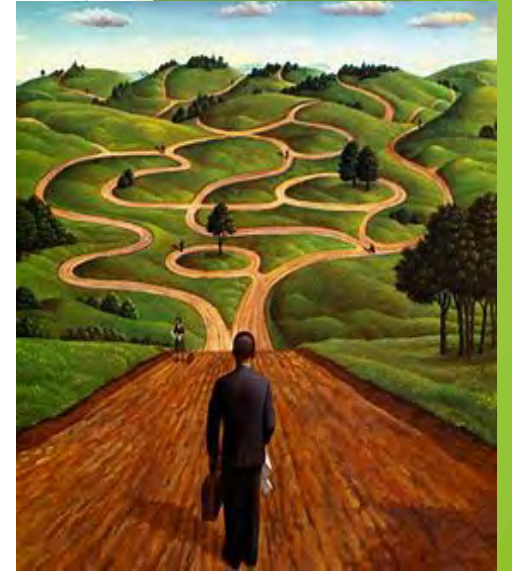


Step 2: CONSTRUCT



In the construction phase you gather the tools need and build the structure that will bring about the equitable outcomes you desire.

- ▶ Racial Equity Assessment. This informs the leader through an equity perspective of staff about their knowledge, understanding, perceptions, insights, and opinions around racial and ethnic disparities.
- ▶ Establishing a Strategic Plan provides a pathway that includes the vision, mission, and values that motivate the RED efforts while also setting desire reductions goals.



Develop Local Action Plans

A Local Action Plan provides the direction, details, timeframe, and accountability to make concrete changes in practice.

When engaging in RED work, it is imperative to intentionally mobilize front-line practitioners in the development and implementation of their Local Action Plan.



Provide Training

- ▶ Putting in place a training plan on topics that help to raise staff awareness about subjects such as implicit bias, avoiding cultural collisions, cultural humility, etc.



Kentucky's Court of Justice's RED Trainings

*“Completion of [Pastor Edward L. Palmer Sr.’s Implicit Bias Training] was associated with **increased knowledge about implicit bias, discrimination, and microaggressions. Court personnel demonstrated benefits in changes to their thoughts, feelings, or actions pertaining to concern about communication of discriminatory or prejudiced attitudes or beliefs.** Additionally, participants displayed improved awareness and knowledge about the potentially difficult experiences of people from different racial or ethnic backgrounds after completing the training. Along with other benefits of training completion, these findings indicate effects that could have long-lasting and deeply impactful outcomes for justice-involved youth, their families, and their communities.”*

Dr. Rebecca Fix, Ph.D. Assistant Scientist, John Hopkins University
Bloomberg School of Public Health, Department of Mental Health

Engage Stakeholders

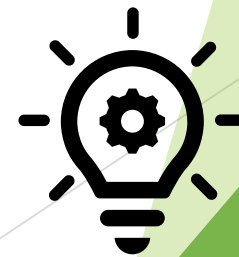
Racial and ethnic disparities is too complex to be solved in a silo, it is critical to Engage Stakeholders to increase the likelihood for positive outcomes in the reduction of racial and ethnic disparities.

Once system stakeholders have committed to impacting RED, community stakeholders and advocates assist with barriers.



Analyze Policy & Procedure

Once a data analysis is completed, systems should use the data to Analyze Policy and Procedure by race (apply a racial lens) to identify which policies are contributing to racial and ethnic disparities. Policies and practices that potentially contribute to RED can then be changed, and the impact of those changes can be monitored through data tracking.



The Collective Decision Making Approach: A Four Factor Problem-Solving Model

- Create a collaborative body that shares issues involving youth;
- Frame the problem and issues;
- Generate Options for resolving the problem and issues;
- Deciding a course of action.

Why Collaboration: Don't We Do That Already?

- There is no area of work in need of effective collaboration than that of juvenile justice;
- The juvenile justice system is or should be a multi-integrated system that comprises multiple organizations that work in tandem to prevent and reduce delinquency;
- When working with a multi-organizational system, the analytical framework has to be a problem domain-focused as opposed to the more common organization-focused approach. A problem domain-focused analysis drives the evaluator to understanding that each system sometimes works within a larger system with shared boundaries;
- In an organization-focused analysis, the question is, "How can the court reduce the recidivist rates?" But a problem domain-focused analysis, the question becomes, "Who else shares our problem and has resources to help us?"

What is Collaboration?

Collaboration occurs when a group of autonomous stakeholders of a problem domain engage in an interactive process, using shared rules, norms, and structures, to act or decide on issues related to that domain.

Identifying Champions for Change

- (1) Convening Power: the ability to bring stakeholders to the table;
- (2) Legitimacy: the stakeholders perceive the convener to have authority, formal or informal, within the problem domain;
- (3) Vision: the convener understands the problem domain and related issues to process stakeholder concerns and needs; and
- (4) Stakeholder Knowledge: the convener can identify the stakeholders and possesses knowledge of each stakeholder role in the problem domain.

Framing the Problem and Issues: What is the Problem and What are the Root Causes?

- The group must begin with the symptom and keep asking why until the cause is discovered;
- In matters of delinquency, symptomology typically are the delinquent behaviors that we treat or punish as oppose to the root causes of those symptoms (i.e. behaviors);
- Looking to epidemiology, the study is driven in part by two basic facts: (1) diseases do not occur by chance—there are always determinants for the disease to occur—and (2) diseases are not distributed at random—distribution is related to risks factors that need to be studied for the population in order to identify solutions.
- Delinquent behaviors are not diseases, but they behave like diseases. They too do not occur by chance nor are they randomly distributed, which means they can be studied to identify their root causes. Once the causes are identified, solutions can be better identified

The Benefits of Framing the Problem Using the Epidemiology Model

By framing the problem from an epidemiological context, our perspective shifts away from viewing delinquent behaviors as symptoms that are not treatable. Punishment does not do well to rehabilitate delinquent behaviors because the focus in punishment is on the symptom. Imagine your doctor punishing you for having the flu instead of using diagnostic tools to determine what is causing your headaches, fever, coughing, and other symptoms. You would not return to the doctor and may even file a complaint with the medical licensing board. By questioning why taxpayers are not getting a better return on their investment, the problem is framed to first identify the symptoms (high cost and high recidivism) and go from there until the causes are identified.

Generating Options and Alternatives

- Generating alternatives is key to effective decision-making because it provides the decisionmaker with an array of choices from which to choose. The more the alternatives, the better the odds of identifying the solution best suited to resolve the problem;
- But every option must directly influence the problem resulting in a positive change of some degree.

Deciding on a Course of Action: Analytical Decision-Making

- It is expected for there to be disagreement among diverse stakeholders working collectively to solve a problem;
- To minimize disagreement, it is essential to structure and quantify the process of making choices among the alternatives generated, which is called Decision Analysis;
- It uses probability theory by dissecting issues and breaking them down into component parts that make it easier to compare and contrast each part and make a decision as to which ones are best;
- Rules must be established respecting how to process the options: (1) decisions must directly impact the problem to produce a positive result of some degree, (2) decisions must be supported by the data; and (3) decisions must be supported by empirical studies that show what works to resolve the problem. These rules will increase the probability of identifying alternatives that will achieve the best result.