

WEP-Youth Justice and Schools Subcommittee

4/12/22 Meeting Notes

1. Present: 15

- a. S. Joy Gaines, Peri Stone-Palmquist, Karen Field, J Hadden, Lynwood Powell, Simone Strong, Nichollette Hoard, Jamall Bufford, Roderick Wallace
- b. Vera Team

2. Work Plan

- a. Benchmarks 1a and 1b (status worksheet due tomorrow April 13)
 - i. Feasibility, sustainability, impact, relevance
 - ii. Prioritizing local over state/legislative
- b. Using ranking system to figure out what want to submit for priorities with their time together
- c. **WEP 4/19 working group meeting**, hard deadline because need to share with larger group
- d. End of July – status worksheet, deeper dive
- e. End of September – exploring solutions
- f. 10/18 Present draft recommendations to group
- g. Other deadlines and components included in workplan

3. Jam board activity

- a. Discussion of each priority area (6) with built in potential research questions
- b. **#1- Who are the youth that end up in/back in detention?**
- c. Priority areas → ultimately making recommendations, need to understand the issue in each priority area.
 - i. Can have one big research question or specific smaller research questions?
- d. **#2 – Why are there racial disparities with youth entering the system?**
 - i. Police practices with youth that get them into the system, outside of school
 - ii. Thinking about these issues in a narrower lens because of feasibility/manageable and making impact
 - iii. Interesting case studies in Michigan with schools to look at systems in place
 - iv. ****Including students/youth not going to school and in covid lens – not going to school and getting that support***
 - v. Member – important to consider historical context and previous years and their laws/impacts on current practices (grandparents/parents incarcerated due to school laws → children now impacted by carceral measures in their schools)
 - vi. Exploring other jurisdictions in place with better practices in place / looks at diversion so youth aren't going into system in first place*
 - vii. Member – as of this year, approx. 25 calls and 9-10 threat related
 - 1. Looking what area in county threats are coming from

- 2. Time of day of calls (before/during/after school)
- viii. When are arrests happening/ what are the kids doing? Because not getting school referrals, rather from police departments
- ix. Potentially getting police departments or sheriffs to come speak at these meetings and understand the data
- x. Policy manuals and different police departments.
- e. **#3 Needs of youth in our communities**
 - i. How do we keep kids in school and provide services they need?
 - ii. Centering needs of students, *Black youth specifically* who are more likely to get arrested.
 - iii. Hearing from the youth directly here, town hall or focus groups – research activity
 - 1. Financial resources to make these happen
 - iv. Hearing from parents as well because what youth need can conflict with parents' responsibilities/roles/needs.
 - v. What do Black court involved youth need to stay out of system?
 - vi. Prevention and reducing retention*
 - vii. Having more data from priority areas 1 and 2 and the neighborhoods in study, then can refocus this priority area
- f. **#4 Barriers to school attendance**
 - i. Are kids with truancy being arrested?
 - 1. Don't charge status offenses, go to court immediately from the schools
 - ii. How has Covid changed this phenomenon
 - iii. If don't want to have this as priority area, can be a question to ask in focus group
 - iv. Narrow – youth with criminal legal involvement
 - v. Moving this priority area to #3- needs of youth
- g. **#5 Student Reading levels → Student Literacy and Math Levels**
 - i. Can be looped into number 3
 - ii. A lot of research existing about this issue
 - iii. Probably heavily linked to Covid and its impact on student learning trends
 - iv. Math also a challenge
 - v. Increasing access to 48197 and 48198
 - vi. Lack of intensive remediation support for middle and high school students*
 - vii. Continuum of intervention systems across the board
 - viii. Identifying students early enough, can be identified as behavior or discipline issue but not learning issue
- h. **#6 Intersection of child welfare and delinquency**
 - i. Neglect side needs to be considered
 - ii. Charges more specific with this crossover of kids
 - iii. Parent disappearance or parent neglect

- iv. Miss some kids when younger because can't vocalize experiences
 - v. Narrow this scope to make it manageable for group to work with
 - vi. Lack of prevention services
 - vii. Continuum of care
 - viii. community based services and support isn't present
 - ix. lack of group homes for children
4. **Subcommittee charge:** To explore racial disparities in the juvenile criminal legal system, the educational system, and in the intersections of those systems, and to develop recommendations to reduce disparities and increase racial equity.
 5. Combining some priority areas then have 5 areas as needed by larger WEP group
 6. Sending it poll to vote on priority areas
 - a. Email instead of 5 narrowed down priority areas
 - b. 1 and 2 had most discussion in group, others can be flushed out
 - c. 5 is consensus
 7. Angie will send out email with priority areas
 8. Next meeting **May 10**
 9. **April 19th**, whole WEP group with all subcommittees