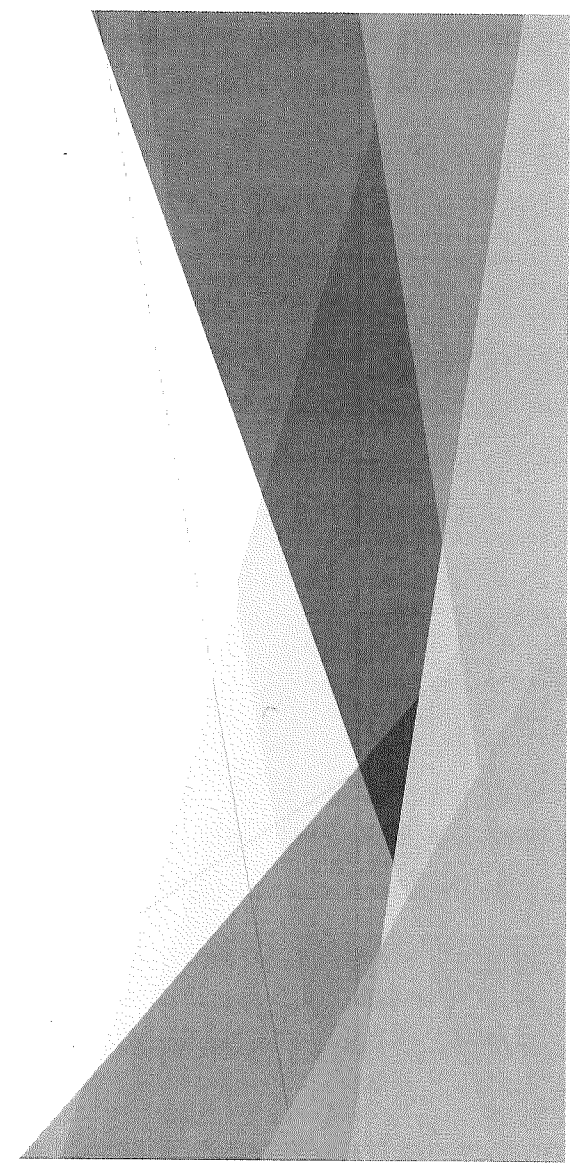
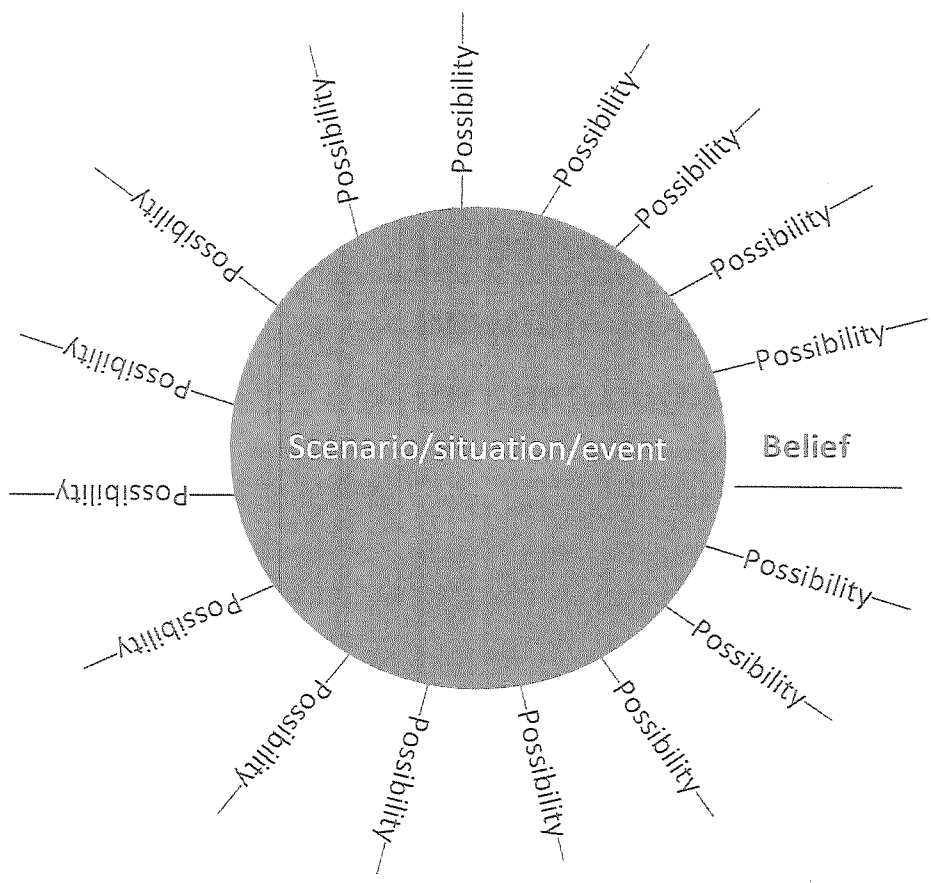
Any institution becomes less than when people of color are a part of it

Whiteness is the norm and the desired norm we want everyone to get to



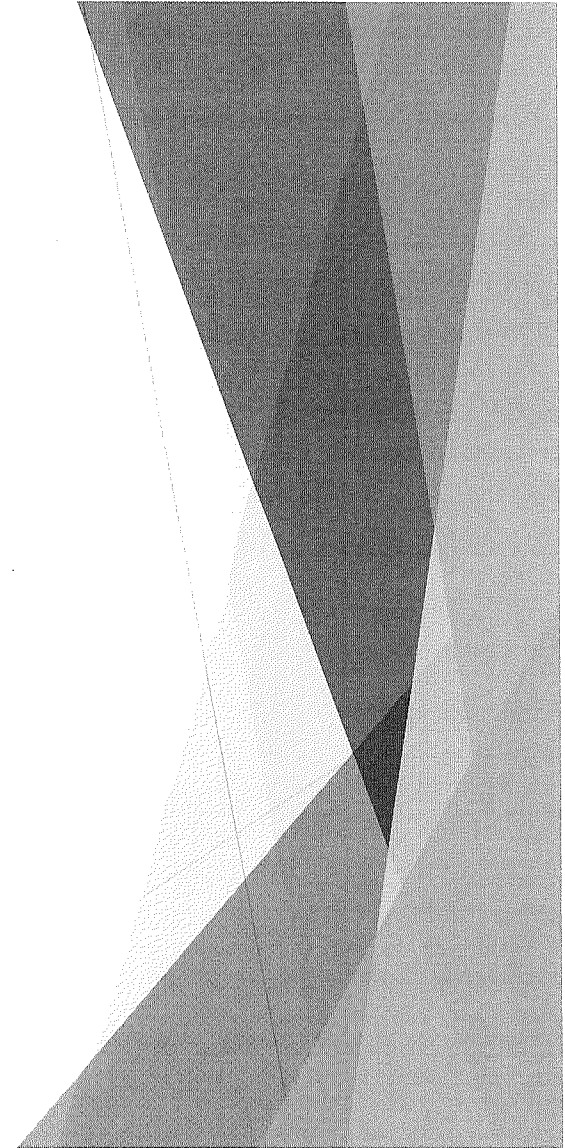
Inclusion

- ▶ **An environment that engages multiple perspectives, differing ideas, and individuals from different backgrounds to help define organizational policy and practice, and help shape organizational culture.**

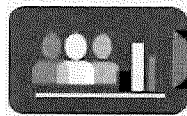


Intersecting Identities

- ▶ Black boys
- ▶ Black girls
- ▶ Youth with disabilities
- ▶ Latinx youth (boys and girls)
- ▶ Girls
- ▶ LGBTQIA youth
- ▶ Low-income youth
- ▶ Youth who are homeless
- ▶ Youth who are state dependent / foster



OPERA: A FOUR-STEP FRAMEWORK



Outcomes

From the perspective of rights holders, what is the problem?



Policy Efforts

How have the government's actions affected the problem?



Resources

How has the use of resources affected the problem?

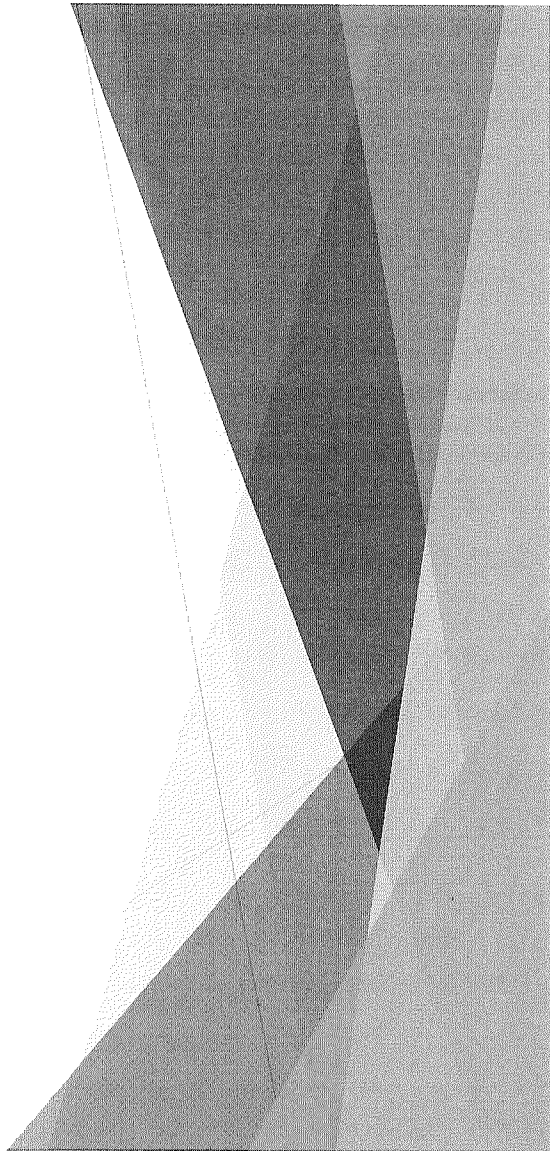
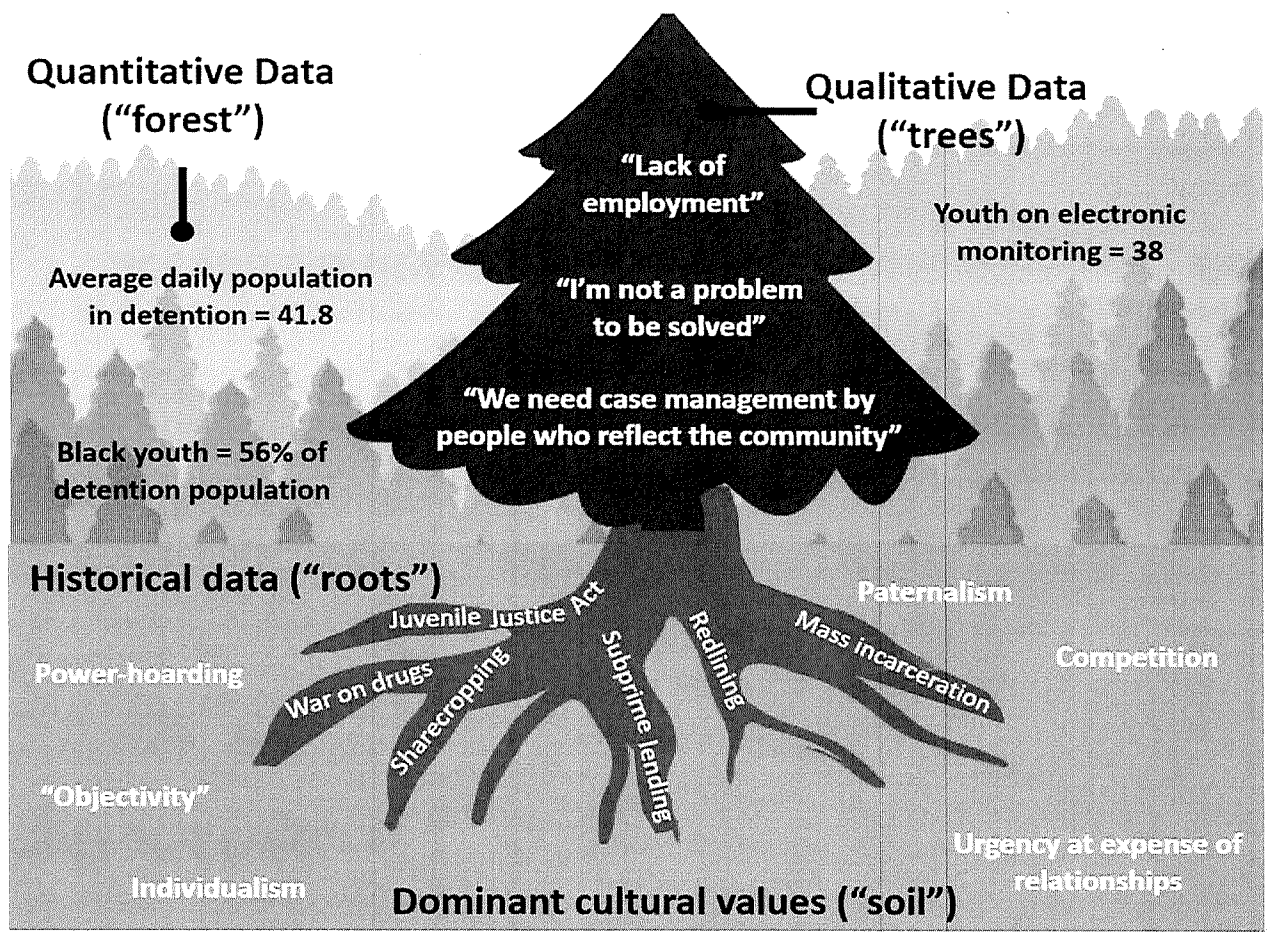


Assessment

In light of the broader context, is the government responsible for the problem?

“Rights holders” = Most impacted folks (youth, Black & Brown communities)

Resources = Distribution of money, hiring of personnel, the energy and focus of where these have been invested



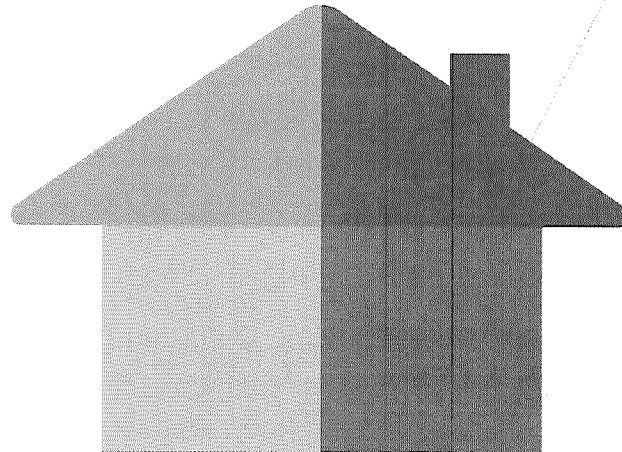
Organizational Issues to Expect

People and Culture

- Wide range of response, from enthusiasm and support to anger, denial, and disengagement
- Stress, confusion, and a sense of overwhelm
- Competing priorities when trying to focus on equity

Accountability

- Internal discrimination and racism come to the surface
 - Shift in accountability structures



Decision Making

- Slowing down of decision making
- Shift in how decisions are made and who is involved
- Shift in power structure and who holds power and how that is defined
- Difficult decisions on allocation of resources and time

Community

- Skepticism and pushback from community
- Strong support and enthusiasm from community