

Arizona Center for African  
American Children (AZCAAC)  
Child Welfare Colloquium  
Report: October 2016

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Presented by AZCAAR

ARIZONA CENTER FOR AFRICAN AMERICAN RESOURCES | [WWW.AZCAAR.ORG](http://WWW.AZCAAR.ORG)

## Table of Contents

<b>Part 1. Executive Summary .....</b>	<b>2</b>
<b>Part 2. Full Report.....</b>	<b>3</b>
2.1 Introduction .....	4
2.2 Purpose .....	4
2.3 Problem Definition .....	5
2.3.1 Child Welfare .....	6
2.3.1 Education .....	9
2.3.1 Health Care (Infant Mortality) .....	10
2.3.1 Juvenile Justice .....	11
2.4 Scope .....	12
2.5 Methodology.....	13
2.6 Findings .....	14
2.6.1 Child Welfare .....	14
2.6.2 Education .....	15
2.6.3 Health Care (Infant Mortality) .....	17
2.6.4 Juvenile Justice .....	20
2.7 Next Steps .....	25
<b>Part 3. References and Acknowledgements.....</b>	<b>25</b>
3.1 Selected Links .....	25
3.1.1 State Offices.....	25
3.1.2 Child Welfare .....	26
3.1.3 Education .....	26
3.1.4 Health Care (Infant Mortality) .....	27
3.1.5 Juvenile Justice.....	27
3.2 Acknowledgements.....	29

# AZCAAC CHILD WELFARE COLLOQUIUM SUMMARY

OCTOBER 2016

## PART 1. EXECUTIVE SUMMARY

**Life for African American children in Arizona** is considered “dire,” by the Annie E. Casey Foundation, a child advocacy organization and has an overall rank of 46 out of the 50 States in the domain of Child Well-Being in the United States.<sup>1</sup>

African American children in the state of Arizona have historically been at a significant disadvantage in reaching their full potential to become productive, contributing members of society. Child well-being advocates, Arizona government officials, state agencies, professionals, and members of the community recognize that historical racial, institutional, structural, cultural biases, and blind indifference have limited the opportunities afforded to African American children and their effects have been, and continue to be, an overwhelming disparity, and disproportional representation in the following four areas: Child Welfare System, Education, Health Care, Juvenile Justice System.

The child welfare colloquium held at the Arizona Heritage Center at Papago Park brought together over 35 organizations, advocacy groups and community members to bring attention to the plight of African American children in the state of Arizona in the four following areas:

- Child Welfare
- Education (specifically early childhood education from birth to age 10)
- Health Care emphasizing Infant Mortality
- Juvenile Justice

The data and statistics contained in the full report in Part 2., shows that African American children are either at a significant disadvantage or disproportionately represented in the four areas mentioned above.

The goal of the colloquium was two-fold: first, to gather subject matter experts, organizations, advocacy groups and community members to elicit and identify areas that can have the greatest positive impact to the stated scope for each area and, second to build and grow their network of influence through collaboration and economies of scale to have a singular voice when speaking with key stakeholders and decision makers.

The scope of the colloquium was to identify current gaps, processes and means for improvement to obtain ***achievable and measureable goals*** in each of the four areas identified as critical to increasing the overall well-being of African American children in the State of Arizona.

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<sup>1</sup> Source: Annie E. Casey Foundation, 2015 Data Book, State Trends in Child Well-Being, Pg. 17  
<http://www.aecf.org/m/resourcedoc/aecf-2015kidscountdatabook-2015.pdf#page=11>

## **Child Welfare**

African American children make up **4.5%** of the general population in Arizona and yet make up over **15%** of the children in the out of home custody of the Arizona Department of Child Safety. The colloquium scope for Child Welfare was to develop and elicit ideas that will be used to reduce the disproportionality of African American children in the Child Welfare System by 5% over the next 5 years that will lead to reaching racial population parity in the State of Arizona.

## **Education**

African American children perform at significantly lower academic levels in reading and math in the 4<sup>th</sup> grade with only **27%** in reading and **32%** in math scoring at the 'above proficient' level. The colloquium scope for Education was to develop and elicit ideas that will be used to increase performance for African American children ages 0 to 10 in reading and math to score at 45% proficiency over the next 5 years based on the National Assessment of Educational Progress (NAEP) reports and AZ Merit test scores.

## **Health Care (Infant Mortality)**

The African American infant mortality rate per 1,000 births of **11.05** is significantly higher than the overall **5.25** rate for the state of Arizona. The colloquium scope for Child Welfare was to develop and elicit ideas that will be used to reduce the disproportionality of African American infant mortality rates by 5% over the next 5 years that will lead to reaching racial population parity in the State of Arizona.

## **Juvenile Justice**

African American children make up **5.0%** of the children age 10 – 17 in Arizona and yet make up over **10%** of the children in the Arizona Juvenile Justice System. The colloquium scope for Juvenile Justice was to develop and elicit ideas that will be used to reduce the disproportionality of African American children in the Juvenile Justice system by 5% over the next 5 years that will lead to reaching racial population parity in the State of Arizona.

## **Next Steps**

After collecting and compiling the responses from the colloquium into this report, it will be distributed to the attendees for their feedback in order to determine which ideas can best be implemented and presented to key decision makers and stakeholders to achieve each of the four area's stated goals. Follow-up summits for each individual focus area will be scheduled for evaluation, measurement progress and to make any iterative changes that are needed to accomplish the stated goal.

# **AZCAAC CHILD WELFARE COLLOQUIUM SUMMARY**

**OCTOBER 2016**

## **PART 2. FULL REPORT**

### **2.1 INTRODUCTION**

**Life for African American children in Arizona** is considered “dire,” by the Annie E. Casey Foundation, a child advocacy organization and has an overall rank of 46 out of the 50 States in the domain of Child Well-Being in the United States.<sup>2</sup>

African American children in the state of Arizona have historically been at a significant disadvantage in reaching their full potential to become productive, contributing members of society. Child well-being advocates, Arizona government officials, state agencies, professionals, and members of the community recognize that historical racial, institutional, structural, cultural bias, and blind indifference have limited the opportunities afforded to African American children. The effects have been, and continue to be, an overwhelming disparity, and disproportional representation in the following four areas: Child Welfare System, Education, Health Care, Juvenile Justice System.

### **2.2 PURPOSE**

The recently formed Arizona Center for African American Children (AZCAAC) held a colloquium in October 2016 at the Arizona heritage Center at Papago Park. The purpose was to begin a dialog and set in motion solutions to elicit positive outcomes to address the issues in the aforementioned four areas bringing together subject matter experts (SMEs), government agencies, advocacy agencies, university organizations, and community members and groups. Over 35 different organizations and groups were in attendance and represented at the event. The colloquium focused on shedding light on the statistics and the state of life challenges for African American children living in Arizona. The invitees were encouraged to share their mission and purpose towards assisting African American children and commit to collaborate with one another and implement solutions within their area of expertise.

A subtext of the colloquia was to introduce, build and foster networking opportunities for all of the invitees, many of whom are already working to solve and address issues in their respective area of expertise, to create critical mass and have a single, unified voice that can be heard collectively when engaging with key decision makers in the government, private and public sectors.

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<sup>2</sup> Source: Annie E. Casey Foundation, 2015 Data Book, State Trends in Child Well-Being, Pg. 17  
<http://www.aecf.org/m/resourcedoc/aecf-2015kidscountdatabook-2015.pdf#page=11>

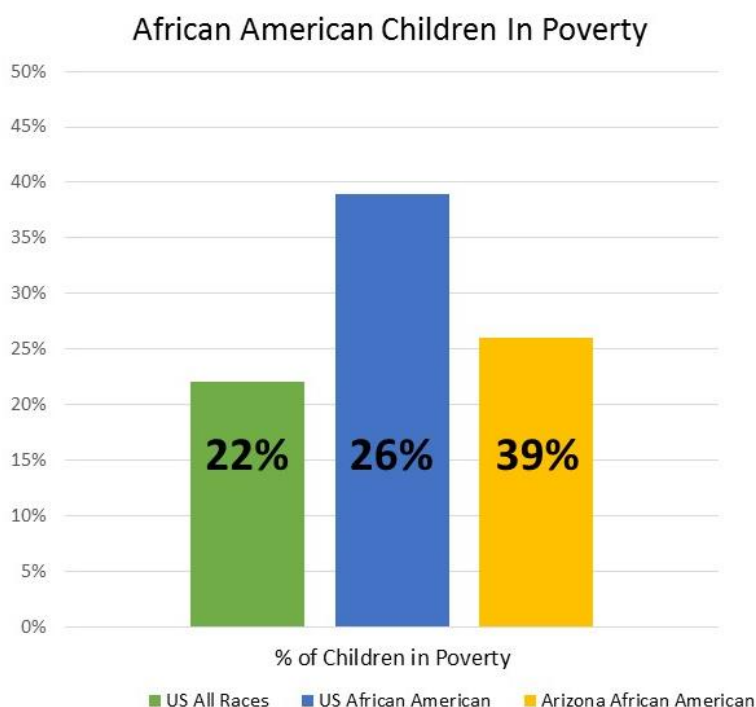
## 2.3 PROBLEM DEFINITION

Four areas were identified as critical to increasing the overall well-being of African American children in the State of Arizona: Child Welfare System, Education, Health Care (Infant Mortality), and Juvenile Justice System.

Each of these areas have historically been underfunded, neglected, mismanaged, and show indifference by government officials and agencies to improving the outcome for African American children living in the Arizona.

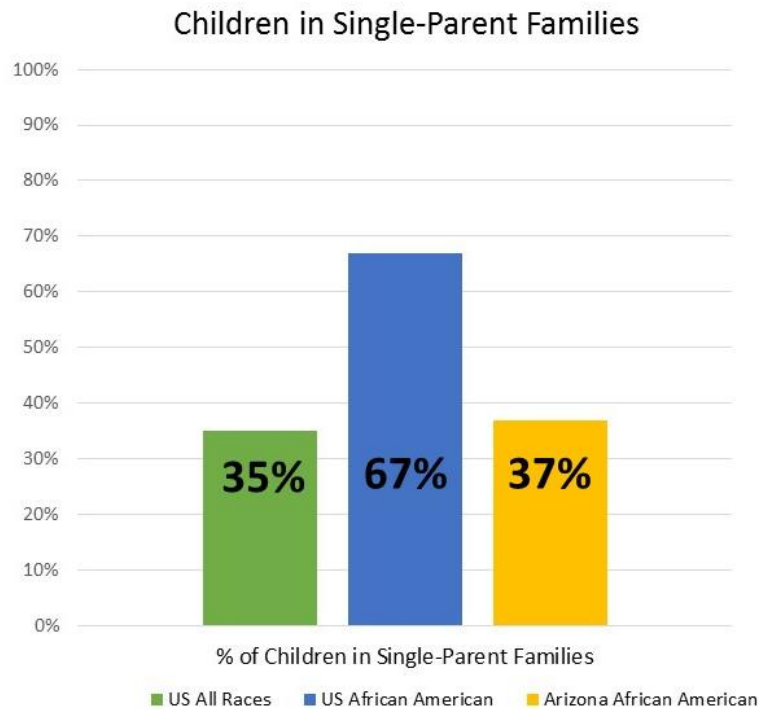
Clarence Carter, Former Director, Arizona Department of Economic Security (AZ DES), and currently Executive Director, Institute for the Improvement of the Human Condition, an advocacy organization, was the keynote speaker for the colloquium. He outlined the state of African American children in the United States as a whole, as well as in the State of Arizona, on a wide range of topics including: poverty rates, family dynamics and makeup, educational achievement, juvenile and criminal justice systems. Mr. Carter also relayed his experience in AZ DES and the shortcomings in reporting metrics that contribute to the continuing cycle of negative outcomes for African American children in Arizona. The data presented below in Table 1 to Table 3 is a sample representation of the data that Mr. Carter's speech contained about the current state of African American children in the US and in the State of Arizona (represented by the yellow bar).

Table 1. African American children in Poverty



Source: Annie E. Casey Foundation, Kids Count 2015 Data Book, State Trends in Child Well-Being, Pg 14, Data is for year 2013.  
<http://www.aecf.org/m/resourcedoc/aecf-2015kidscountdatabook-2015.pdf#page=11>  
Arizona 2015 Kids Count Profile, <http://www.aecf.org/resources/the-2015-kids-count-data-book#state-rankings>

Table 2. Children in Single Parent Families

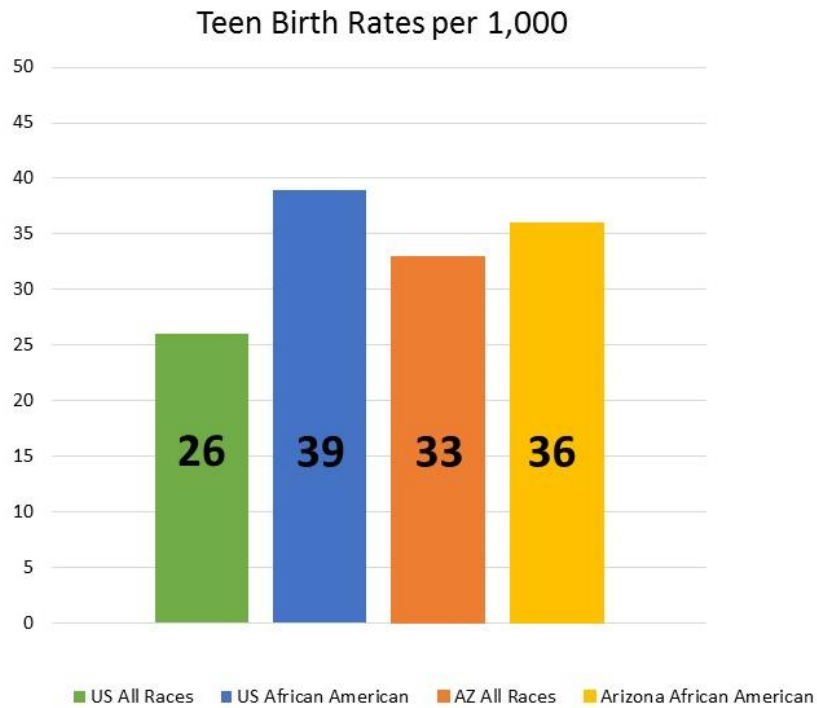


Source: Annie E. Casey Foundation, Kids Count 2015 Data Book, State Trends in Child Well-Being, Pg 14, Data is for year 2013  
<http://www.aecf.org/m/resourcedoc/aecf-2015kidscountdatabook-2015.pdf#page=11>  
Arizona 2015 Kids Count Profile, <http://www.aecf.org/resources/the-2015-kids-count-data-book#state-rankings>



Keynote Speaker Clarence Carter and Roy Dawson, AZCAAR Executive Director

Table 3. Teen Birth Rates



Source: Annie E. Casey Foundation, Kids Count 2015 Data Book, State Trends in Child Well-Being, Pg 14, Data is for year 2013.  
<http://www.aecf.org/m/resourcedoc/aecf-2015kidscountdatabook-2015.pdf#page=11>  
Datacenter.kidscount.org:  
<http://datacenter.kidscount.org/data/tables/3-teen-births-by-race-and-ethnicity?loc=4&loct=2#detailed/2/4/true/869,36/10,11,9,12,1,13/250,249>



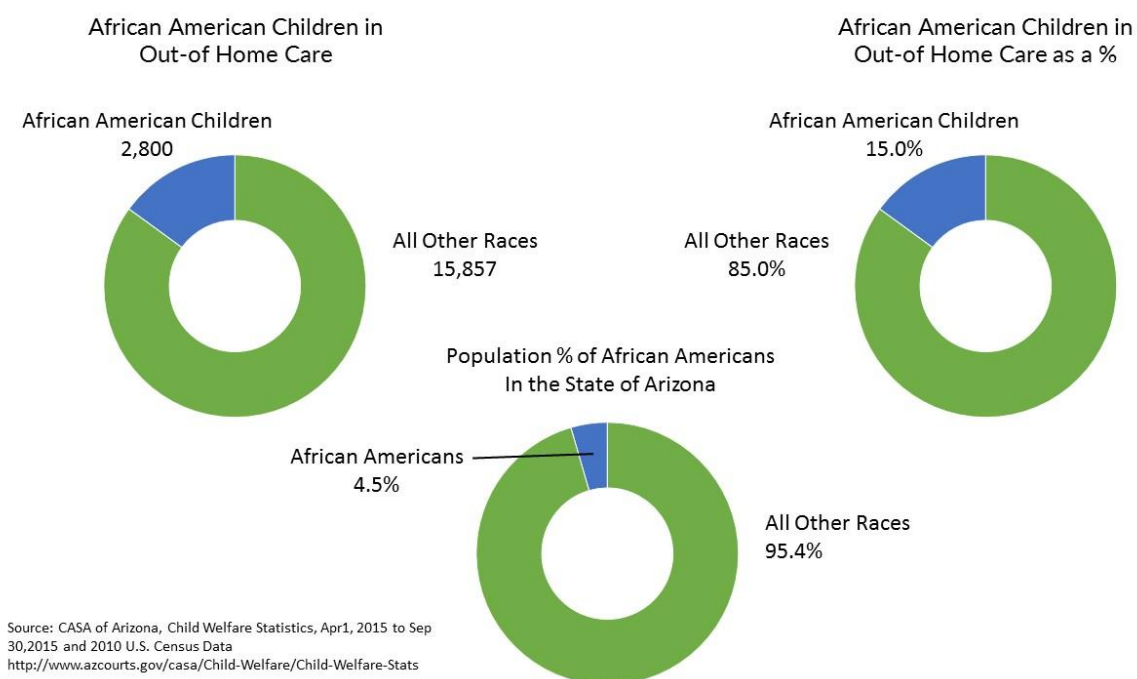
Keynote Speaker Clarence Carter discusses key metrics affecting African American Children



### 2.3.1 Child Welfare

African Americans make up slightly less than five percent of the total population of the state and yet, disproportionately make up at least 15 percent of the 18,657 children in the Department of Child Safety (DCS) in Out-of-Home Care. Long standing research and data have shown that there are implicit and explicit racial and cultural bias decisions being made when placing African American children in the Child Welfare System. The approved budget for the Arizona Department of Child Safety for FY 2016 is \$849,219,300, which consists of a mix of State and Federal funding dollars (Source: AZ DCS Fiscal Year 2016 Appropriations Report, Pg. 65-66). This represents a spending rate of over **\$45,000 per child** in out-of-home care per year.

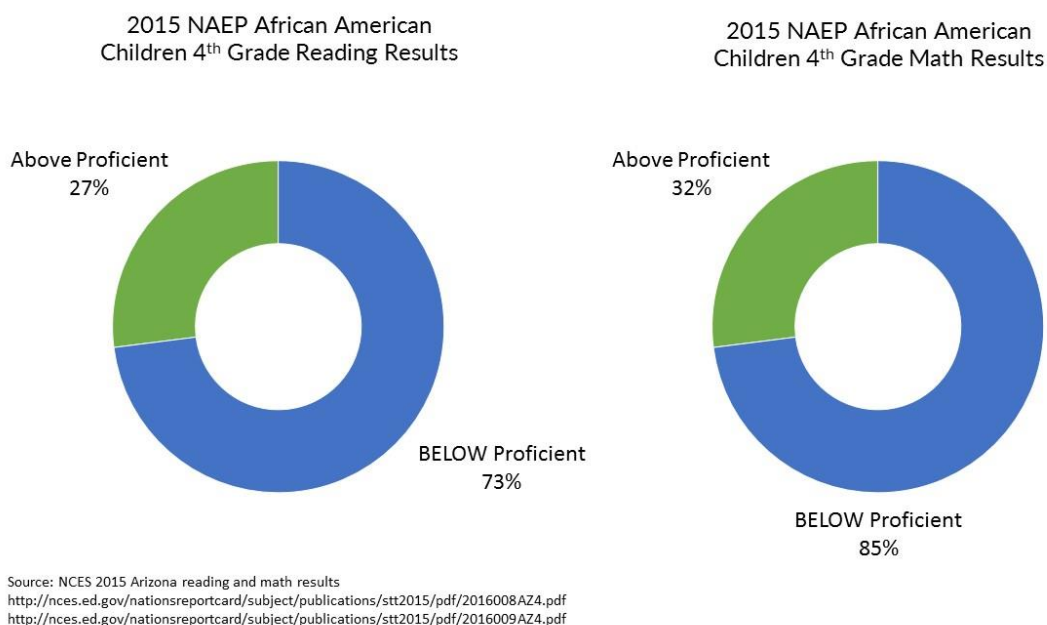
Table 4. Children in Out-of-Home Care



### 2.3.2 Education

Arizona has been rated in the bottom seven of all states in both education quality and funding. African American children continually score below the mean on AZ Merit and National Assessment Educational Progress (NAEP) in reading and math and early childhood pre-kindergarten reading levels are below State mean achievement levels as well. The effect of sub-standard educational attainment for African American children has life-long impacts on going to college, choice of job opportunities and economic status. The FY 2016 operating budget for the Arizona Department of Education is \$3,784,488,900 a decrease of \$23,903,800 over the prior FY 2015 budget of \$3,808,392,700<sup>3</sup>. It is also worth noting that the Arizona Department of Corrections budget over the same period was increased by \$52,486,000.

Table 5. Reading and Math Results

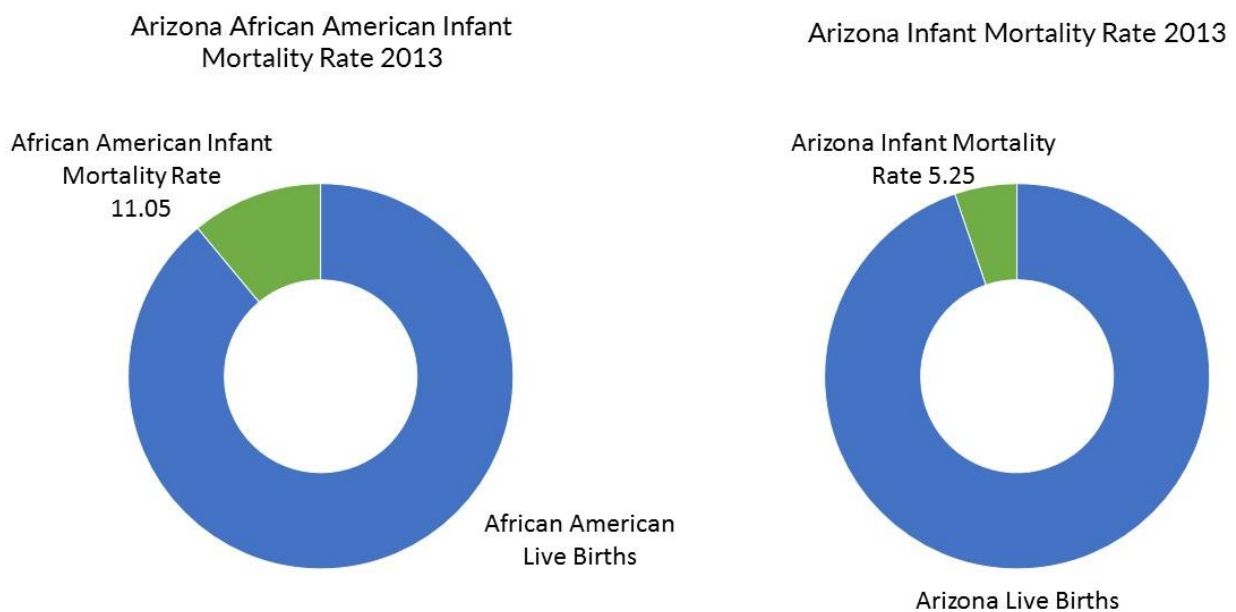


<sup>3</sup> Source: State of Arizona, The Executive Budget, State Agency Budgets, FY2016, January 2015, Budget in a Flash, Pg. 1  
<http://www.ospb.state.az.us/documents/2015/State%20Agency%20Budgets,%20FINAL,%20Online%20Version,%20With%20Links%201-14-15%204pm.pdf>

### 2.3.3 Health Care (Infant Mortality)

The African American infant mortality rate in Arizona has consistently exceeded the state and national average. Although the Arizona Department of Health Services and Maricopa County have made efforts to reduce the African American infant mortality with some success, the rate is still disproportionately higher for the total population of African Americans in Arizona and is still higher than the average rate for the state.

Table 6. Infant Mortality Rates

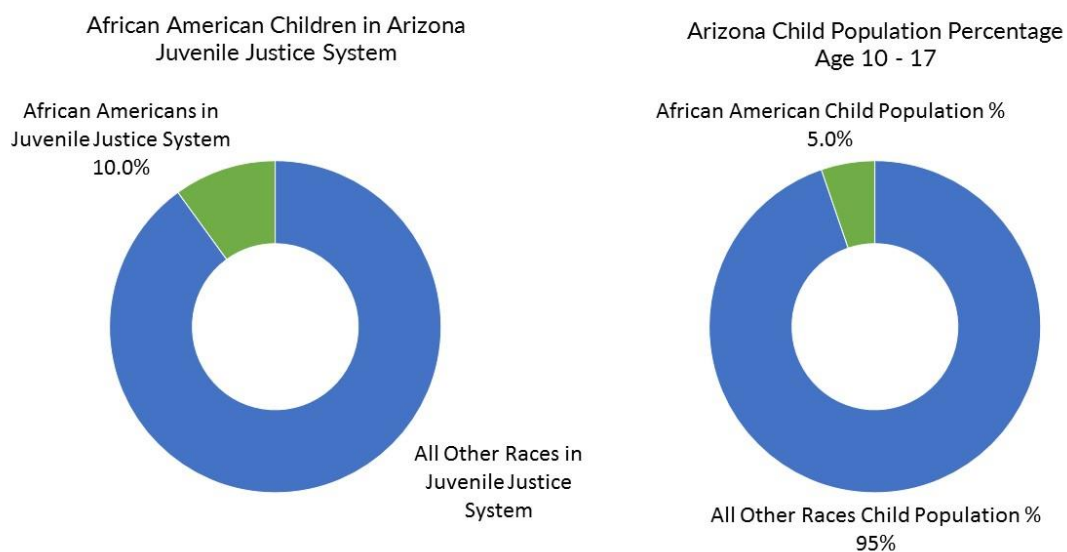


Source: CDC, National Vital Statistics Report, Vol. 64, No. 9, Aug 6, 2015, Pg 17  
[http://www.cdc.gov/nchs/data/nvsr/nvsr64/nvsr64\\_09.pdf](http://www.cdc.gov/nchs/data/nvsr/nvsr64/nvsr64_09.pdf)

### 2.3.4 Juvenile Justice

There is a disproportionate number of African American children within the Arizona Juvenile Justice System with multisystem and or crossover status with the Child Welfare System. As in the Child Welfare System, long standing research and data have shown that there are implicit and explicit racial and cultural bias decisions being made when placing African American children in the Juvenile Justice System. The actual budget for fiscal year 2014 for the Arizona Department of Child Safety (AZDCS) was \$45,068,400<sup>4</sup> with 558 juveniles in the system. This represents a spending rate of over **\$80,000 per juvenile** in the care of AZDCS per year.

Table 7. Juvenile Justice



Source: Children's Action Alliance, Racial Disproportionality in the Juvenile Justice System in Maricopa County, May 2008  
[http://azchildren.org/wp-content/uploads/2013/01/Racial\\_Disproportionality\\_JJ.pdf](http://azchildren.org/wp-content/uploads/2013/01/Racial_Disproportionality_JJ.pdf)

<sup>4</sup> Source: State of Arizona, The Executive Budget, State Agency Budgets, FY2016, January 2015, Department of Juvenile Corrections, Pg. 228  
<http://www.ospb.state.az.us/documents/2015/State%20Agency%20Budgets,%20FINAL,%20Online%20Version,%20With%20Links%201-14-15%204pm.pdf>

## 2.4 SCOPE

The scope of the colloquium was to identify current gaps, processes and means for improvement to obtain ***achievable and measureable goals*** in each of the four areas identified as critical to increasing the overall well-being of African American children in the State of Arizona.

### Child Welfare

The colloquium scope for Child Welfare was to develop and elicit ideas that will be used to reduce the disproportionality of African American children in the Child Welfare System by 5% over the next 5 years that will lead to reaching racial population parity in the State of Arizona.

### Education

The colloquium scope for Education was to develop and elicit ideas that will be used to increase performance for African American children ages 0 to 10 in reading and math to score 45% proficient over the next 5 years based on NAEP reports and AZ Merit test scores.

### Health Care (Infant Mortality)

The colloquium scope for Child Welfare was to develop and elicit ideas that will be used to reduce the disproportionality of African American infant mortality rates by 5% over the next 5 years that will lead to reaching racial population parity in the State of Arizona.

### Juvenile Justice

The colloquium scope for Juvenile Justice was to develop and elicit ideas that will be used to reduce the disproportionality of African American children in the Juvenile Justice system by 5% over the next 5 years that will lead to reaching racial population parity in the State of Arizona.

## 2.5 METHODOLOGY

The four areas of focus were formed into individual breakout groups that included SMEs in each area along with participants whose interests were aligned in that area. The breakout groups were split into a morning and an afternoon session. In the morning session, each breakout group was tasked with identifying and listing items of concerns in the applicable focus area including:

- Identifying the current state and condition of the focus area.
- What are the causes of the current condition of the focus area?
- Who are the key stakeholders in the focus area?
- What organizations and agencies are serving the focus area?
- What ideas can be developed and formulated into a broad framework to be implemented as solutions to address the scope and goal of the focus area?

In the afternoon session, each breakout group was tasked with grouping the findings from the morning session to formulate a broad framework for solution outcomes in the applicable focus area including:

- Develop possible strategies for achieving the scope objectives.
- What resources are currently available and what resources can be brought to bear.
- What are the metrics that need to be gathered and processed to be used as measurements and do existing organizations have the ability to deliver those metrics to drive decisions, review outcomes and monitor performance to achieve the stated objective for the focus area?



## 2.6 FINDINGS

The following are the summarized findings, ideas and solution options elicited from the SMEs and participants broken out by each of the four areas: Child Welfare, Education, Health Care (Infant Mortality), and Juvenile Justice.

### 2.6.1 Child Welfare

1. Cultural Awareness
  - a. Take steps to help AZ Department of Child Services (DCS) ensure there is sufficient cultural awareness among employees that can impact their thinking and behavior to lower entrance into the child welfare system
2. Stakeholder Status
  - a. Develop ways for the Child Welfare System and the African American community to work together toward “stakeholder status,” and to improve their relationships to address known and unknown biases
3. Training
  - a. Train DCS Employees in Cultural Awareness
  - b. Train DCS Employees in DCS process
  - c. Train parents
  - d. Train parents to develop parent network and mentors
  - e. Who will do the training and where will the resources come from?
4. Funding and Resources
  - a. Develop a methodology to understand Child Welfare funding and its impacts on African American children and families. Focus on:
    - i. Amounts and sources (Federal, State, Private and Public)
    - ii. Allocations
    - iii. Gaps
5. Community
  - a. Work with the faith community to develop church solutions – To develop ways to increase church and congregation awareness and involvement
  - b. Develop and follow community development model approach
  - c. Form Collaborations
  - d. Focus on communication models including existing models used in other States
6. Data and Information
  - a. Develop reliable data gathering processes and mechanisms and use data to drive decisions, review outcomes, monitor performance, and appraise placements and removals.
  - b. Does AZ DCS have the systems capability to capture and record additional metrics and data sets to use in reporting to enhance performance?

## 2.6.2 Education

### Family Involvement

1. Develop Family support groups – knowing what families need
2. Home education
  - a. Early childhood education training (Pre-kindergarten)
  - b. Additional education and training for adults
3. “WIIFM” What’s in it for me? Families need to feel they are getting something out of it.
4. Create an environment/central location for families to access information (a clearinghouse) of resources
  - a. Multiple locations/methods
  - b. Virtual and physical locations where families can go to access educational information  
i.e. salons and barbershops
5. Involve existing community outlets such as: Informant Newspaper, social and Greek organizations
6. Family/School education (understand how to talk and work with school/staff)
7. Form partnerships with pediatricians/PCP
8. Develop a network of advocacy
  - a. Quality information via a trained advocate
9. AZCAAC training advocates
  - a. Develop a directory of resources
    - i. Professional/social/Greek organizations
  - b. Intervention education
  - c. Health intervention
  - d. Use unorthodox methods for outreaching parents, think outside the box.

### Community

1. Adults should attend public meetings and meetings where policies are being made
2. Understand and exercise voting rights
3. Use and or develop virtual and physical platforms to link to community events (AZCAAC)
4. Collaboration with key education stakeholders.
5. Provide regional training (statewide) – does funding exist for such training?
6. Public service announcements – Develop a strategic media plan
  - a. Radio stations
  - b. Television stations
  - c. Social media platforms
7. Involve professional athletes and sporting organizations
8. Dialogue within the community
  - a. Common interest for major cities in Arizona: Phoenix, Tucson and Flagstaff
9. Develop working relationships with the police, resource officers, education administration officials into a professional network via AZCAAR



## Schools

1. Training/professional development with ALL school staff.
2. Working with the educational leadership (boards, superintendents and principals)
3. Work with universities and community colleges
  - a. Partnerships and develop dialogue
    - i. Teach for America
4. Create a school environment where “students want to be”.
5. Offer **affordable** after school programs.
6. Create climate and culture change

## State and Local Governments, School Districts

1. Train and educate parents on
  - a. Policies
  - b. Public officials
2. Understand local, state, federal systems.
3. Identify and develop watchdog groups that affects the African American communities and families
4. Be present at public forums and meetings
5. Understand funding and resource allocation
6. Recommended reading: Book to read by Dr. Seuss: One Vote, Two Votes, I Vote, You Vote

## Students

1. Build self-worth (self-concept/think; self-esteem/feel)
2. Teach students accountability
3. Hold students accountable
4. Provide students with the tools they need where they are
5. Introduce character building
6. Set expectations of others (teachers, parents and administration) for students
7. Support career week: Police, fire, accountants, lawyers, engineers, and other professionals
8. Teach students efficacy and self-advocacy
9. Start early education and intervention (with an emphasis on reading and math)

## 2.6.3 Health Care (Infant Mortality)

### 1. Identified Causes

Poverty is the major barrier to overall African American infant well-being in Arizona. The problem is not well known and there needs to be an education process developed within the African American communities that are economically depressed and poor. African American expectant and new mothers and fathers are not seeking the available support services to improve their infant's chances of starting out life on a positive note and the effect is a perpetuation of high infant mortality rates. Underlying issues related to poverty are identified as:

- Lack of access to healthcare resources
- Lack of transportation
- Negative mindset of living in poverty and stigma of being poor (Can be considered a form of PTSD)
- Negative environmental factors
  - Sub-standard education
  - Pre-term birth and low birth weights
  - SIDS
  - Injuries
  - Birth defects
  - Lack of proper nutrition: for mother pre and post pregnancy

### 2. Funding

- Drastic cuts in Federal, State and local funding towards social programs in Arizona (reduce funding in social programs to fund business tax breaks)
- Not enough dedicated money funding GAP
- Funding sources are a mix of:
  - Non-Profit Organizations such as: First Things First and Casey Foundation
  - Major Healthcare Providers
  - Private philanthropy
  - Federal, State and Local Government
  - Business and Corporate donations

### 3. Access to Food and Nutrition Education

- SNAP and SNAP Outreach
- WIC Programs
- Food Banks: Nutritional Classes and Food Access
- Faith-based Community Food Pantries
- Hospitals, Worthy Institute and Phoenix Day Event
- Fire Department Installations
- Zeta Phi Beta's Stork Nest program

#### 4. Possible Key Stakeholder Organizations

- Citizen Review Panel
- First Things First (<http://www.azftf.gov/>)
- Phoenix Healthy Start (<http://www.maricopa.gov/publichealth/programs/healthystart/>)
- Annie E. Casey Foundation: Kids Count Data Center (<http://datacenter.kidscount.org/data#AZ/2/0/char/0>)
- Zeta Phi Beta Sorority, Inc.: Stork's Nest Program (<http://www.deltagammazeta.org/dgzstorksnest.htm>)
- Father's Matter (<http://fathermatters.org/>)
- Free Clinics (<http://www.freeclinics.com/cit/az-phoenix>)
- Banner Health: Pregnancy & Infant Loss Support Group (<https://www.bannerhealth.com/calendar/gateway-pregnancy-and-postpartum-adjustment-support-group>)
- AZ DHS: "Live It Change It" program (<http://azdhs.gov/prevention/womens-childrens-health/live-it-change-it/index.php>)
- Roosevelt Early Childhood Family Resource Center (<http://familyresourceaz.org/resources/roosevelt-early-childhood-family-resource-center>)

#### 5. General Key Stakeholders

- Community at-large
- Program and Agency Administrators
- Parent(s) and Family
- Advocates
- Healthcare Providers
- Faith-based Community
- Business Community
- Political Leaders

#### 6. Develop Training and Awareness Programs

- Create and develop a champion(s) (Spokesperson) to spread awareness
- How to access available resources
- To educate and create awareness for new mothers and fathers
- Asset building: Train the Trainer

#### 7. Involve Health Care Pre and Post-Natal Personnel

- Pediatricians
- Nurses
- Dulas
- Parent Educators

#### 8. Involve Parent(s), Family and Community

- It takes a village to raise a child
- Improve the mindset to give the child the best opportunities

## 9. Measurement

- Develop reliable data and benchmarks to drive decisions, review outcomes, monitor performance, accountability and measure progress to stated goal achievement
- Does AZ DCS have the systems capability to capture and record additional metrics and data sets to use in reporting to enhance performance?
- Identify key organizations which gather and report data
- Include participatory measurements
  - Participation in programs
  - Attendance to workshops, programs, appointments
  - Resources taken advantage of including education, nutrition, community, training, and healthcare

## 10. Goals and Solutions

### Support

- Create better access and awareness to a mental health provider in cases of infant loss including:
  - Safe Circle support groups and the hospitals that provide the service (i.e. Banner)
  - Financial assistance for related death expenses (funeral, healthcare, grieving)

### Awareness and Prevention

- Education and Awareness are the key factors to decreasing the African American infant mortality rates and improving overall infant well-being
  - It needs to start in High School
- Create and promote an online registry of different agency resources throughout Arizona that are available for new mothers and fathers
- Create and develop integrated community services. Neighborhood based resource centers that provide wrap-around services
- Meet with expectant and new mothers and fathers where they are (ex: community centers, church, social media, library, HUD housing, senior citizen centers, social clubs, high schools, and college campuses)
  - We must GO TO THEM!
  - We can't wait for them to come to us (the resource)

## 2.6.4 Juvenile Justice

### Identified Points of Discussion

- The data is accurate (as far as Maricopa County—the disproportionality of African Americans)
- What is Happening Already?
  - State Juvenile Justice Commission: sub-committee on compliance for disproportionality
  - Hearing Council Workgroup: goals, objectives and being reconstituted
- Collaboration – Workgroups, NAACP, etc.
- Arizona Supreme Court recently published document to look at issues of fairness
- Fairness Workgroup was developed and needs help in identifying potential members
- County Workgroups
- State level commissions – opportunity to collaborate; find point of contact at the Governor’s Office to begin and open a dialog
- Identify ways to learn the language of the system
- Get a place at the community table; take real time
- Identify a target and make a change
- Track trends
- Dissemination of information needs improvement
- How are problems being addressed? Who gets info?
- The main reasons children are entering system differs by county; Field test; use a consistent detention tool
- Need a statewide consistent approach
- How to get involved:
  - Via AZCAAR and AZCAAC
  - Identify reports and disseminate
- Accomplishments – sometimes not much due to politics
- Absence of people of color at the table, commissions, agencies, and offices
- Allies need to speak up.
- People have passion, but the same people are at the table. Need an infusion of new people
- Example of what’s working – partnership with FIBC; ask people in the community to partner with agencies and organizations
- Advocates = children will want believable reps; credibility; need representation
  - Faith-based organizations need to get out into the community
  - Remove the disconnect
  - There is contact with those in detention by community members
  - Plan a site visit – Juvenile Detention 101
  - Detention is run by the counties
- In examining the “system” need to look at all aspects –Juvenile Justice: arrest; detention; probation; diversion (need parent or guardian); congregate care facility; frequent flier – more felonies; Child Welfare system has its challenges

- What should system look like?
  - Parity – same opportunity to receive treatment & resources
  - Decisions should be made to benefit the child
  - Once children go in, they stay in – community people of color to have input at meetings; ongoing structure; representation
  - Multiple Case Plans for a family can be disconnecting/challenging
  - Focus on AA Family – get out of silos
- Disproportionality
  - State has a mandate from the Federal Government
  - Federal Act to comply for Federal Funding dollars
  - DMC Disproportionate Minority Contact
  - This is how the community can hold the state accountable.
  - On Child Welfare, disproportionality is not a measure
- JDAI – Maricopa County – they do work on that issue
- Get education & information back to the community in plain language
- Delete silos
- Higher level of accountability to stop seeing large number of AAs incarcerated
- Start before they get arrested – work with police

#### Funding and Resource Allocation

- Juvenile Crime Reduction Fund – can apply for funds
- Maria Dennis, Program Specialist, AZ Superior Courts: Juvenile Justice Division, 602-452-3572
- Title IV, E
- Helpline to call
- Identify strategies for the greater community at large and the AA community specifically
  - Social media
  - Hold or go to events, college fairs and community tours
  - Dissemination of information
  - Restoration of rights process
  - Engaged policy process (How to find and access legislative agenda and how to impact it)
  - Children's Action Alliance (monitors policy) Beth Rosenberg
  - Training for youth that have aged out – Office of the Public Advocate
  - Observe process; field trips; prayer while voting on laws
  - Juvenile Justice Council – have a seat; Eric Meaux, Judge MacNally; Facility bench
  - Visibility – accessibility to resources
  - Town Hall Meetings
  - Make it tangible for businesses to participate
  - People of Color – trying to start a business; to become a contractor; network
  - What areas have gaps; have a hub

- Teach history as it relates to the racial, cultural, institutional biases towards African American in this country and the negative impacts it has created for them
- Bring groups together in one space.

#### Cultural Bias

- How do we repackage the message? When you use Disproportionate Minority Contact (DMC), people get defensive (calling the truth the truth works against in this area); need legal reps reflective of the youth.
- Statutory changes are needed – for instance police can talk to kids without parents and reps (5<sup>th</sup> amendment issue)

#### Faith-Based Organizations

- Help to institute positive values and self-worth. Create a solid moral compass
- Teach people about their rights before they are in trouble; look at laws first; rule 23D
- Work with education systems – starts here: system representatives partner with community
- This is a complex issue – big problem. How do the faith-based organizations reach out to those who are most at-risk and are not involved with the church? Do the faith-based organizations to revise their mission statements?

#### Divine Hiring

- Bar associations: encourage minorities to be judges and detention officers
- Create advocacy at grass roots level. Be intentional
- Teach people to create synergy
- Target other programs and agencies like CASA
- Schools – start early on career advice and have ‘career day once a month’ where people from different career fields talk about their jobs and field.

#### Diversity Training

- Implicit bias training –Is there current training available and with whom: ASU, NAACP?
- Judges and decision makers need to understand other cultures

## Strategies

- Get community & government connected; Court mandated classes for gang involvement [caution here; getting the court involved can have unintended consequences for youth/impose sanctions for youth]
- Recommend reviewing “The Dangers of Detention” Casey Foundation
- Reduce Disproportionate Minority Contact (DMC)
- Monitor school suspensions
- Educate Mothers
- Break generational cycles – identify how to do this
- Meet families where they are at – connections to resources
- Join church
- Pima County School to prison pipeline
- Teaching administrators
- How to deal with issues without calling law enforcement
- Be proactive

## Family

- Strengthen family; be involved
- Conflict in the home can be criminalized
- Crisis services; who do they call?
- Want to avoid police contact
- Accessible community resources
- What do families need?
- Detention is not better
- How to deal with conflict
- Look at data; family dispute; low risk youth ended up in detention
- Parenting skills; conflict de-escalation
- Consumers
- Impact on talent pool
- My Brother’s Keeper – stats

## JDAI Pima County

- 84 recommendations; look at decision points; look at best practices
- Reduced detention; still see disproportionality;
- Connect with schools
- Matrix; when does law enforcement get involved
- Santa Cruz, CA – targeted Hispanic youth



## Resources

- Chicanos Por La Causa  
<http://www.cplc.org/>
- Phoenix Opportunities Industrialization Centers (OIC)  
<http://www.azoic.org/>
- Goodwill of Central Arizona  
<https://www.goodwillaz.org/#DmFswxeR7vUoKduA.97>
- Salvation Army (Phoenix, Chapter)  
<http://www.salvationarmyphoenix.org/>
- School Family Resource Center
- The Children's Justice Act Grant Program
- Juvenile Accountability Block Grant
- Youth, Faith & Family – through the Governor's Office

## Strategies

- Get community & government connected; Court mandated classes for gang involvement (caution here: getting the court involved can have unintended consequences for youth and impose sanctions for youth)
- Recommend reviewing "The Dangers of Detention" Casey Foundation
- Reduce DMC
- Monitor school suspensions (track trends in reporting data to improve outcomes)
- Educate Mothers (Who will do the educating and what resources are needed)
- Break generational cycles – identify how to do this
- Meet families where they are at – connections to resources
- Join a church (have the church become more involved in recruiting teens and young adults)
- Pima County School to prison pipeline (break the cycle and address the 'Whys', i.e. poverty and poor economic standard of living, racial bias, etc.)
- Teaching administrators (involves training in cultural bias, sensitivity and awareness)
- How to deal with issues without calling law enforcement (training in conflict resolution techniques)
- Be proactive
- Vetting of judges to review their decisions and records

## 2.7 NEXT STEPS

The next steps after holding the colloquium was to aggregate and compile the input from the four breakout sessions: Child Welfare, Education, Health Care (Infant Mortality), and Juvenile Justice.

1. Disseminate this report to the participants for their review and feedback
2. Create a strategic plan for each of the four areas that include:
  - a. Developing a Community Centric Model to help deliver findings to the African American community
  - b. Developing an Organizational Action Plan for the key stakeholders on how, why and where their resources and support can best be utilized to achieve each area's stated goal.
3. Hold a post review and feedback colloquium in the first half of 2017 to serve as a follow-up meeting to assess the progress in each area and make any refinements to the strategies, if needed.

## PART 3. REFERENCES AND ACKNOWLEDGEMENTS

### 3.1 SELECTED INFORMATIONAL LINKS

The following are a list of selected informational links that can be used as working references and sources for each of the four areas of concern.

#### 3.1.1 STATE OFFICES

- Office of the Arizona Governor Strategic Planning and Budgeting  
<http://www.ospb.state.az.us/publications2014newweb.aspx>
- State of Arizona, the Executive Budget, State Agency Budgets, FY 2016  
<http://www.ospb.state.az.us/documents/2015/State%20Agency%20Budgets,%20FINAL,%20Online%20Version,%20With%20Links%201-14-15%204pm.pdf>
- Arizona Department of Child Safety  
<https://dcs.az.gov/>
- Arizona Department of Education  
<http://www.azed.gov/>
- Arizona Department of Health Services  
<http://www.azdhs.gov/>
- Arizona Department of Juvenile Corrections  
<http://www.azdjv.gov/AboutADJC/AboutADJC.asp>

### 3.1.2 CHILD WELFARE

- The Annie E. Casey Foundation (Child Welfare)  
<http://www.aecf.org/>
- CASA of Arizona  
<http://www.azcourts.gov/CASA>
- Kids Count Data Center (Child Welfare)  
<http://datacenter.kidscount.org/>
- Arizona State University Center for Child Well-Being  
<https://child-wellbeing.asu.edu/>
- Centers for Disease Control and Prevention (Child Welfare)  
<http://www.cdc.gov/>
- Southern Poverty Law Center – Children’s Rights  
<https://www.splcenter.org/issues/childrens-rights>
- Arizona Center for Disability Law  
<https://www.azdisabilitylaw.org/>
- Child Trends  
<http://www.childtrends.org/research/state/?stateAbbr%5B0%5D=AZ>

### 3.1.3 EDUCATION

- First Things First  
<http://www.azftf.gov/our-priorities/Pages/quality-early-care-education.aspx>
- The Nation’s Report Card – NAEP (Education)  
<http://www.nationsreportcard.gov/>
- National Center for Education Statistics  
<http://nces.ed.gov/search/?q=arizona>
- Arizona Alliance of Black School Educators  
[www.azabse.org/](http://www.azabse.org/)

- Arizona Indicators  
<http://arizonaindicators.org/education/educational-attainment-by-age>
- Arizona Report Cards  
<https://www.azreportcards.com/>
- Roosevelt Elementary District Statistics (Phoenix, AZ)  
[http://www.rsd.k12.az.us/pages/Roosevelt\\_Elementary\\_District](http://www.rsd.k12.az.us/pages/Roosevelt_Elementary_District)  
<https://www.azreportcards.com/ReportCard?school=4933&district=-1>
- U.S. Census Bureau  
<http://census.gov/topics/education/data.html>

### 3.1.4 HEALTH CARE (INFANT MORTALITY)

- Kaiser Family Foundation  
<http://kff.org/other/state-indicator/infant-mortality-rate-by-race-ethnicity/?currentTimeframe=0&sortModel=%7B%22colId%22:%22Location%22,%22sort%22:%22asc%22%7D>
- U.S. Department of Health and Human Services  
<http://minorityhealth.hhs.gov/omh/browse.aspx?lvl=4&lvlid=23>
- Arizona Health Matters  
<http://www.arizonahealthmatters.org/index.php?module=indicators&controller=index&action=view&indicatorId=289&localeId=5>
- Arizona Department of Health Services  
<http://www.azdhs.gov/plan/menu/info/trend/index.php?pg=infant-deaths>

### 3.1.5 JUVENILE JUSTICE

- U.S. Department of Justice, Office of juvenile Justice and Delinquency Prevention  
<https://www.ojjdp.gov/ojstatbb/>
- Bureau of Justice Statistics  
<http://www.bjs.gov/index.cfm?ty=tp&tid=146>

- Juvenile Justice Geography, Policy, Practice & Statistics  
<http://www.jigps.org/arizona>
- Children’s Action Alliance  
<http://azchildren.org/category/issues/juvenile-justice>
- Arizona Community Foundation – Black Philanthropy Initiative  
<https://www.azfoundation.org/InitiativesImpact/PhilanthropyforAll/BlackPhilanthropyInitiative.aspx>

## **3.2 ACKNOWLEDGEMENTS**

### **AZCAAR BOARD OF DIRECTORS**

- Kent Earle, President
- Roy Dawson, Executive Director
- Teresa Toney, Vice President
- James Robinson, Treasurer
- Carlian Dawson, Ed. D., Secretary
- Connie Robinson, The Gideon Group

### **AZCAAC PARTICIPATING ORGANIZATIONS**

- Alpha Kappa Alpha Sorority
- Arizona Center for African American Resources (AZCAAR)
- Black Nurses Association – Greater Phoenix
- Center for Leadership Development and Enhancement
- Choices Interlinking – Prescott, AZ
- Delta Sigma Theta Sorority
- Faith Opportunity Zone (FOZ)
  - First Institutional Baptist Church (FIBCO)
  - Pilgrim Rest Baptist Church (PRF)
  - Tanner Chapel AME Church (TCDC)
- Maricopa County NAACP
- Phoenix Chapter of the Top Ladies of Distinction, Inc.
- The Coalition for African American Health and Wellness – Tucson, AZ
- The Gideon Group
- The State of Black Arizona, Inc.
- Themla Lundy, Yuma, AZ
- Unified Progress International (UPI)
- Youth World Education Project

### **AZCAAC CHILD WELFARE COLLOQUIUM ATTENDEES**

Thank you to the over 35 organizations, agencies, community advocates and individuals for attending the colloquium to come together and help bring about positive changes for African American children in Arizona.