

W. HAYWOOD BURNS INSTITUTE

DECISION POINT ANALYSIS: A TOOL FOR ADVANCING RACIAL EQUITY

Thursday, September 12, 2019

Presenter: Anna Wong



DO NOW: CHECK IN QUESTION

- What's your deepest area of policy expertise (e.g. juvenile justice, education, child welfare, transportation, housing, economic development, etc.)



SESSION OBJECTIVES

- Presenter will **define key terms such as equity** and discuss why applying a racial/ethnic equity lens to policy work is necessary.
- Participants will **learn the core components of system mapping & decision-point analysis** as strategies to advance racial equity.
- Participants will **have an opportunity to practice applying** system mapping and decision-point analysis in an area of expertise.



THE W. HAYWOOD BURNS INSTITUTE (BI)

Who are we?

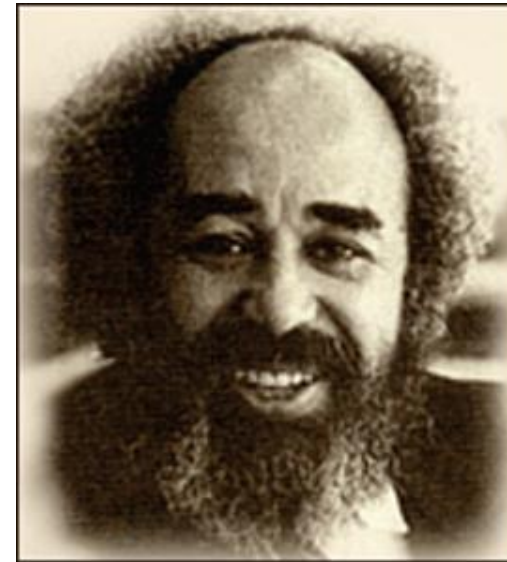
The Burns Institute is a people of color led, national think-tank, technical assistance and training provider that works to promote racial/ethnic equity in child-serving systems, especially the youth justice system.

What is our relationship to W. Haywood Burns?

Founding President James Bell...

Critical Components of BI's Work

- Place-Based Systems Reform
- Community Justice Network for Youth (CJNY)
- Policy & Data



KEY TERMS: EQUITY VS. EQUALITY



3

6

1

5

Changing the resource allocation to achieve the goal (4)

Changing the structure to achieve the goal (4)

Equity: just and fair inclusion into a society in which all can participate, prosper, and reach their full potential

(**Inclusion:** Authentic & empowered participation, full access, rights and opportunities within a group or structure).



Equality: when everyone is getting the same things.

THE “CURB-CUT” EFFECT



“Laws and programs designed to benefit vulnerable groups often end up benefitting all of society.”



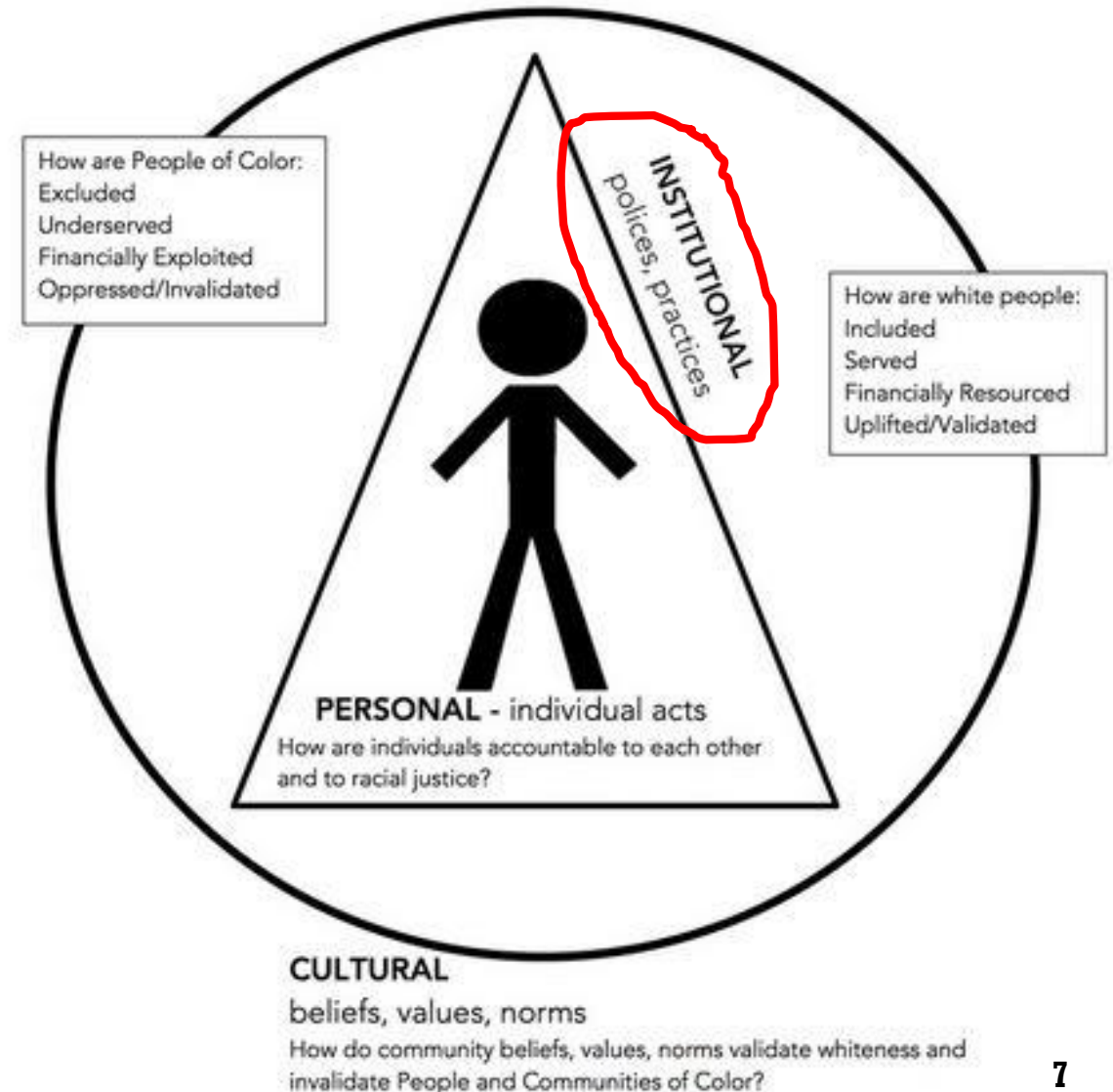
Source: Blackwell, Angela Glover. “The Curb-Cut Effect,” Stanford Social Innovation Review (Winter 2017).

EXPRESSIONS OF RACISM

- Personal
- Institutional & Structural
- Cultural

Decision point analysis is a tool for improving policy and practice at the institutional or systems level.

It doesn't necessarily address personal bias/prejudice; also doesn't solve larger cultural and structural issues.



COLOR BRAVE NOT COLOR BLIND



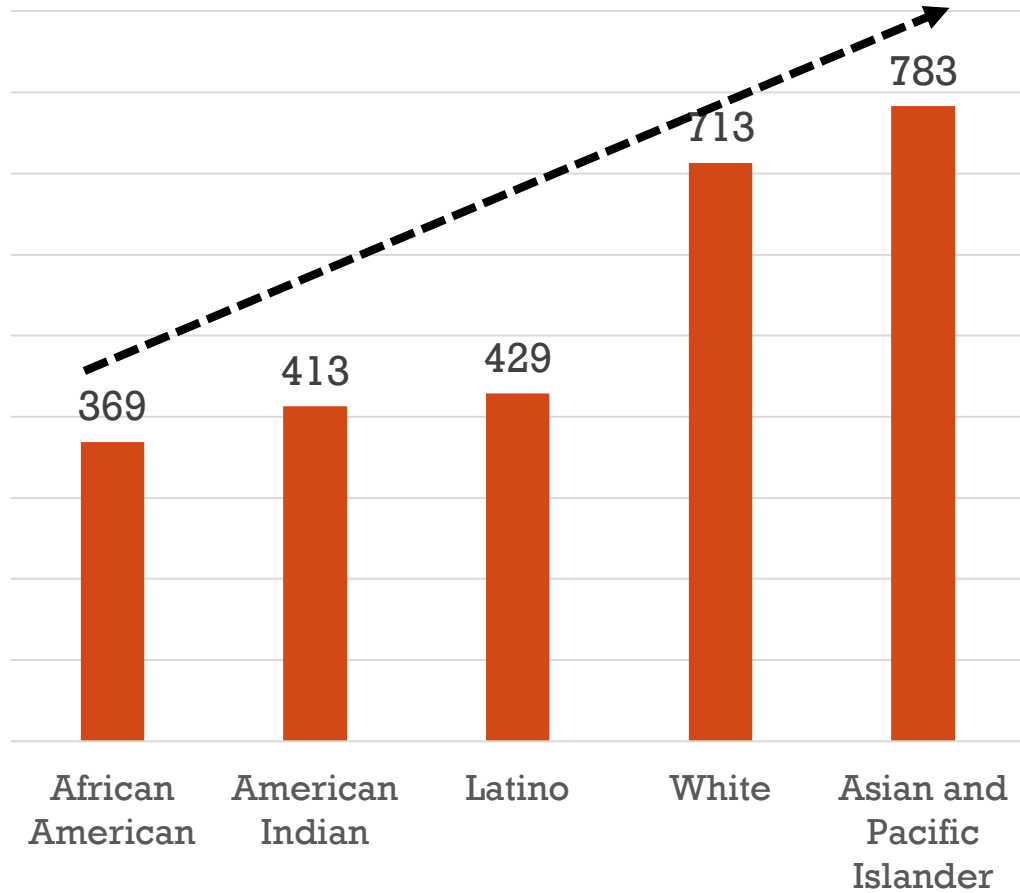
<https://www.youtube.com/watch?v=oKtALHe3Y9Q>

Mellody Hobson is the president of Ariel Investments. In 2017, she became the first African-American woman to head The Economic Club of Chicago.

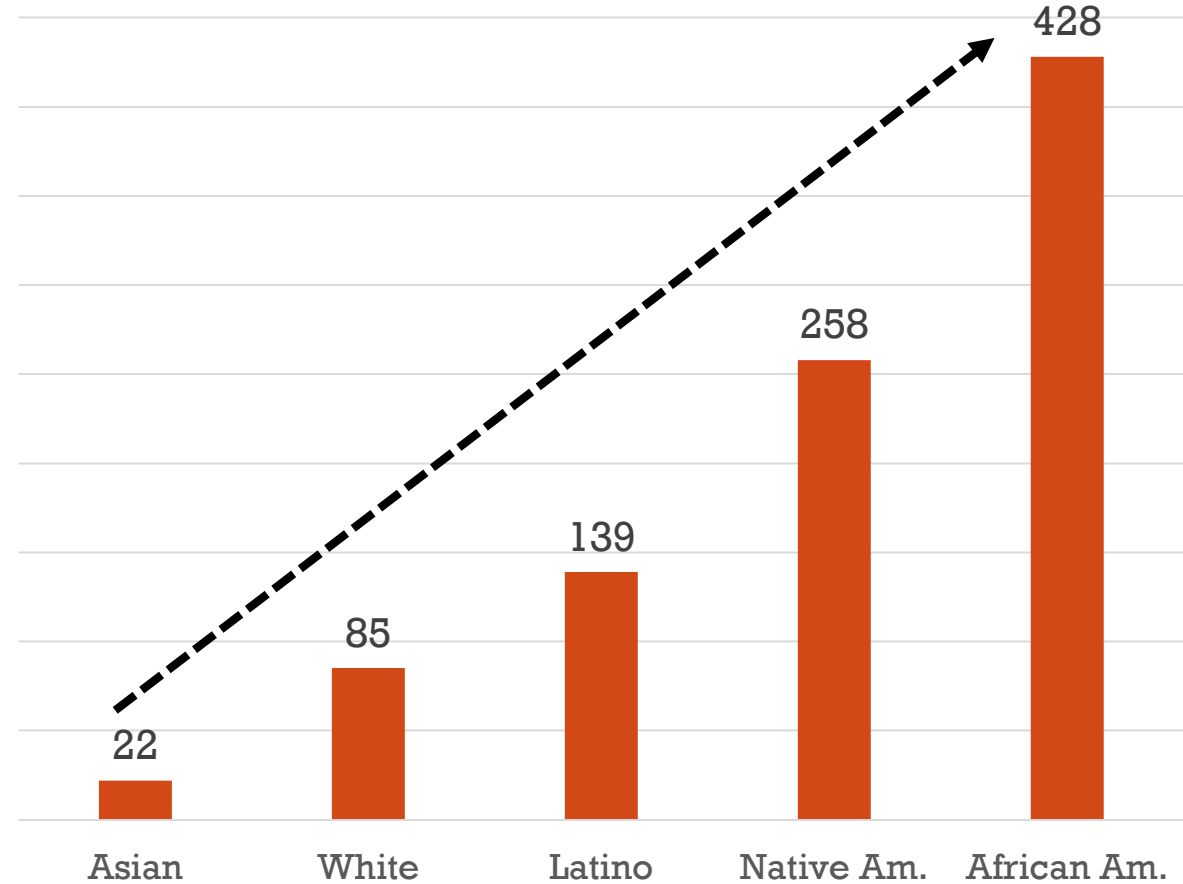


NATIONAL DATA: PERSISTENT INEQUALITIES & CHANGING DEMOGRAPHICS

2017 National Race for Result Index Scores



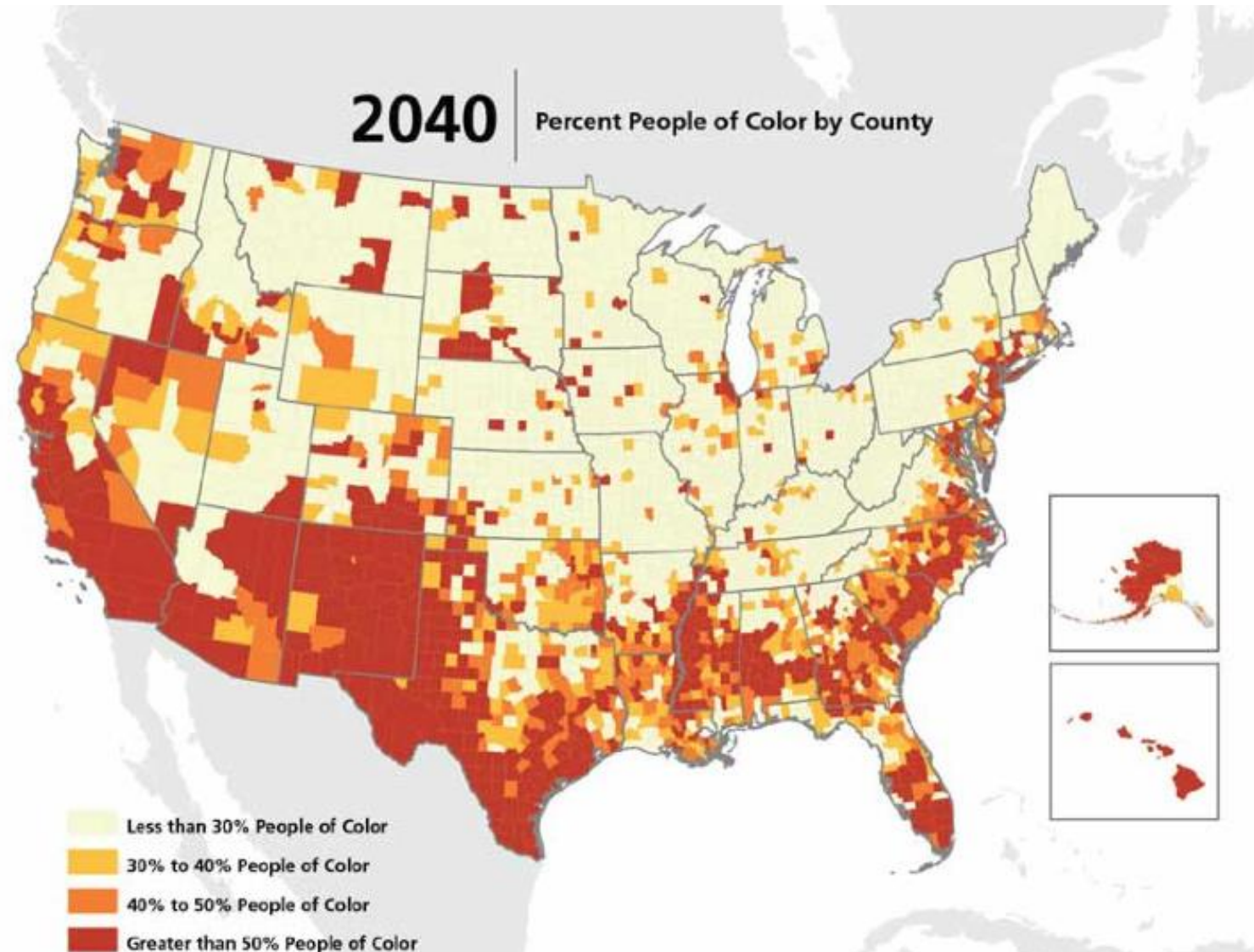
2015 National Incarceration Rates per 100,000 youth (ages 10-17) in population (one-day count)



The Annie E. Casey Foundation. (2017). Race for Results: Building a Path to Opportunity for All Children. Baltimore, MD: Author. Retrieved from www.aecf.org.

Sickmund, M., Sladky, T.J., Kang, W., and Puzzanchera, C. (2017) "Easy Access to the Census of Juveniles in Residential Placement." Online. Available: <http://www.ojjdp.gov/ojstatbb/ezacjrp/>

CHANGING DEMOGRAPHICS: PERCENT OF PEOPLE OF COLOR BY COUNTY



Sources: Woods & Poole Economics projections data (adjusted using the 2010 Census), Census TIGER/Line, NHGIS, and ESRI.



DECISION POINT ANALYSIS

A framework for looking at decisions and breaking them down...
so you can change what happens for the better.

	Arrest	Admit to Pre-Adjudication Detention	File Petition
Decision Makers			
Outcomes			
Policy			
Practice			
Quantitative Data			



SYSTEM MAPPING

WHY

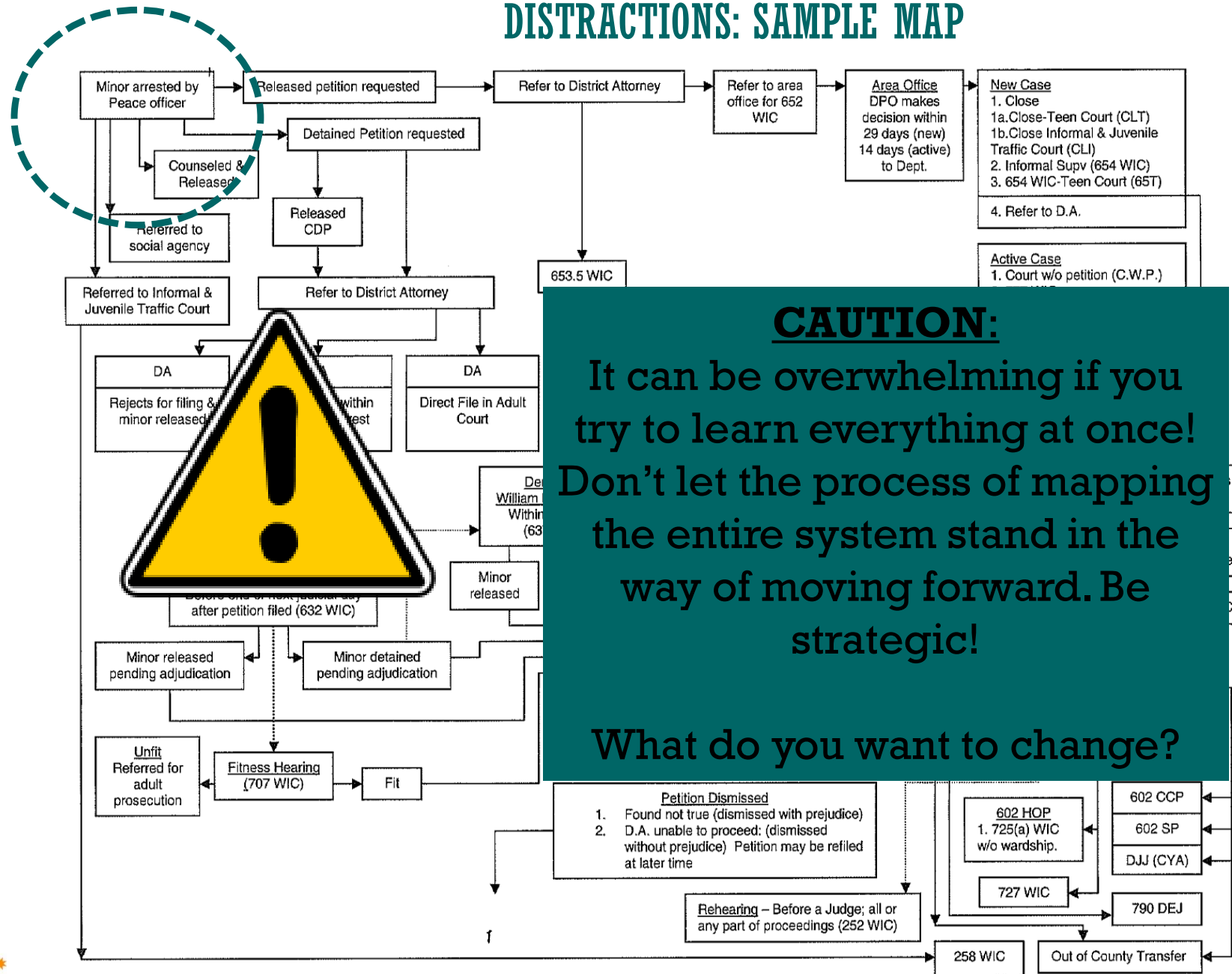
- Helps you achieve your goals for change
- Helps you be more strategic and focused
- Gives you a visual to understand the process and get everyone on the same page

GUIDELINES

- Do not make assumptions
- Map most relevant decision-making points thoroughly

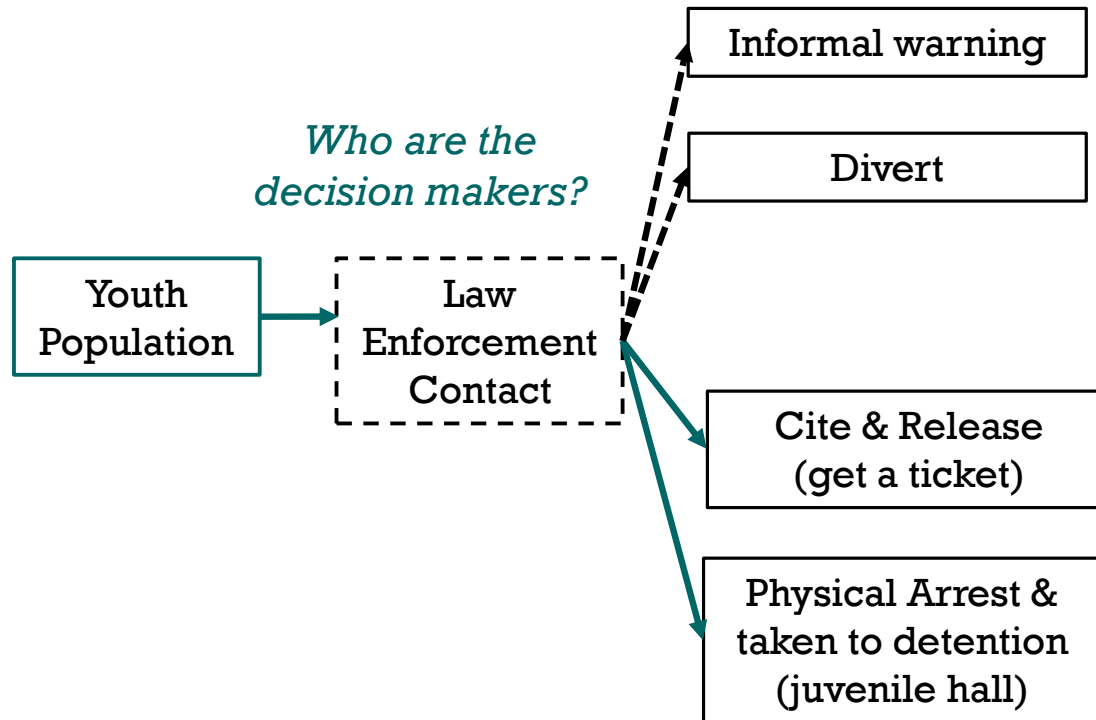


DISTRACTIONS: SAMPLE MAP



ANOTHER APPROACH: SIMPLIFY THE FLOW. FOCUS IN ON SPECIFIC POINTS AND DECISION-MAKERS TO LEARN MORE. GET SOME BASIC DATA.

What can happen to youth at this point?



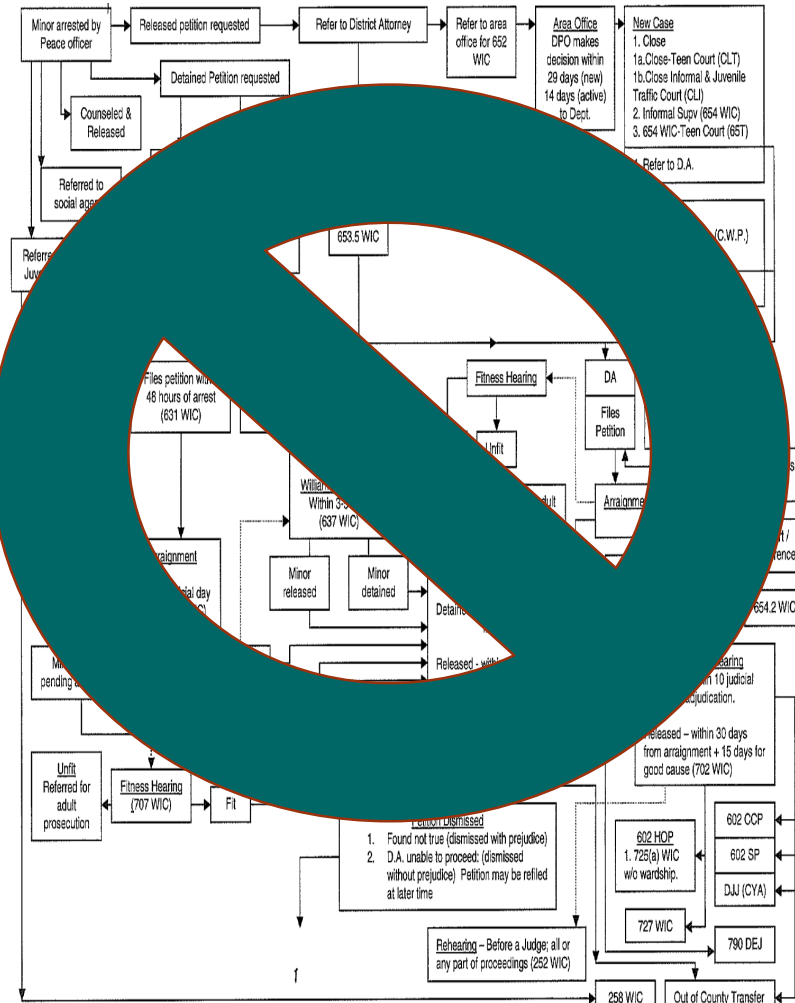
What are the policies & practices at this point?

What data do you have broken down by race & ethnicity?

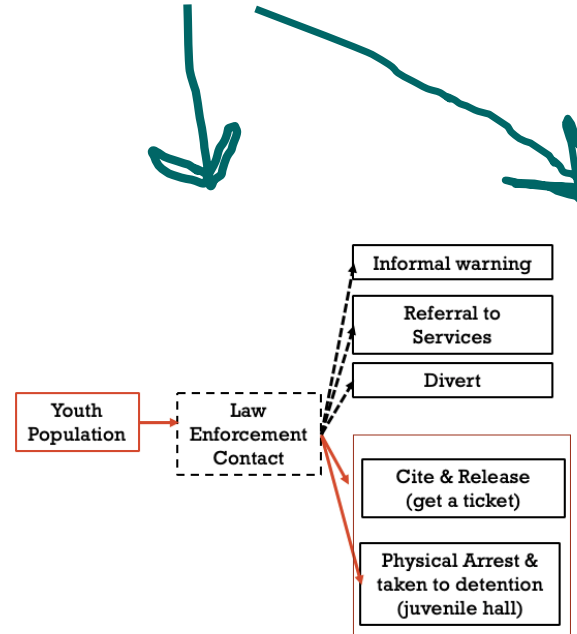


DO YOU WANT TO SPEND YOUR TIME...

Doing this?



Or this?



CHILD WELFARE SYSTEM DECISION MAKING

Data
available
by R/E

Entry &
possible
diversion

Abuse/Neglect
Hotline Reports


Screened In for Investigation


Screened Out


INITIAL QUESTIONS ABOUT REMOVAL/INITIAL PLACEMENT

1. What do disparities look like at the point of removal/initial placement?
 - Which youth are most impacted? (numbers, rates, relative rates)
2. Which towns have the highest numbers of removal for each racial/ethnic group?
3. What are the reasons for removal?
 - for each racial/ethnic group?
 - by age (under 12, 12+ years)
4. What is the first placement type for each racial/ethnic group?


Color key for next slides

 = white children

 = black children

 = latinx children

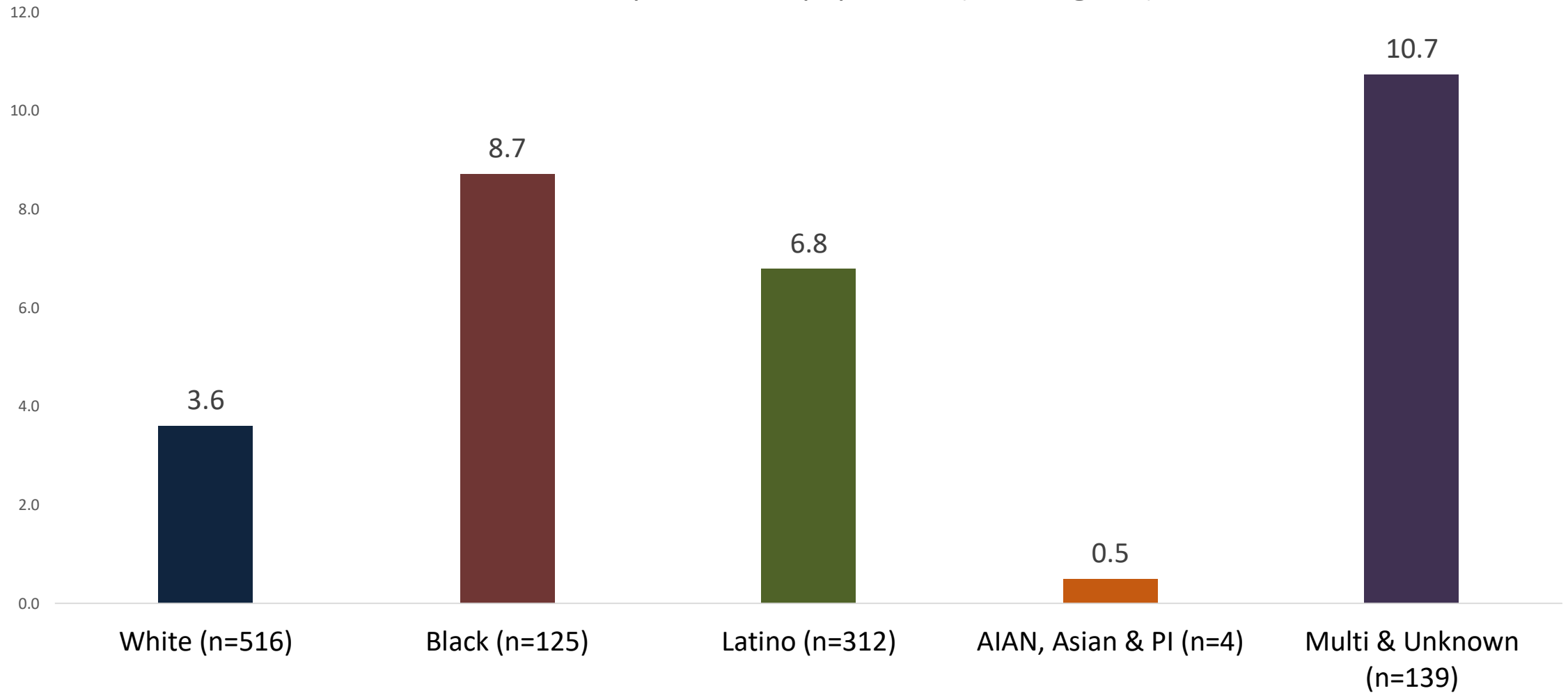
 = Native American , Asian or Pacific Islander children

 = multi- or unknown race children



IDENTIFYING DISPARITIES

Rates of Removal per 1,000 in population (under age 18)



IDENTIFYING DISPARITIES: RELATIVE RATE PER 1,000 IN CHILD POPULATION (UNDER 18 YEARS OLD)

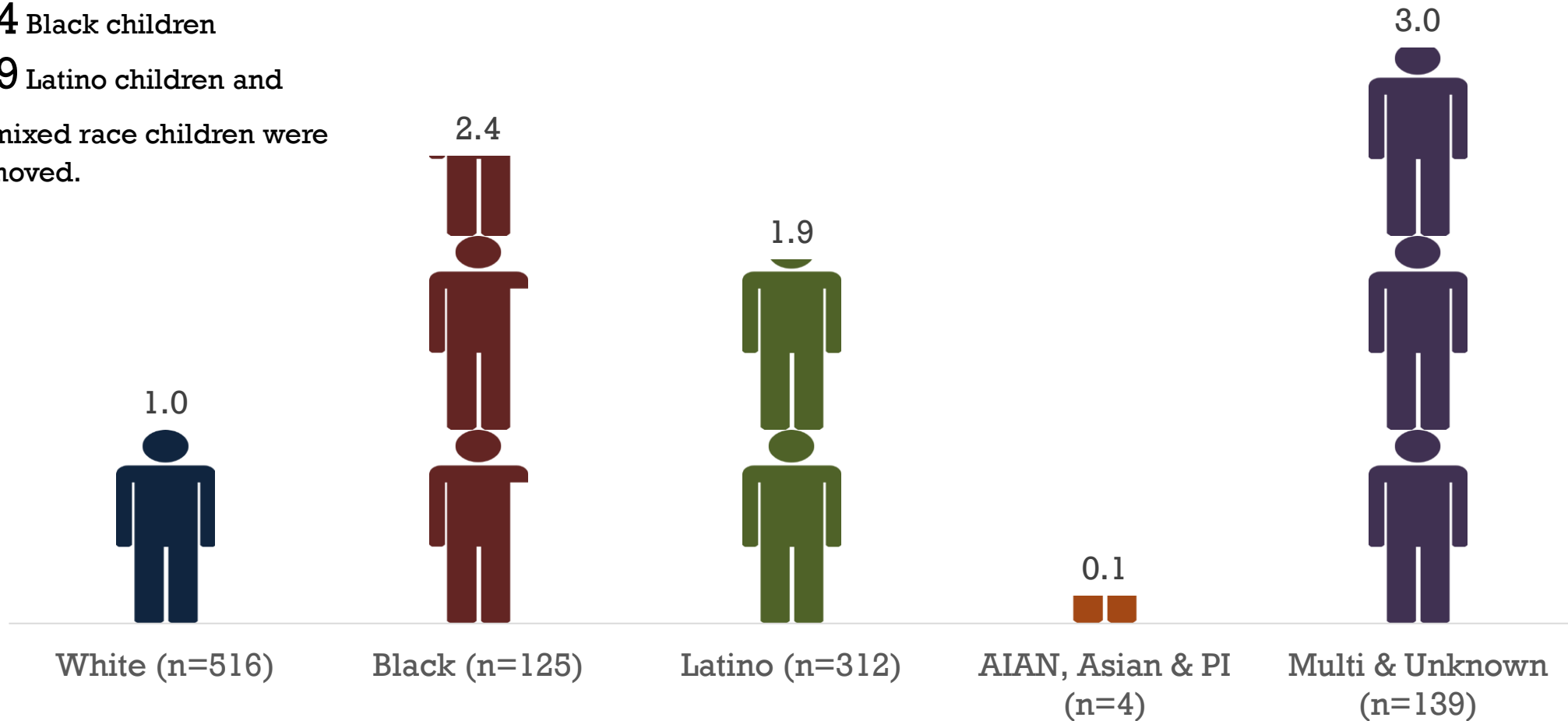
Disparity Gap per 1,000 in child population

For every **ONE** White child removed from home

2.4 Black children

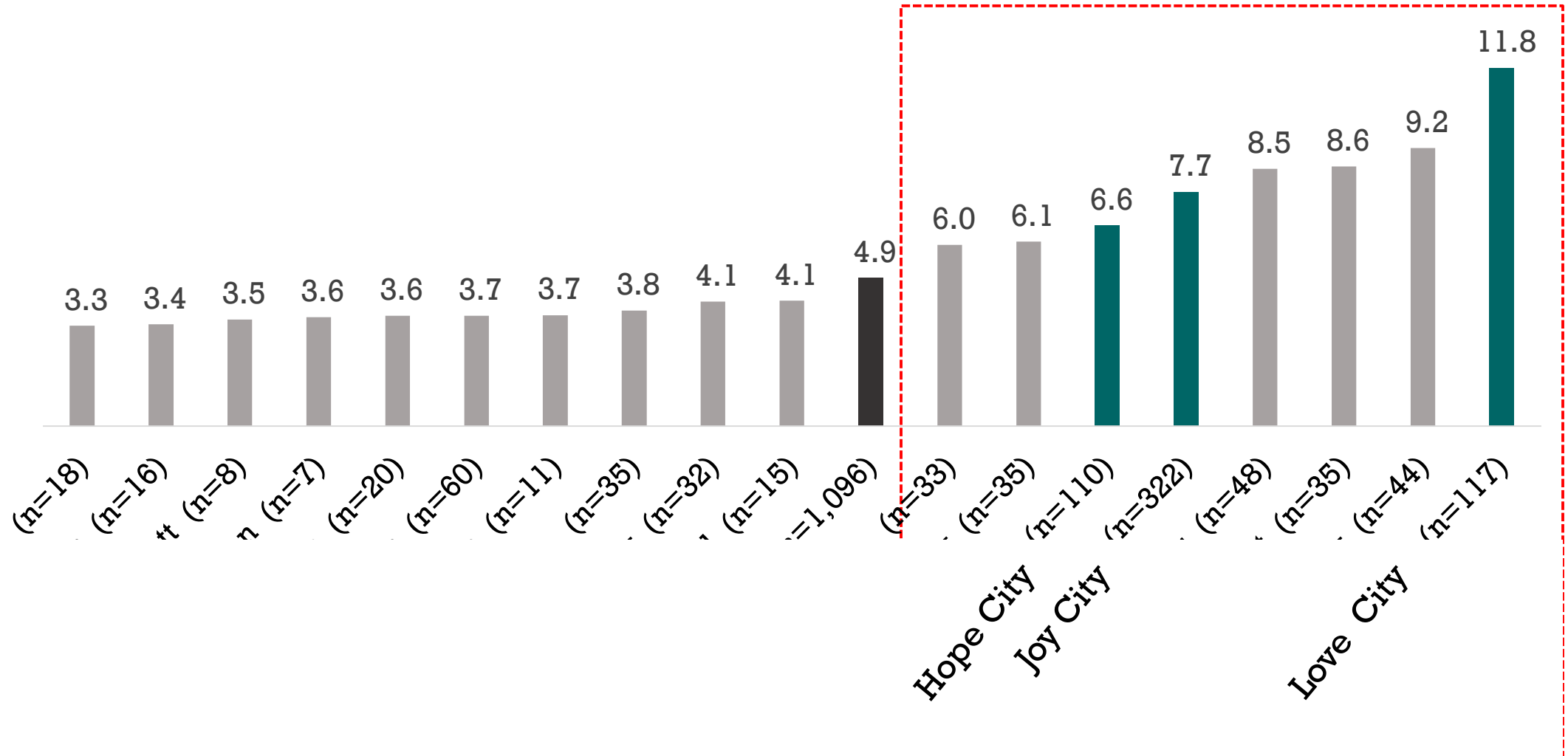
1.9 Latino children and

3 mixed race children were removed.

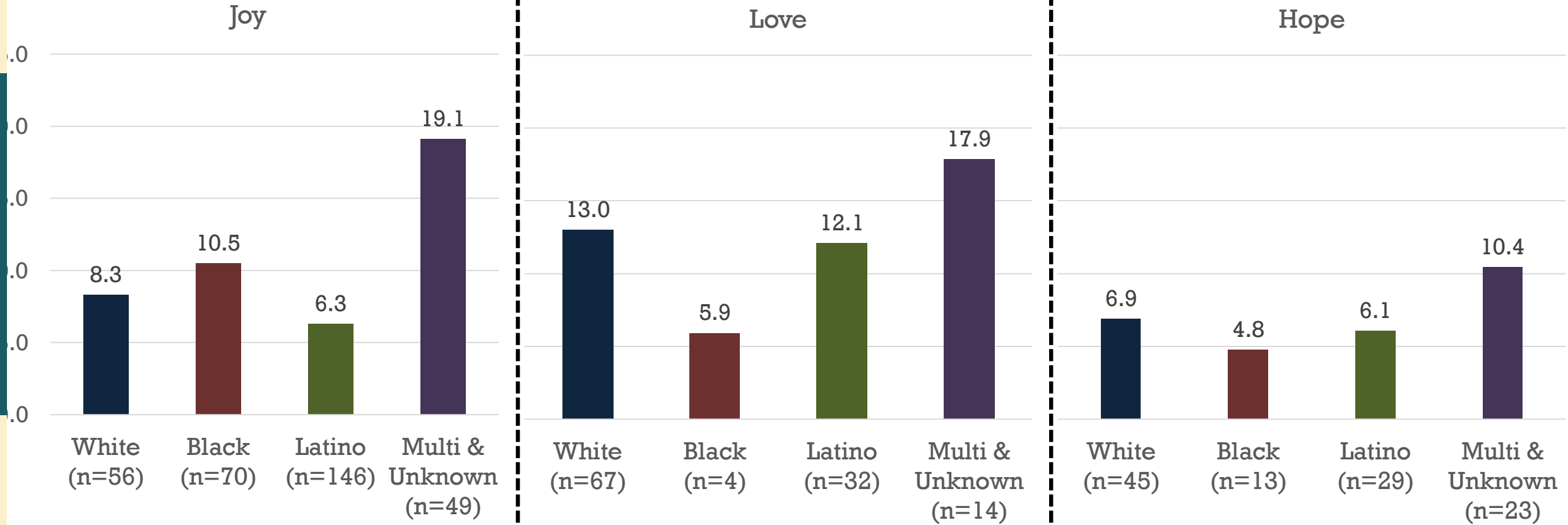


RATES AND VOLUME OF REMOVAL BY CITY

18 towns/cities with more than 3 removals per 1,000 children under age 18

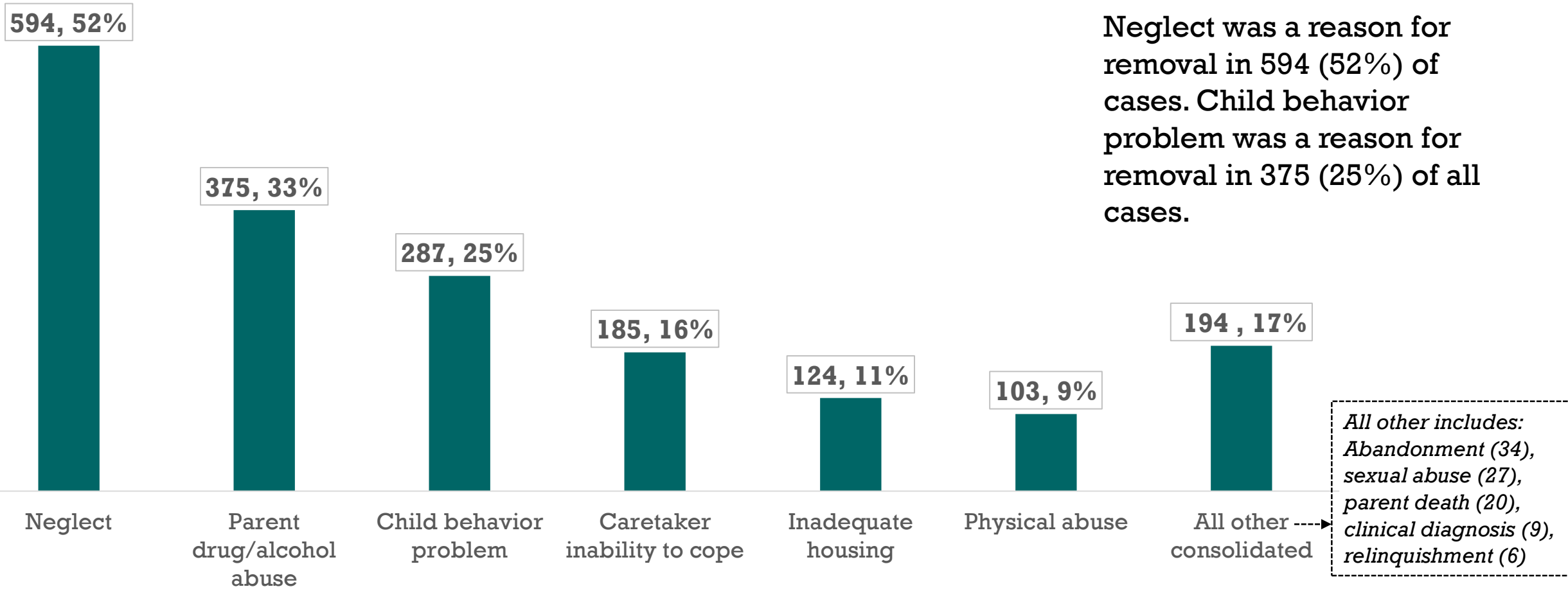


RATES OF REMOVAL BY RACE/ETHNICITY IN CITIES OF HOPE, JOY & LOVE



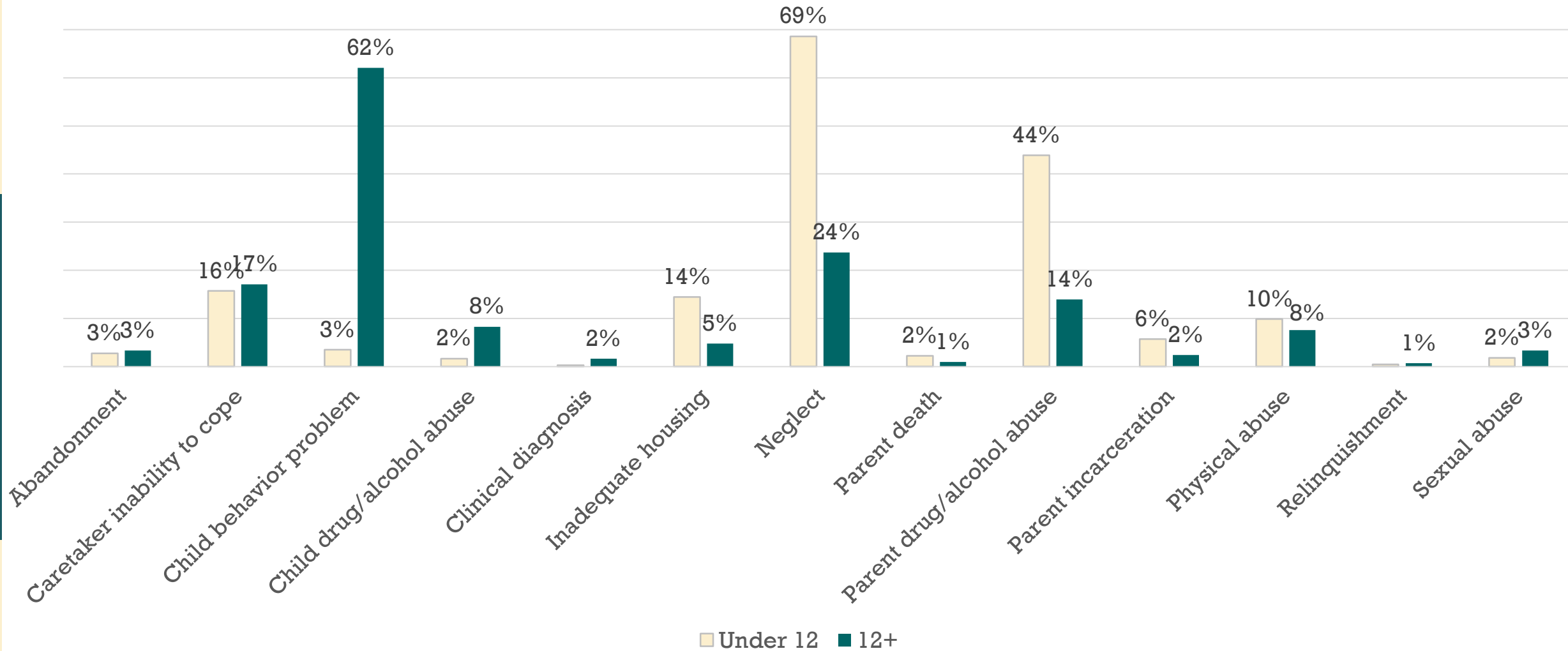
EXPLORING REASONS FOR REMOVAL

Number and Percent of 1,142 cases including this reason for removal



Note: Multiple reasons for removal may be selected, so the sum of all removal reasons (1,862) exceeds the number of children being removed/entering care (1,142). Cases may have more than one reason, so the listed reasons exceed 100%. 22

EXAMINING REASONS FOR REMOVAL BY AGE



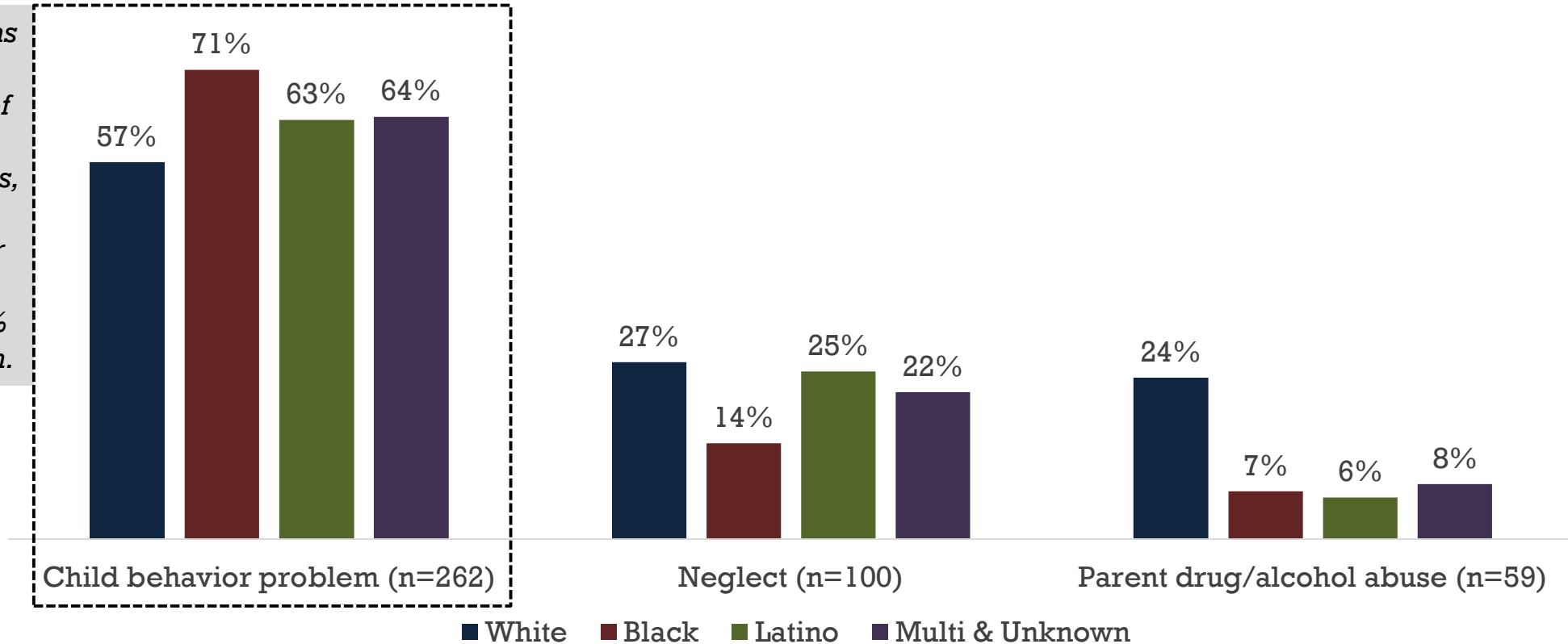
Note: Multiple reasons for removal may be selected, so the sum of all removal reasons (1,862) exceeds the number of children being removed/entering care (1,142). This chart shows the number of removal reasons divided by the total number of youth entering care for each age group. Percentages will not add up to 100%.



SOME REASONS FOR REMOVAL DIFFER ACROSS GROUP: CHILDREN 12 AND OVER

Percent of cases for children 12+ where __ reason was included as a reason for removal

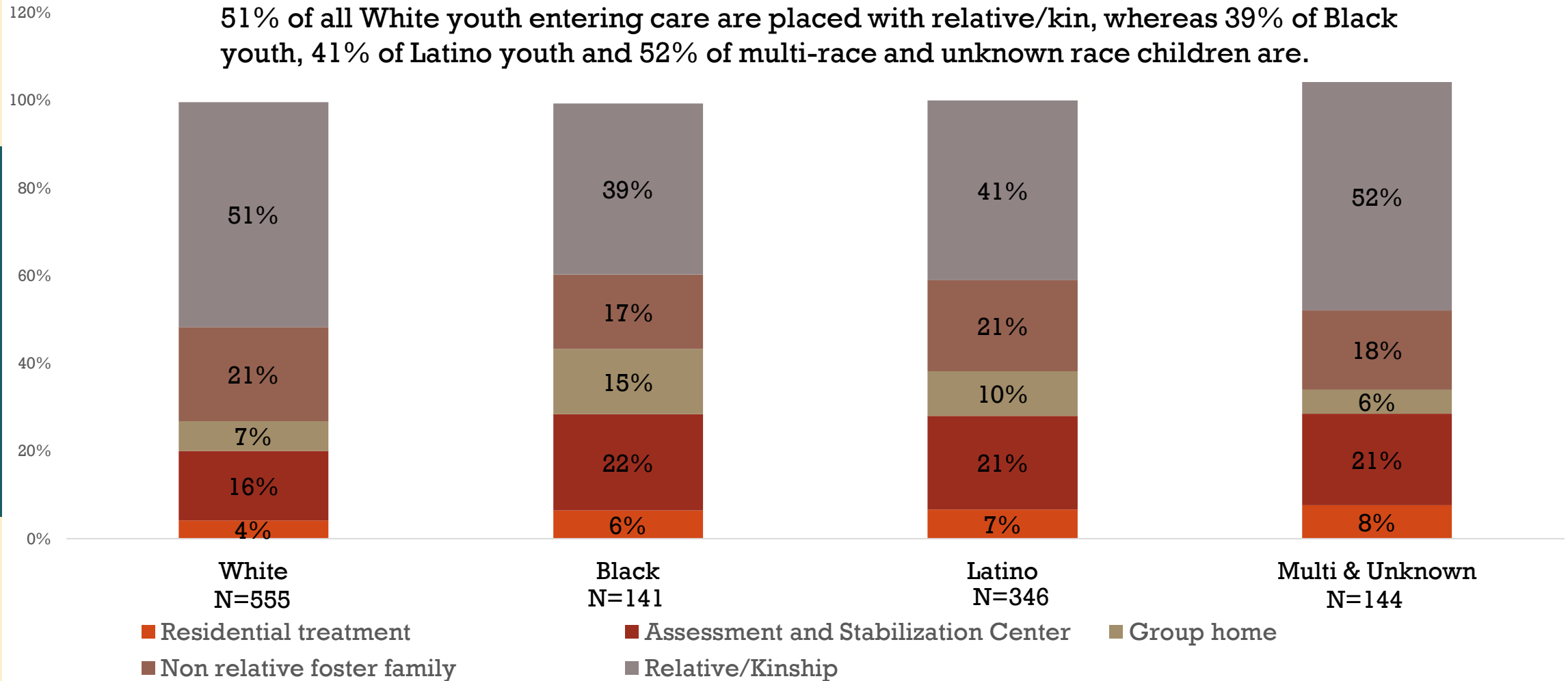
Child behavior was a reason for removal in 71% of cases for Black children 12+ years, 63% for Latino children, 64% for mixed race children and 57% for White children.



Note: Multiple reasons for removal may be selected. “n” represents the total # of removal reasons for all children in this age group. 422 children 12+ years old were removed/entered care.

WHERE DID YOUTH GET PLACED FIRST AFTER REMOVAL?

51% of all White youth entering care are placed with relative/kin, whereas 39% of Black youth, 41% of Latino youth and 52% of multi-race and unknown race children are.



DECISION POINT ANALYSIS IN CHILD WELFARE SYSTEM

	Screening	Investigation	Removal	Initial Placement	Change of Placement	Exit
Decision Makers	Hotline workers Hotline supervisors	CPS caseworkers CPS supervisors	CPS caseworkers CPS supervisors			
Outcomes	Screen-out Screen-in Family assessment	Unsubstantiated Substantiated Divert	Leave in home Remove and place in custody			
Policy	Meets legal and agency criteria for abuse or neglect	Apply initial assessment tool, unless automatic override is relevant	TDM required pre-removal			
Practice	Some mandated referral sources are automatically screened; hotline worker discretion	CPS caseworker subjectivity influences application of tool Variability in application of tool score	TDM not consistently conducted pre-removal			
Quantitative Data	% screened in by referral source % of children & families referred by race, age, gender, zip code, referral source	% unsubstantiated % substantiated by race and safety assessment score	% of removals with TDM conducted by race and zip code			

GAME TIME: APPLYING THE LEARNING

Break into small groups by your area of most expertise, or choose a sector where you have some experience and want to practice applying decision-point analysis and system mapping.

- Introduce yourselves and share whether you have a particular strength (e.g. you are an awesome visual artist).
- Decide who will take notes, who will draw, etc.
- Your group will be giving a brief report back to the larger group at the end of the activity.



GAME TIME: APPLYING THE LEARNING

Once in your group: Decide on a key decision-making point in this sector to focus on.

1. Draw a simple system map leading to that decision point and possible outcomes.
 - What is the impact or change you hope to achieve?
2. Who are the decision makers?
3. What are the current policies in place that govern decision-making?
4. What are the current practices and do they align with policy?
5. What data would you want to gather to understand what is currently happening and what disparities look like for different populations?

Be creative in how you present your group's answers!



INTEGRATING THE LEARNING

- Do you have access to data disaggregated by race and ethnicity?
 - If not, what do you need to do to get it?
- How could you use decision-point analysis as a tool to work for equity in your role?



RESOURCES IN WORK FOR RACIAL EQUITY

- A Brief History of White Privilege, Racism and Oppression in America | Legalize Democracy excerpt
 - <https://www.youtube.com/watch?v=YFjKQVZLk1g>
- Mellody Hobson TED Talk (Color Brave Not Color Blind)
 - <https://www.youtube.com/watch?v=oKtALHe3Y9Q>
- Eduardo Mendieta YouTube Video – Race & Racist Institutions
 - https://www.youtube.com/watch?time_continue=3&v=BXdXw-7Q82o (7:04)
- Article, Khalil Gibran Muhammad
 - [No Racial Barriers Left to Break \(Except All of Them\)](#)



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