



MARYLAND
Department of
Juvenile Services

Successful Youth • Strong Leaders • Safer Communities

RACE EQUITY FOR LEADERS

LISA M. GARRY

DIRECTOR, OFFICE OF EQUITY & REFORM
MARYLAND DEPARTMENT OF JUVENILE SERVICES
JUVENILE JUSTICE ADVISORY COUNCIL
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SAM ABED, SECRETARY




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



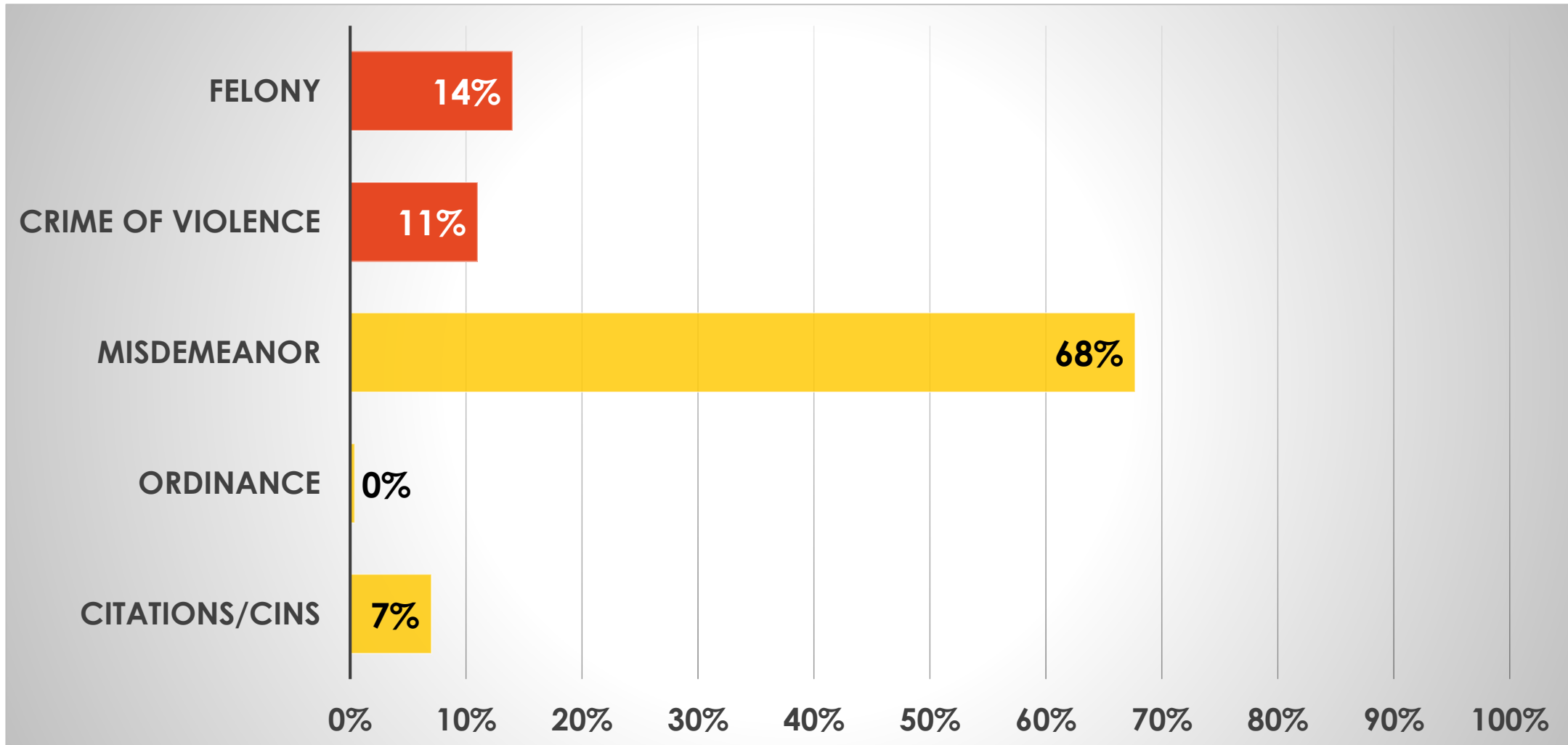
SAME SYSTEM, DIFFERENT OUTCOMES

 White Youth  Youth of Color (Combined)

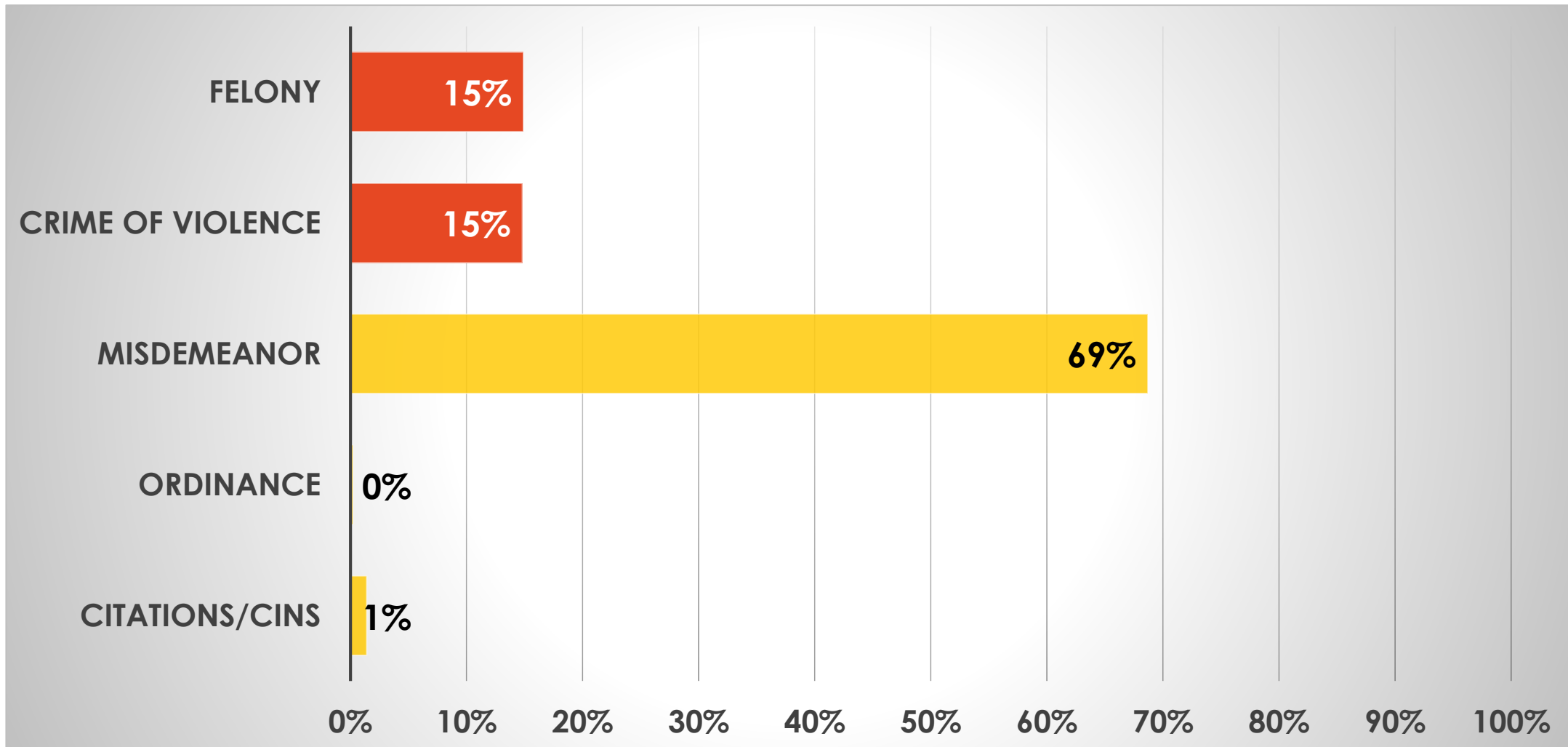


- Probation Disposition  10%  14%
- Commitment Disposition  3%  6%

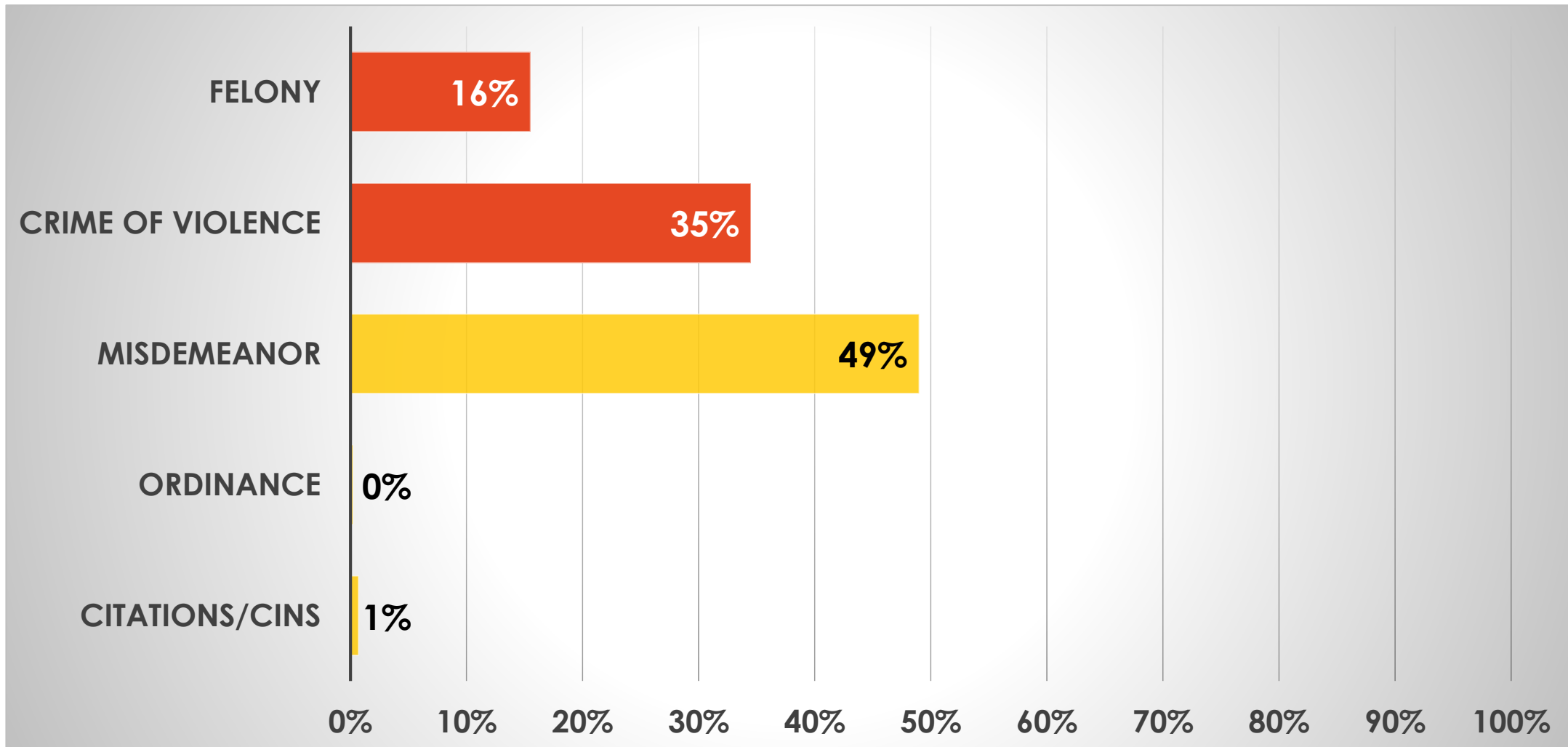
YOUTH OF COLOR JUVENILE COMPLAINTS BY OFFENSE CATEGORY



YOUTH OF COLOR PROBATION DISPOSITION BY OFFENSE CATEGORY



YOUTH OF COLOR COMMITTED DISPOSITION BY OFFENSE CATEGORY





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RACE EQUITY FRAMEWORK



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DJS RACE EQUITY FRAMEWORK

LANGUAGE

How do we communicate about race and ethnicity?

CAPACITY

How do we work with greater understanding of equity problems?

LENS

What is the impact of our policy and decision making on youth of color?

APPLICATION

What do we do?
How do we operationalize equity?

RESULTS

What does racial and ethnic equity look like? How is it measured?

LANGUAGE



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

vs

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 (External Behavior)

+ **Power** (Personal, Interpersonal, Cultural, Institutional)

= Racism

CAPACITY

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*)

APPLICATION

- 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)**

RESULTS

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

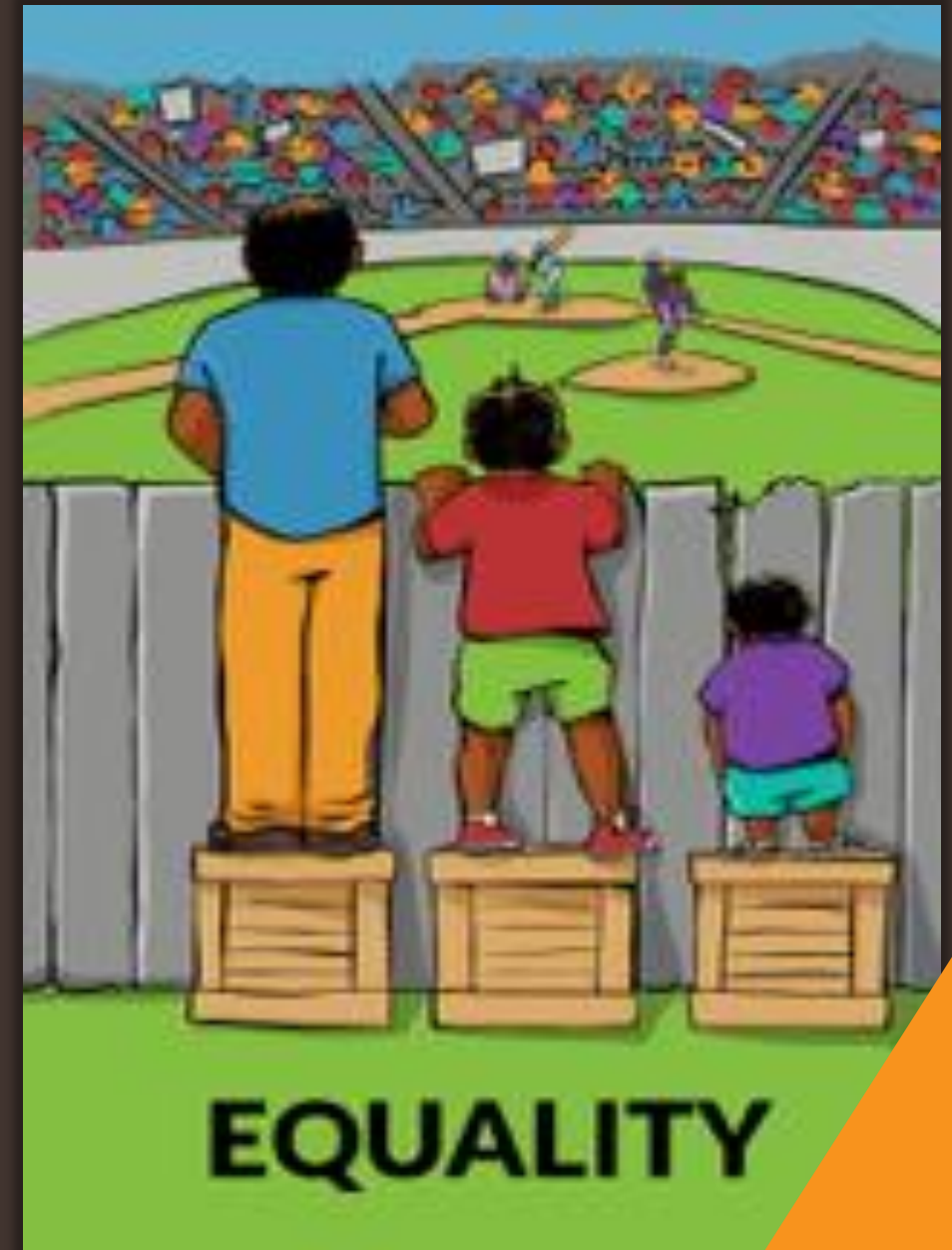
UNDERSTANDING STRUCTURAL CHALLENGES

EQUALITY

SAMENESS

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

It only works if everyone ***starts from the same place***



EQUITY

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

STRUCTURAL RACISM

RACIAL IMPACT ASSESSMENT LENS

OF THE MARYLAND DEPARTMENT OF JUVENILE SERVICES

EQUITY LENS

- 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)

RACIAL IMPACT ASSESSMENT LENS

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 ?

LET'S PRACTICE!!

SAMPLE POLICY CONSIDERATION

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