

# Seeing RED

## Resources on Implicit Bias, Data Collection, Objective Screening & Assessment, and Collaboration to reduce RED

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### Implicit Bias

- Take the Implicit Association Test on Race: [IAT](#)
  - This test measures the strength of associations between concepts, (black people, white people) and evaluations (good, bad) <https://implicit.harvard.edu/implicit/takeatest.html>
- Interested in learning more about the roots of bias and how to transform it?
  - Read The Southern Poverty Law Center's project Teaching Tolerance that outlines [how our bias shapes our behavior](#). <http://www.tolerance.org/Hidden-bias>
  - Read Dr. Shawn Marsh's article, [The Lens of Implicit Bias](#). <http://www.ncjfcj.org/sites/default/files/ImplicitBias.pdf>
  - Read the report, [Transforming Perception: Black Men and Boys](#), produced by the American Values Institute's Black Lives Reimagined campaign. <http://perception.org/wp-content/uploads/2014/11/Transforming-Perception.pdf>
- Learn about [the history of youth of color in the juvenile justice system](#)
  - To lead a meaningful reform effort to reduce racial and ethnic disparities in the juvenile justice system, we must first understand the historical roots and societal narrative that have driven and sustained these disparities. [http://www.burnsinstitute.org/wp-content/uploads/2015/09/Repairing-the-Breach\\_BI.pdf](http://www.burnsinstitute.org/wp-content/uploads/2015/09/Repairing-the-Breach_BI.pdf)
- Why does implicit bias matter in the real world?
  - Read, [Helping Courts Address Implicit Bias](#), to understand how implicit bias affects people of color in the workplace, justice system, healthcare and community. <https://www.ncsc.org/~media/Files/PDF/Topics/Gender%20and%20Racial%20Fairness/Implicit%20Bias%20FAQs%20rev.ashx>

### Data Collection

- The Center for Children's Law and Policy's chapter on [using data to reduce RED in the justice system](#) overviews best practices for data collection, quality and analysis. <http://www.cclp.org/wp-content/uploads/2016/06/Chapter-2-Using-Data-Strategically-to-Reduce-Racial-and-Ethnic-Disparities.pdf>
- Presenting data using the [Relative Rate Index](#) (RRI). The RRI is a mathematical way to compare contact with the juvenile justice system at different points between demographic groups of youth. <https://www.ojdp.gov/ojstatbb/dmcd/asp/whatis.asp>

- The W. Hayward Burns Institute's (BI) strategy for collecting and using data is an ongoing process from identifying whether disproportionality exists, to documenting changes in reducing RED. [The presentation by the BI](http://www.jdaihelpdesk.org/redumoddata/Using%20Data%20to%20Identify%20Analyze%20and%20Reduce%20Racial%20and%20Ethnic%20Disparities%20-%20Burns%20Institute%20Powerpoint%202009.pdf) for JDAI sites outlines the entire process. <http://www.jdaihelpdesk.org/redumoddata/Using%20Data%20to%20Identify%20Analyze%20and%20Reduce%20Racial%20and%20Ethnic%20Disparities%20-%20Burns%20Institute%20Powerpoint%202009.pdf>
- Self-report of racial and ethnic data should be the standard way this type of data is collected at each decision point. [A booklet prepared by the National Center for Juvenile Justice and the Center for Children's Law and Policy](http://www.cclp.org/wp-content/uploads/2016/06/11-Guidelines-for-Collecting-and-Recording-Data-2.pdf) describes how to accurately collect self-reported racial and ethnic data from a young person. <http://www.cclp.org/wp-content/uploads/2016/06/11-Guidelines-for-Collecting-and-Recording-Data-2.pdf>
- The three phases to using data effectively to monitor reductions in RED are collection, analysis and response. [This report by the W. Hayward Burns Institute](http://www.jdaihelpdesk.org/redutech/The%20Keeper%20And%20The%20Kept%20(Burns%20Institute%20December%202009).pdf) details these three data related goals. [http://www.jdaihelpdesk.org/redutech/The%20Keeper%20And%20The%20Kept%20\(Burns%20Institute%20December%202009\).pdf](http://www.jdaihelpdesk.org/redutech/The%20Keeper%20And%20The%20Kept%20(Burns%20Institute%20December%202009).pdf)

## **Objective Screening and Assessment**

- [Risk Assessment in Juvenile Justice: A Guidebook for Implementation](http://modelsforchange.net/publications/346) was produced by Models for Change and authored by Dr. Gina Vincent, Dr. Thomas Grisso and Dr. Laura Guy from UMASS Medical School. This guidebook provides an in-depth overview on the purpose of risk assessment and the process to implement a tool. <http://modelsforchange.net/publications/346>
- [This guidebook authored by David Steinhart](http://www.jdaihelpdesk.org/objecttech/Practice%20Guide%20to%20Juvenile%20Detention%20Risk%20Assessment.pdf), a technical assistance provider for JDAI, details the fundamentals of risk screeners used at the point of detention and the process of developing, implementing and troubleshooting the tool. <http://www.jdaihelpdesk.org/objecttech/Practice%20Guide%20to%20Juvenile%20Detention%20Risk%20Assessment.pdf>
- [The Center for Children's Law and Policy](http://www.cclp.org/wp-content/uploads/2016/06/Chapter-4-Reducing-Racial-and-Ethnic-Disparities-at-Detention.pdf) cautions against the drivers of disparities in risk assessments used at the point of detention in their RED practice manual. Some of the drivers described are overrides, mandatory detention criteria, and aggravating and mitigating criteria. <http://www.cclp.org/wp-content/uploads/2016/06/Chapter-4-Reducing-Racial-and-Ethnic-Disparities-at-Detention.pdf>
- [The W. Hayward Burns Institute](http://www.jdaihelpdesk.org/redutech/The%20Keeper%20And%20The%20Kept%20(Burns%20Institute%20December%202009).pdf) describes the dangers of the Low Risk/High Need override phenomenon in objective decision making for youth of color. [http://www.jdaihelpdesk.org/redutech/The%20Keeper%20And%20The%20Kept%20\(Burns%20Institute%20December%202009\).pdf](http://www.jdaihelpdesk.org/redutech/The%20Keeper%20And%20The%20Kept%20(Burns%20Institute%20December%202009).pdf)

## Risk Assessments being used in Massachusetts at different decision points:

Tool	Decision Point	Risk being measured
<a href="#">MASTLE</a> (Massachusetts Arrest Screening Tool for Law Enforcement)	Police	Recidivism Appear at first court date
<a href="#">J-PAST</a> (Juvenile Probation Arraignment/Assessment Screening Tool)	Probation/Court	Failing to appear (valid for 6 months)
DPI (Detention Placement Instrument)	DYS	Determines placement in detention continuum
<a href="#">OYAS</a> (Ohio Youth Assessment System)	Probation	Recidivism/Needs, Supervision
<a href="#">YLS/CMI</a> (Youth Level of Service/Case Management Inventory)	DYS	Recidivism/Needs, Treatment planning
	Police	

<http://www.nysap.us/MASTLEbrief%20Nov%202015.pdf>

<https://www.publiccounsel.net/ya/wp-content/uploads/sites/6/2014/08/What-Every-Lawyer-Should-Know-About-the-Juvenile-Probation-Arraignment-Screening-Tool-JPAST.pdf>

[https://www.uc.edu/content/dam/uc/ccjr/docs/reports/project\\_reports/OYAS\\_final\\_report.pdf](https://www.uc.edu/content/dam/uc/ccjr/docs/reports/project_reports/OYAS_final_report.pdf)

<http://www.mhs.com/product.aspx?gr=saf&id=overview&prod=yls-cmi>

## Collaboration

- [The Pathways to Juvenile Detention Reform series, a project of the Annie E. Casey Foundation, includes a publication on Collaboration and Leadership.](#) Outlined in this publication are the guiding principles for collaboration, how to organize and sustain a collaborative, leadership challenges and lessons learned. The main takeaway is that capacity for change, especially when it comes to reducing racial and ethnic disparity, must be built.  
<http://www.jdaihelpdesk.org/colltech/JDAI%20Pathway%20%20Collaboration%20and%20Leadership%20in%20Juvenile%20Detention%20Reform.pdf>
- [The Center for Children’s Law and Policy](#) describes the role families and communities play in a collaborative, why cross-system collaboration with child welfare and education is important, and the need for intentional focus, careful planning and regular monitoring to see reduction in racial and ethnic disparities. This publication also addresses how to approach the topic of race in a collaborative. <http://www.cclp.org/wp-content/uploads/2016/06/Introduction-and-Chapter-1-Beginning-or-Restarting-Work-to-Reduce-Racial-and-Ethnic-Disparities.pdf>
- [The W. Hayward Burns Institute](#) (BI) describes its approach for forming a governing collaboration as a way to review a jurisdictional assessment and monitor and utilize data collection and analysis. The BI reinforces the importance of including both traditional and non-traditional stakeholders in the process. [http://www.jdaihelpdesk.org/redutech/The%20Keeper%20And%20The%20Kept%20\(Burns%20Institute%20December%202009\).pdf](http://www.jdaihelpdesk.org/redutech/The%20Keeper%20And%20The%20Kept%20(Burns%20Institute%20December%202009).pdf)