

ZYD EHM Workgroup Meeting – 7.21.2020

Attendees: Catherine Pickard, Allen Nance, Claudia Pineda, Quanetta West, Dominique Porter, Jovi Catena, Paul Daniels, Katie Hurley

- 1. Overview of the Agreements developed within this workgroup.**
 - a. Also includes the 'CCAR 4 Agreements' and the 'CCAR Six Conditions'
 - b. The agreements are posted to the SharePoint site
 - c. Over the last several months, we have worked as a team to develop a foundational framework
- 2. Defining Racism – racial prejudices and social and institutional power**
 - a. Intent versus impact
- 3. Grounding in the Courageous Conversation Compass**
 - a. Can use as a tool to check in with ourselves, not only in these meetings
 - b. Opportunity to reflect on what we are bringing into the space and conversation
- 4. When does your listening break down?**
 - a. Question for self-reflection and recognizing when we might start to check out:
 - i. When do we feel this and what is our reaction when we start to break down in conversations?
- 5. Inequities in the Juvenile Legal System:**
 - a. Talking through the top of the iceberg, and also what we don't see
 - b. Initial event is the top – under the water are all of the things that we don't see
 - i. What are the policies and practices that support the patterns or trends that we see in the data – and ultimately show up in the events (outcomes)
 - c. Reviewing in more detail and reflections:
 - i. What are the viable targets for change in both individuals working within the system, and the system as a larger whole? The strategies may be different.
 - ii. Terminology can impact people in different ways. Breaking down the personal feelings that come up as well as processing why the terminology is used.
 - iii. If we only focus on the event and top of the iceberg, do we miss our opportunity to change the system? Where do we focus as a group and where do we focus our personal energy?
- 6. Summary and Discussion of the EHM Data:**
 - a. Importance of the language we use and reflection on the use of the term "escape." Consider words we use as a group and how we can reimagine removing white supremacy and eliciting America's history and young men of color from our systems and apply a more humanizing approach rather than oppressive connotations.
 - b. What percent of the remands are a result of a new charge while the youth is placed on EHM?
 - c. It would be helpful to understand more of the qualitative factors that may result in certain decisions or outcomes. Such as parental engagement. It would be helpful to know more about their role in supporting the youth who find themselves on EHM.

- d. We could understand more about the youth who are remanded within 24 hours. Sometimes the process of placing a youth on EHM can result in a youth returning to secure detention, on the same day the placement was scheduled.
- e. Thinking through youth who are remanded, paired with their length of stay. Youth who are on EHM experience psychological effects. Is there a point of diminishing returns? With systems of support in place, when do youth end their placement on EHM?
- f. How do we get kids to a point of finality with the justice system, and how quickly can this occur? Providing clarity to youth and their families about the process and what is the final stage, while addressing the factors that may have played a role in their initial involvement.
- g. We could explore a step down model of EHM and ease of access to passes for the youth to participate in pro-social programs and events.