

# Technical Assistance Seminar DMC Coordinators

## Seminar One: Facilitation

Monday, December 7, 2009 (Washington, DC)

Co-Facilitators:

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Lisa Garry, Center for Children's Law and Policy

# Purpose of Seminars

To further develop the expertise and leadership skills of local DMC Coordinators and other staff who are responsible for the day-to-day coordination of DMC activities and routine reporting to the governing body.

- Sharing of Information and Ideas among Peers
  - Practice Opportunities
  - Presentation Opportunities
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# Seminar Series

## **Seminar I (Today):**

### **Facilitation of Dialogue and Players**

Facilitate DMC discussions and activities toward a specific set of outcomes

## **Seminar II (May 12, 2010):**

### **Leadership in Strategy**

Expertise in planning, execution and monitoring of DMC reduction strategies and ensure DMC impact

## **Seminar III (December, 2010):**

### **Results and Preservation**

Planning for sustainability of DMC Reduction strategies

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# Today's Seminar Topics

## The Role and Conversation of the DMC Coordinator

## Stakeholder Buy-In and Participation

- DMC through the Lens of System Leaders
- Methods to Win the Reluctant DMC Stakeholder

## Using Data to Drive the DMC Dialogue

- Relevant vs. Interesting Data Trends
  - Useful Presentation of Data (*Ariel Barak*)
  - Effective Peeling of the “Data Onion” (*Karen Tucker*)
  - Onion Peel Practice
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# DMC Coordinator

## Role and Conversation



# What is Your Role?

- Driver of the Process
- Administrative Staff
- Peace Maker
- Baby Sitter
- Agitator/Advocate
- Protector
- Data Collector



# What is Your Motivation?

- I feel bad
- DMC is not fair
- It's my JOB
- The system is racist
- Those people are less educated, poor and need help
- I don't want to be called a racist
- I am a person of color working for the system so I have to care



# “What is the It?”

## Disproportionality vs. Disparity





# Creating a Safe Space to Talk DMC

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# Barriers to Establishing the Safe Space

1. The Wrong Conversations
  - *Global*
  - *Blame Game*
  - *Acknowledge My Pain/You Can't Make Me*
2. Culture of Politeness
3. Other Juvenile Justice Issues
4. The Magic Bullet



# The Wrong Conversations

## Avoid the Global Conversation

DMC is caused by:

- Levels of Criminality
- Poverty
- **Racism**



# The Wrong Conversations

## Avoid the Blame Game

### **It's the fault of:**

the kids, the families, the community, the parents, society at large, music videos, television, the police, judges, the mayor, the governor, the President, racism, subtle discrimination, overt discrimination, the “system,” drugs, guns, poor education,

inadequate housing, the schools, the kids, the families, the community, the parents, society at large, music videos, the police, judges, the mayor, the governor, the President racism, subtle discrimination, overt discrimination, the “system,” drugs, guns, poor education, inadequate housing, the schools, the kids, the families, the community, the parents, society at large, music videos, the police, judges, the mayor, the governor, the President ,racism, subtle discrimination, overt discrimination, the “system,” drugs, guns, poor education, inadequate housing, the schools ...



# The Wrong Conversations

## Acknowledge Me – You Can't Make Me

- Historically, you, the system and your representatives, have used your power to suppress, oppress and damage my representatives and me.
  - I am fair in my work. I am not responsible for the past and am doing all I can to help now. I have no control over who comes to the front door.
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# Culture of Politeness

- Avoids uncomfortable discussions
- Asserts privilege to express concern without taking real action
- Maintains the Status Quo of Inappropriate Detention, Disparate Racial Treatment and Disproportionality.



# Other Juvenile Justice Related (or not so related) Issues

- Tackling other important juvenile justice issues such as:
  - Youth Violence
  - Youth in the Adult System



# Looking for the Magic Bullet

- “Look, it was a great training. I’ve been doing DMC work for years so I understand all of this. But what I need is the template. Do you have a template? I need to know what other jurisdictions are doing to work on this issue. You keep talking about being data driven and being focused and intentional. I hear you. But I’m looking for something more specific. A template – just tell me what to do and I’ll do it. You know what I mean?”
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# Statements and Distractions

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# Snapshot vs. Trend Tracking

What is the difference?

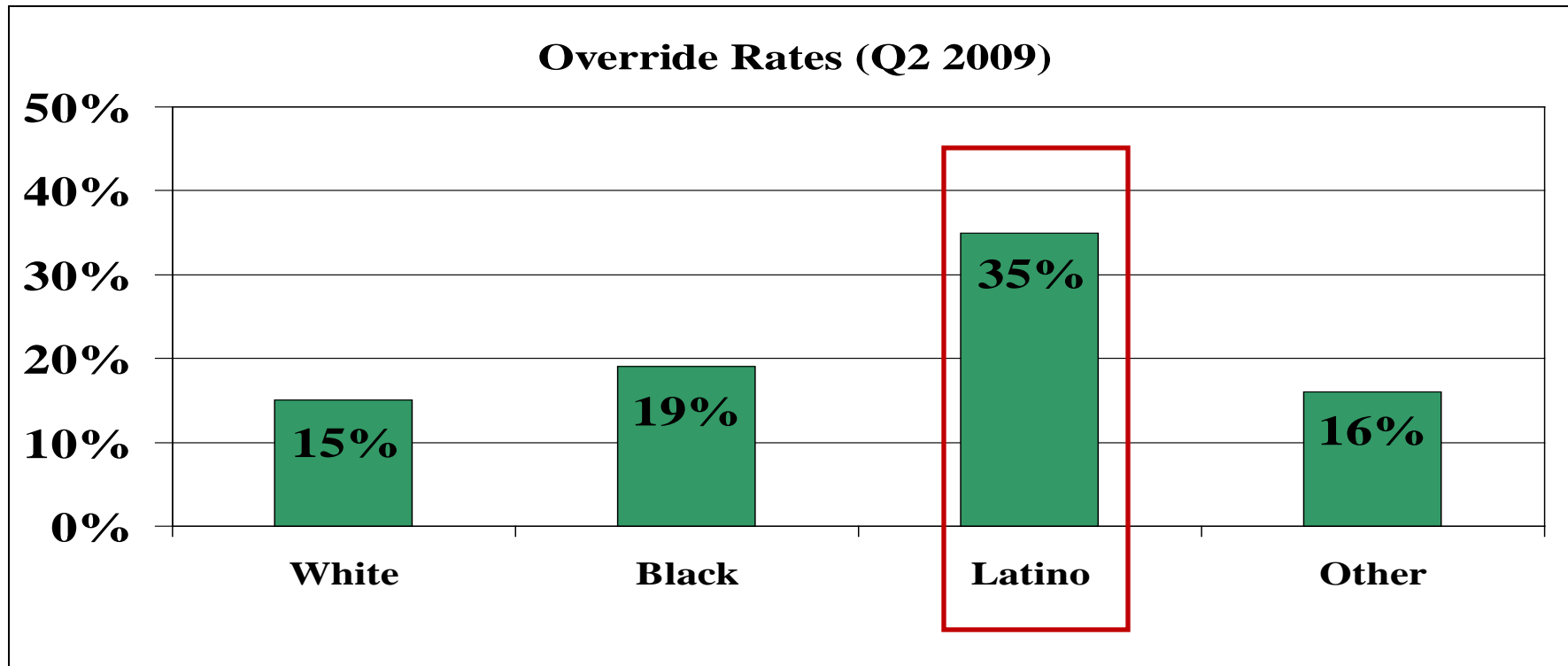
Why are each important to review on a consistent basis?

- **Snapshot:** Looks at decision making points at one moment in time
  - *Important because it alerts us if there is something happening in the system that we need to be aware of. When we see the snapshot, we develop questions to dig deeper*
- **Trend Tracking:** Looks at decision making points we are concerned about over time

*Important because it tells us about changes in detention utilization over time. As well, it can give some indication of the impact policy/practice change is having on various decision making points.*



# Snapshot of Override Rates



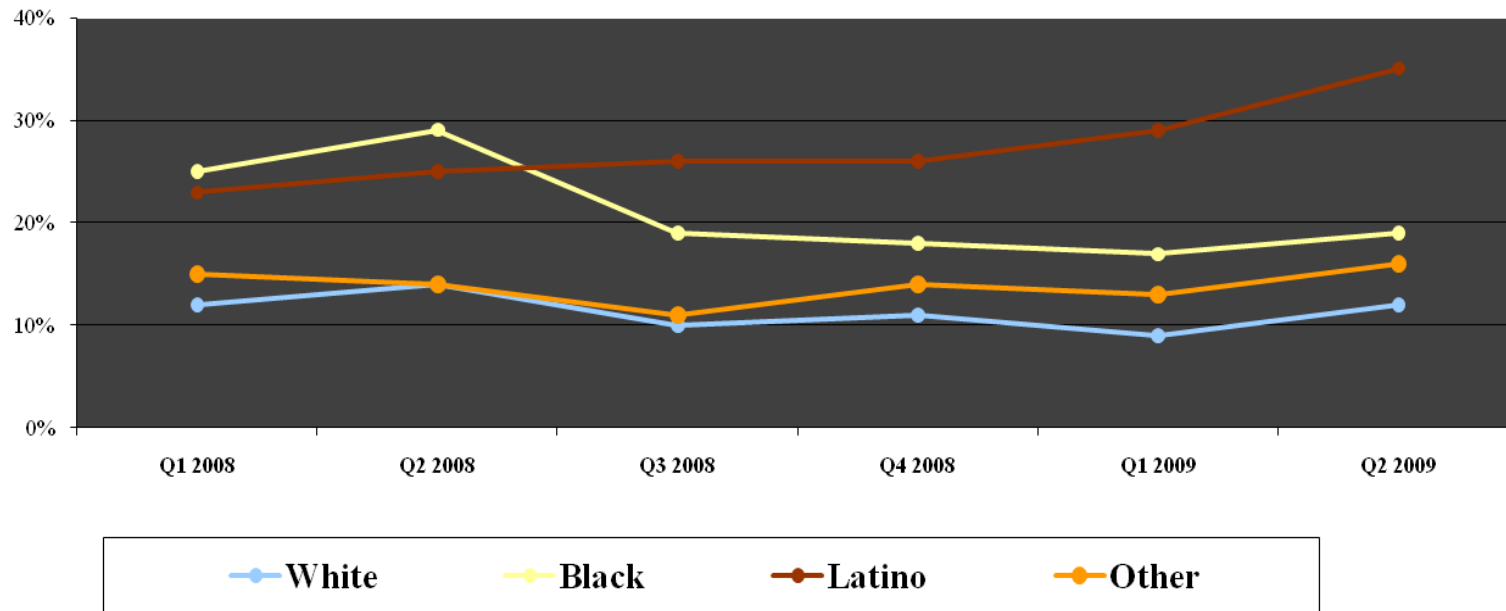
In Q2 2009, override rates were higher for Youth of Color than for White youth, particularly for Latino youth.

- Have the rates increased or decreased over time?
- What other questions do you have?



# Monitoring Trends: Override Rates

Override Rate Trends



Override Rates have decreased for Black youth over time, but they have increased for Latino youth. Why might that be?

# What's in the DMC Problem Statement?

**S**pecific to a group of youth

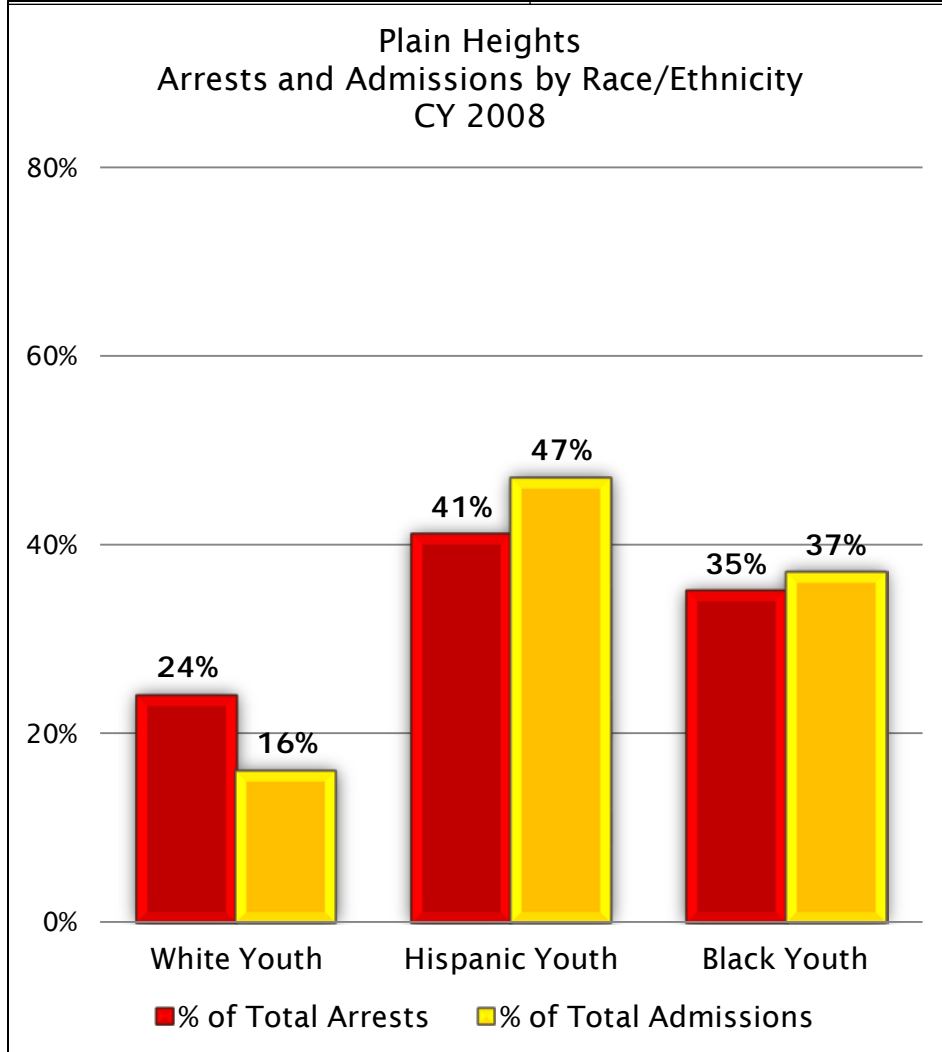
**A**ccurate

**I**nitiate a new round of questions

**D**ata-driven

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Race/Ethnicity	% in Total Pop. (Ages 12-17)
White Youth	63%
Hispanic Youth	13%
Black Youth	24%



## Specificity and Accuracy:

1. Hispanic youth are 13% of the total youth population, ages 12-17
2. Hispanic youth represent 41% of all juvenile arrests
3. Hispanic youth represent 47% of all detention admissions.

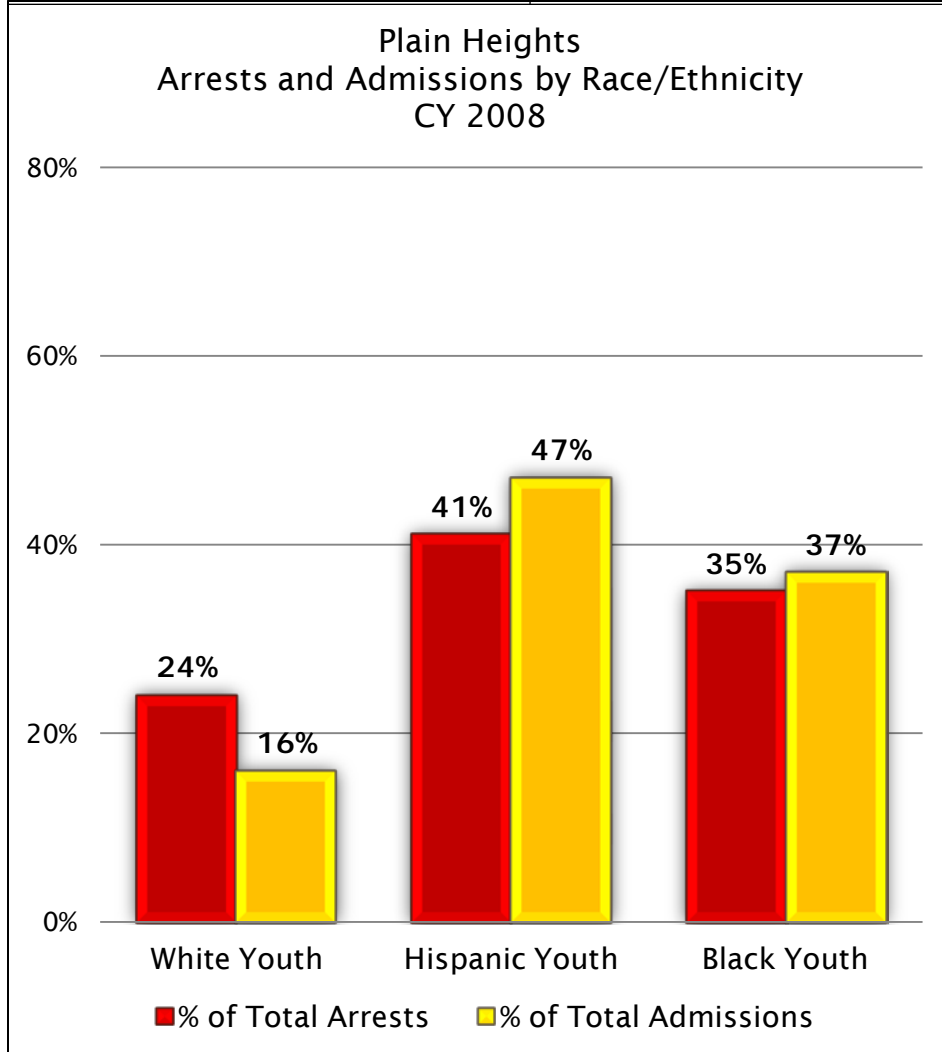
## Additional questions:

1. Why are they arrested (offenses)?
2. Why are they admitted (offense)?
3. Where do they live?
4. How long do they stay? Is there disparity in lengths of stay for Hispanic youth?
5. ...and more!

# Avoiding Common Distractions

1. Conversations based upon **anecdote**;
  2. Focus on the **youth who are not over-represented** at key decision points (usually white youth);
  3. Conversation about **youth behavior and delinquency**, rather than disparities in systemn policies and practices;
  4. Introduction of **social issues** and needs;
  5. Comments that jump immediately to **other decision points** before thoroughly exploring findings and implications of data presented;
  6. Shifting focus to **other systems** (e.g., schools, child welfare, mental health, etc); and
  7. Proposal of **prevention methods** rather than focusing on needed systemic reforms in juvenile justice.
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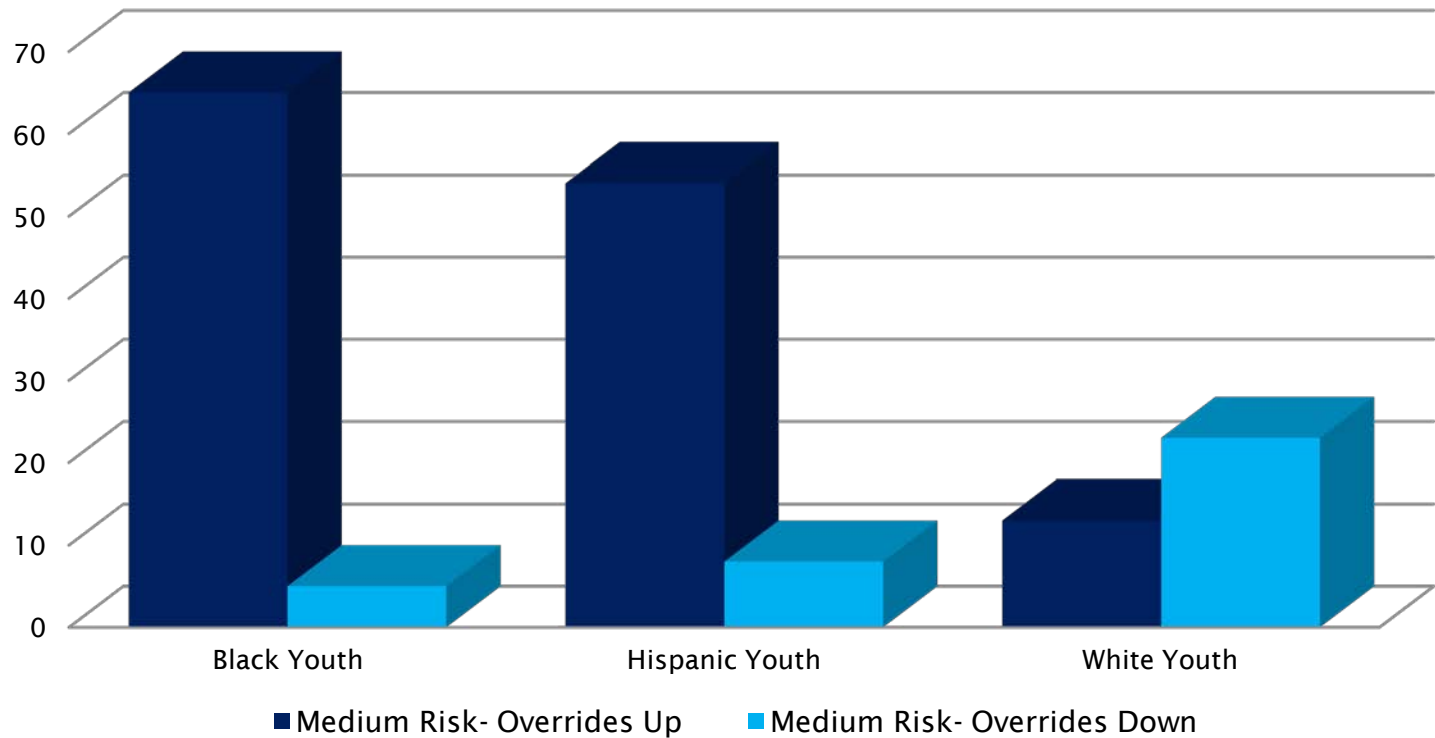


## Examples of Distracting Statements:

1. “Why are there fewer white youth arrested and detained?”
2. “Hispanic youth are more likely to be involved in gangs, so the police profile them more closely.”
3. “Many of the youth of color are trying to make money, so they sell drugs. We need job training.”
4. “All of these Hispanic and Black youth are coming from the school system! What are they doing about these kids?”
5. “I heard that the folks in Cass County have been very successful in teaching delinquency prevention as a *Healthy Kids* site. We should look into that.”



Plain Heights  
Analysis of Detention Decisions for Medium-Risk Youth  
by Race/Ethnicity (Quarter 3)



- What statement would you make about disparities here?
- Where may there be an opportunity for distraction?