

Equity, Inclusion & Cultural Competence Committee
Guide for Equity Consideration
Youth Justice Example: Assessing Probation Rules

Condition of Probation: You shall attend school regularly and obey all school regulations. Suspension and expulsion from school is a violation of this rule. If you are not attending school, you may be required to seek and maintain employment as directed by your probation officer.

Status Quo

- Rule is enforced as written with no examination of:
 - data to determine if rule is having the intended impact
 - data related to racial disparities in school-based discipline, including disparity in suspension and expulsion rates for black and brown students
 - data regarding barriers to employment for based on age, race, geography, socio-economic status, etc.
- Imposed and enforced with no youth or family partnership or collaboration

With Equity Consideration

- Rule is re-written to reflect a strength based, developmentally appropriate, youth specific and collaborative approach. For example: ***With the youth in the lead, a team will work together to create a plan that will help support success at school and/or a job.***
- Intent v Impact
 - Intent is to ensure good school attendance and participation in prosocial behaviors and activities. Impact could be deeper penetration into the youth justice system.
- Consideration is given to reading level and language barriers
- Department-specific probation related data points are collected, disaggregated, and analyzed by race, ethnicity gender, age, geography, sexual orientation, socioeconomic status, why probation violations are filed and the characteristics of the youth that are violated, length of stay on probation, etc.
- Jurisdiction-specific data points are examined regarding school discipline practices and trends. Data should be disaggregated by race, ethnicity, gender, geography, etc.