

## Module Seven

# SUSTAINED FOCUS TO STRENGTHEN FAMILY AND SCHOOL-TO-COURT SERVICES

### Module Description

Sustaining any program, initiative, or practice over time is always a challenge, particularly in complex systems that deal with youth and families in need. Newly realized awareness and enthusiasm that may come as a result of training or shared discussion often wanes as people go back to work and into a familiar routine. The same can be said for difficulty in strengthening families and addressing family dysfunction. This module focuses on implementing individual and organizational behavior change, maintaining effective practices, and ongoing attention to DMC within and among institutions and the community.

### Module 7 Competencies

- » Participants develop a common commitment to implementing strategies identified in the sessions.
- » Participants identify likely barriers and how to mitigate or overcome them in implementing strategies.
- » Participants demonstrate commitment to sustained efforts through a plan of action for reducing bias and disproportionate minority contact involving each organization and its staff.



**One Hour**

### Supplies for Module 7

- Laptop Computer
- LCD Projector
- Screen
- External Speakers
- Module 7 PowerPoint presentation
- Easel pad with markers and tape
- Handouts:
  - Organizational and/or Minority Community Plan for Cultural Understanding and Reducing Disproportionate Minority Contact
  - Facilitator's Guide

Always remind participants at the beginning of a session and throughout the module that any generalizations made are based on aggregate data and may not necessarily represent individual diversities within the participant.

**I. This final session is a way to accumulate what you have learned about cultural understanding, the minority communities, the greater community, the school-to-court system, your organization, and, perhaps, yourself.**

A. This session is about translating the entirety of this understanding and awareness to action plans.



### Activity/ Discussion

This is an opportunity for new thinking about strategies to address disproportionality

- » Within an organization
- » Across organizations
- » With the community

B. Common commitment to the mission of change – to activate cultural understanding– will be reflected in an action plan that involves:

1. The minority communities
2. The greater community
3. Families and neighborhoods
4. Your own organization
5. The schools, law enforcement, and Juvenile Court Services involved in the school-to-court process.

C. You may already have a common plan, or individual ones. This allows you to think further about how to communicate and join together in activities toward common goals.

**II. Think about this as practice for when you get back to your colleagues. For the remainder of this session you will be working in small groups to consider what an action plan for your school-to-court process or community engagement initiative might be.**

A. We are talking about realistic and practical goals that could be reasonably addressed in this community.

- B. That is why it's important that the small groups reflect expertise from each of the organizations involved in the school-to-court process.
- C. This will require designation of leadership and ongoing "tending" as it moves along.
- D. It also will demonstrate your incorporation of the cultural understanding that has been the focus of this day.
- E. We understand that you are not here to make decisions on a change of direction for your organization. Rather we are asking you to use this time as self-challenge to think about long-term success in reducing disproportionate minority contact.
- F. Of course, if your organizations adopt your ideas and implement them – or incorporate them into existing initiatives – all the better.



Break the group into groups of 4 of 5 with

representatives of the schools, law enforcement, and JCS in each group, if possible. Hand out Worksheet: Organizational and/or Minority Community Plan for Cultural Understanding and Reducing Disproportionate Minority Contact.

Refer to the Facilitator's Guide for this worksheet for additional guidance as the small groups work through their planning process.

### **III. This worksheet will be a guide for your discussions the rest of this session.**

- A. You should have about 30 minutes to work through this, which isn't a lot of time, but will allow you to create a big picture view of your plan.
- B. At the end of the time, we'll come back together as a final activity to simply hear what each group identified as their goal and how they thought to approach it.
- C. As you work through the worksheet, we'll interject some guidance as we watch the clock to help you move through all 5 steps toward your plan.

### **IV. Now that you have the beginnings of your plan, let's come back together to hear what each group discussed.**

- A. This is a time to be advocates for the goals you developed and the approaches to long-term engagement of all communities in your greater community.

B. It is also a time to learn from the other groups and, definitely, bring some of their ideas to bear as you think about moving forward.

**V. As we draw our day to a close, we wish you success in maintaining the enthusiasm you have developed and demonstrated today.**

A. Don't be shy about bringing ideas back to your colleagues and organizational leaders.

B. Thank you for your ongoing work to help youth in our state succeed.

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# ORGANIZATIONAL AND/OR MINORITY COMMUNITY PLAN FOR CULTURAL UNDERSTANDING AND REDUCING DISPROPORTIONATE MINORITY CONTACT

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## Step 1 – Establishing Your Goal

Questions to answer:

**FACILITATOR:** Point to the common mission elements developed in Module 2 to remind the group of their earlier discussion. If the group did not earlier complete this exercise, they will need to spend a few minutes in small groups identifying common goals of their organizations.

1. Go back and review the commonalities of the missions of the organizations involved in the school to court process (Module 2 exercise). Are there one or more common missions?

**FACILITATOR:** As you review these other initiatives outside of the school to court process but important to the community nonetheless, try to find common purposes and approaches that are similar to those of the school to court process to reduce disproportionate minority contact. Think of current and past efforts, such as the Undoing Racism work.

2. Go back and review the current initiatives and engagement activities in your community (Modules 5 and 6). How do these align with the missions of the three organizations in the school to court process?

**FACILITATOR:** The goal should apply to both the system and the community and involve these multiple stakeholders and organizations. The core of the goal needs to be based on cultural understanding and how to positively impact DMC.

If needed, an example of a goal is: “Our county will bring together the spheres of influence and leadership of 10 private and public sector entities to serve in an advisory community capacity to the greater community in addressing cultural competency and understanding in this community.”

3. Develop a goal for sustaining cultural understanding and/or reducing disproportionate minority contact within the community and the school to court process.

## Step 2 – Assessing the Realistic Possibilities

Questions to Answer:

**FACILITATOR:** In some cases it might be difficult to create the will to make change, and this could be for a number of reasons, depending on the organization or the community. Identifying the reasons to do this – or not to – is critical for its success.

1. Does anyone in your organization or the community really want to do this? Why or why not?
2. Do people generally understand the issue so it can be addressed?
3. What has been tried successfully in the past?
4. What has been tried unsuccessfully in the past?
5. What can each organization be realistically expected to do and contribute?
  - a. Schools
  - b. Law enforcement
  - c. Juvenile Court Services

## Step 3 – Reflecting Cultural Understanding

Questions to Answer:

**FACILITATOR:** This is a chance to place some focus on who and what is present and absent related to cultural understanding in the greater community as well as in the minority communities within that greater community.

Do the issues of cultural understanding and the spheres of influence also reflect the goal you identified? Some of this discussion may require bringing divergent thinkers together in a common focus.

1. What elements of cultural understanding have been missing in your greater community?
2. Who are the spheres of influence and leaders in the respective minority communities?
3. How does your realistic goal address these challenges in cultural understanding?

## Step 4 – Success

Questions to Answer:

**FACILITATOR:** Success has often been talked about quantitatively – showing quarterly or annual reports with numbers reflecting increases or decreases. We have heard that you don't always have the best kinds of data to reflect the "case" you want to make. This is a chance to not only talk about what different kinds of data are needed, but also how this issue of behavior change can be reflected. Qualitative measures of change in behavior or attitude may be important to you as well.

1. How will you know you are successful in meeting your goal?
  - a. Behaviorally in organizations
  - b. Behaviorally in the community
  - c. Quantitatively
2. How is success measured or demonstrated?
3. Do you currently have the tools to show the successes listed above? What is needed?
  4. Qualitative tools
  5. Quantitative tools

**FACILITATOR:** As you move into the final step of this exercise, you will pull things together in a time frame. We are suggesting you look at an 18-month period, since real change and maintaining it requires a long-term approach. We have allowed a limited amount of space, and expect that you will take a big picture view of this plan; however, it is certainly one that you may take with you back to your colleagues and use it as a stepping stone for further discussion – and maybe even additional detail and implementation.

Be sure, as you think about how you might work concretely towards your goal, that you consider existing efforts and how you might leverage them for even greater impact.

Complete the Plan form and seek to include at least 1 action step in each quarter; space is allowed for 4. Place a checkmark in the column of the involved school to court agencies. List other organizations that you anticipate need to be engaged as well. Finally, note those areas in which you would hope to achieve change – success.

## Step 5 – The Plan of Action

Goal for sustaining cultural understanding and/or reducing disproportionate minority contact within the community and the school to court process (from Step 1):

Action Step	Time Frame	Schools	Law Enf.	JCS	Other Comm. Org.	Anticipated Success
	Qtr. 1					
	Qtr.2					
	Qtr.3					
	Qtr.4					
	Qtr.5					
	Qtr.6					

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# ORGANIZATIONAL AND/OR MINORITY COMMUNITY PLAN FOR CULTURAL UNDERSTANDING AND REDUCING DISPROPORTIONATE MINORITY CONTACT

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## Step 1 – Establishing Your Goal

Questions to answer:

1. Go back and review the commonalities of the missions of the organizations involved in the school to court process (Module 2 exercise). Are there one or more common missions?
  
2. Go back and review the current initiatives and engagement activities in your community (Modules 5 and 6). How do these align with the missions of the three organizations in the school to court process?
  
3. Develop a goal for sustaining cultural understanding and/or reducing disproportionate minority contact within the community and the school to court process.

## Step 2 – Assessing the Realistic Possibilities

Questions to Answer:

1. Does anyone in your organization or the community really want to do this? Why or why not?
  
2. Do people generally understand the issue so it can be addressed?

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3. What has been tried successfully in the past?
  
  4. What has been tried unsuccessfully in the past?
  
  5. What can each organization be realistically expected to do and contribute?
    - a. Schools
  
    - b. Law enforcement
  
    - c. Juvenile Court Services

### Step 3 – Reflecting Cultural Understanding

Questions to Answer:

1. What elements of cultural understanding have been missing in your greater community?
  
2. Who are the spheres of influence and leaders in the respective minority communities?
  
3. How does your realistic goal address these challenges in cultural understanding?



## Step 5 – The Plan of Action

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	Qtr.2					
	Qtr.3					
	Qtr.4					
	Qtr.5					
	Qtr.6					

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# MODULE 7 SUPPLEMENTAL ACTIVITY

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The following activity may be used to provide additional planning to sustain the engagement of the minority community and family regarding school to court services.

## Guidance for the Facilitator:

**Activity:** Expanding activities and developing a plan of action for community engagement that will help ensure an intensity of continued effort.



**Time required:**

45 – 60 minutes, depending upon depth of conversation and time available. One should expect that considerable time should be spent to create a useful plan document.

Copy and/or expand the template provided in Module 7 as a worksheet for each participant.

- » This is a planning session that builds upon the “practice exercise” you began with the template in Module 7.
- » Continue this planning exercise with staff and leadership of your own organization and delineate specific activities that will move the organization forward in engaging minority families and community members.
- » Organize a planning session in cooperation with the other entities who are working on school to court issues. Build an integrated plan with achievable timelines and measurable outcomes.
- » Identify current policies and best practices that have fallen by the wayside or need to be brought forward once again.
- » Examine what new organizational policies and practices should be considered in the development of the plan.
- » Create an 18-month Plan Document