
Mid-Atlantic Historically Black Colleges and Universities Strategic Initiative for Talent Development and Research on Equity in Juvenile Justice



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Quality Education for Minorities (QEM) Network



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BACKGROUND

Historically Black Colleges and Universities (HBCUs) play a prominent role in advancing Black social progress and racial conciliation in higher education, as well as in American society. HBCUs have used education as a vehicle for fighting against racial bias, discrimination, and oppression (Crewe, 2017). Serving as the pipeline to education for people who gained freedom from slavery, HBCUs performed a three-dimensional function (Stevenson, 2007). First, to promote civil rights; second, to improve Black people's opportunities in the post-slavery period; and third, to offer equal possibilities to Black students as their White peers (Stevenson, 2007). As such, HBCUs have played an indelible role in establishing Black people's intellectual, cultural, and spiritual development. Since their foundation, HBCUs have experienced various levels of demand and have served different purposes depending on the prevailing social issues in the nation. However, an undoubted fact about HBCUs is that they have always pursued the noble mission of making the lives of Black Americans richer in terms of the opportunities they received and the knowledge they gained.

Recent high-profile interactions between the Black community and law enforcement officials underscore the need for juvenile justice training, research, programs and advocacy at HBCUs. In 2018, the Quality Education for Minorities (QEM) Network received funding from the Annie E. Casey Foundation to develop and facilitate engagement strategies to enhance juvenile justice education and research at HBCUs in the Mid-Atlantic region. This initiative built off a similar Casey-funded project with four HBCUs in the state of Florida. There are 12 HBCUs in the Mid-Atlantic region, which vary in type (public/private), size, and setting, reflecting the region's increasingly diverse student population. These HBCUs have the potential to lead initiatives including curriculum reforms that foster social activism among minority students and instill in them a sense of social consciousness.

We offered an opportunity to all 12 of the HBCUs in the region to join the project. Institutions were asked to submit statements of interests that described the department's interests in, and efforts to, provide social justice-oriented training opportunities to students preparing for criminal/juvenile justice professions. Seven HBCUs submitted statements of interest and six of them were selected to participate in the project. The mid-Atlantic region initiative is a network of faculty from six HBCUs representing three states (Delaware, Maryland, Virginia) and the District of Columbia committed to addressing juvenile justice issues that impact youth and young adults of color. The six HBCUs on the project are: *Bowie State University*; *Coppin State University*; *Delaware State University*; *Howard University*; *University of the District of Columbia*; and *Virginia State University*.

The overall goal of the project was to prepare students to pursue careers in youth justice by providing a strong understanding and critique of the system and how improvements can be made to the system and outcomes for youth through a race and equity lens. Most criminal justice programs at universities do not typically focus much on juvenile justice and individuals that enter the youth justice field do not typically have a well-grounded understanding or sound critique of the system.

BACKGROUND, cont'd

Specifically, the project aimed to 1) develop a pipeline of graduates who would advance racial equity and positive youth development to improve the current juvenile justice system, through curriculum enhancements and student internships; and 2) provide technical assistance and coordinated activities that would lead to sustainable research programs to produce and disseminate evidence-based information on socially responsible and culturally responsive juvenile justice practices. It's critical to prepare researchers and ultimately students to become agents of change, not merely to become cogs of the status quo.

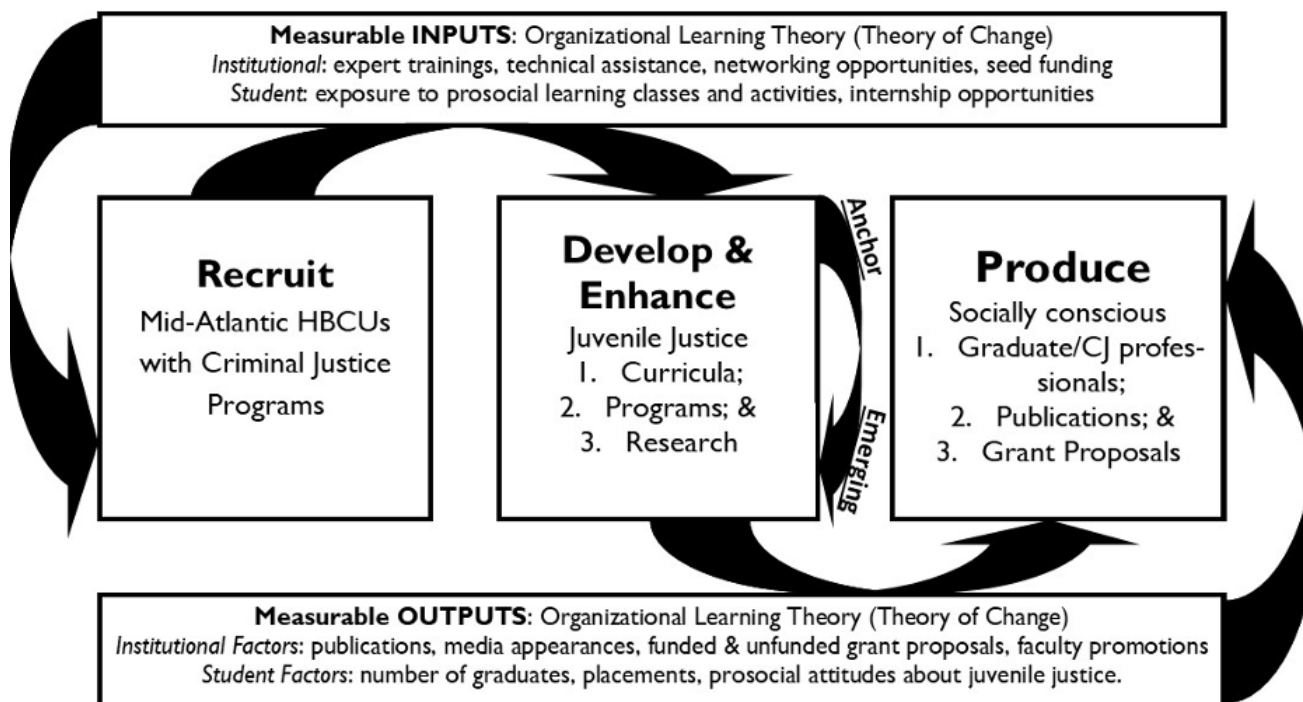
The specific project objectives were to:

- Provide technical support and capacity building opportunities for HBCUs in the Mid-Atlantic region to develop strategic initiatives for talent development and research on equity in juvenile justice;
- Provide seed funding to facilitate the development and implementation of new courses and/or revision of curriculum content and enhance faculty and student experiences at participating HBCUs; and
- Consult with the Foundation to leverage content and content experts to assist HBCUs with targeted curriculum enhancements.

Theory of Change

For this project, we used organizational learning theory to work with HBCU faculty members and administrators to foster their learning at two distinct levels: (1) Content-oriented knowledge, which targets content-specific learning, knowledge transfer, and knowledge sharing of culturally responsive juvenile justice programs; and (2) Dynamic capabilities, which are related to higher-level acquisition of skills that enable them to access resources and modify systems associated with producing socially conscious criminal/juvenile justice graduates and researchers. HBCU faculty members involved with this program developed their curriculum and research agenda in the following key focus areas: racial/ethnic equity and inclusion; positive youth development; restorative justice approaches; and exposure to best practices in the field.

BACKGROUND, cont'd



PROJECT ACTIVITIES

The Mid-Atlantic region initiative is a network of faculty from six HBCUs representing three states (Delaware, Maryland, Virginia) and the District of Columbia who were committed to addressing criminal justice issues that impact youth and young adults of color. These HBCUs have the potential to lead initiatives including course offerings that foster social activism among minority students and instill in them a sense of social consciousness. The project provided technical support and modest funds to researchers at the six HBCUs to increase their capacity to develop strategic initiatives for talent development and research on equity in juvenile justice.

Technical Support and Capacity Building Opportunities

In 2018 and 2019, QEM conducted a series of webinars and live workshops for faculty/administrators at HBCUs in the Mid-Atlantic region. These events provided opportunities for sharing best practices, connecting practitioners to state and national experts for future collaboration, and promoting the value proposition of socially conscious learning and teaching among institutional peers.

At these events, participants engaged in a range of interactive activities including curriculum mapping; discussing their research agendas (including pursuing external funding, publications, disseminating findings at professional conferences); and networking with colleagues and experts in the field. The awareness and capacity building events were effective mechanisms to involve participating faculty in learning and sharing knowledge related to equity focused reform work in juvenile justice.

Table 1. Capacity Building Events

Event	Date	Attendees	Key Highlights
Webinar	March 27, 2018	18	Established a community of agents of change network from six HBCUs. Information about project goals and expectations was shared.
Workshop	May 31-June 1, 2018	15	The most valuable aspects of the workshop as reported by participants included: information shared by presenters; shared values on race and equity in juvenile justice; opportunity to network with colleagues; and exposure to potential collaborators.
Webinar	October 22, 2018	10	All of the institutions represented on the webinar were pursuing some form of curriculum reforms and partnerships with other institutions of higher education (within/outside the network) and/or with government agencies
Webinar	April 1, 2019	5	Participants shared they were revamping juvenile justice courses, hosting information awareness meetings on their campuses, applying for grants, and working on solidifying relationships with state agencies.
Workshop	July 15-16, 2019	11	Participants reported the workshop was helpful in increasing their capacity to undertake responsive curriculum reforms; conduct research on equity in juvenile justice; and pursue external funding opportunities.

2018 Workshop Overview

On May 31-June 1, 2018, the QEM Network with support from the Annie E. Casey Foundation convened a face-to-face meeting for researchers on the mid-Atlantic Juvenile Justice Network. Fifteen faculty/administrators from all six HBCUs on the project attended the workshop. Workshop objectives were to:

- 1) gather/share information on emerging issues related to Criminal/Juvenile Justice; and
- 2) build capacity for curriculum reforms and research productivity.

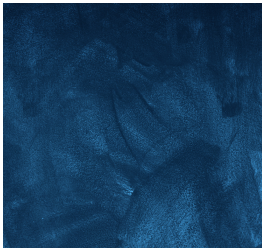
The workshop format included a mix of plenary sessions, small group discussions, and networking opportunities. Meeting sessions highlighted racial disparities trends in the juvenile justice system as well as best practices for addressing the racial inequities. The small groups discussions centered on curriculum reforms and pursuing a research agenda.





“Meeting the other Criminal Justice faculty at area HBCU’s, learning about their research and common institutional challenges was the highlight of this meeting. It was also valuable to build shared value around Criminal Justice and race and equity with like-minded scholars.”

-2018 Workshop Participant



“The opportunity to learn from others. The wealth of knowledge, especially from presenters who have engaged in this work for decades, in the struggle for justice; to network with others. I truly felt a sense of care and urgency to help build a space and network to help our youth. The fact that HBCU’s were centered at this conversation to helping to promote justice for our youth was very impactful.”

-2018 Workshop Participant

2019 Workshop Overview

The second face-to-face workshop was conducted on July 15-16, 2019. Eleven researchers from the six HBCUs attended the workshop. The goal of the workshop was to increase the capacity of participants to: undertake responsive curricula reform; conduct research on equity in juvenile justice; and pursue external funding opportunities. The keynote session set the stage for the meeting by providing the historical context to structural racism in juvenile justice.

There were three panel discussions that focused on diverse issues such as implementing practice-focused juvenile justice curriculum reforms, pursuing collaborations and funding opportunities, and publishing and disseminating juvenile justice-related research findings.



Participants found the workshop inspiring, well executed, and motivating to their own juvenile justice equity reform efforts.

- Opportunities for networking with professionals and colleagues were cited as most valuable
- Plenary and panel sessions were informative and well liked
- Participants felt strongly equipped to become agents of change for juvenile justice reforms at their institutions

“Overall, I appreciated the broadened focus on youth justice and the multiple entry points for racial equity reforms. I really appreciated the social and historical lens offered by Dr. Bell, whose work I use in my classes. Also thoroughly enjoyed Dr. Rodriguez's presentation on youth justice which is more closely aligned with the approach we are using at my institution.”

-2019 Workshop Participant

Content Experts Engagement

The project engaged a team of state and national content experts as presenters or panelists at the workshops. The following individuals presented to the group:

- James Bell, Founder and President, W. Haywood Burns Institute
- Steve Bishop, Senior Associate, The Annie E. Casey Foundation
- David Brown, Senior Associate, The Annie E. Casey Foundation
- Leon D. Caldwell, Senior Director, Health Equity Strategy and Innovations at American Hospital Association
- Menna Demessie, Vice President, Policy Analysis and Research, Congressional Black Caucus Foundation, Inc.
- Sedika Franklin, Associate Director, White House Initiative on Historically Black Colleges and Universities
- Susan Frazier-Kouassi, Director, Texas Juvenile Crime Prevention Center, Prairie View A&M University
- Camille Gibson, Interim Dean for the College of Juvenile Justice & Psychology and Professor, Prairie View A&M University
- Damon Hewitt, Damon Hewitt, Executive Director, The Executives' Alliance for Boys and Men of Color
- Kevin A. Jenkins, Intergovernmental Affairs, U.S. Department of Justice, Office of Justice Programs
- David Johns, Executive Director, National Black Justice Coalition
- William Rodriguez, Clinical Instructor in Youth Justice and Advocacy BU - Wheelock College of Education and Human Development
- Marc Schindler, Executive Director, Justice Policy Institute
- Elsie Scott, Founding Director, The Ronald W. Walters Leadership and Public Policy Center, Howard University
- Kenya Washington Johnson, Associate Professor of Criminal Justice, Florida A&M University

Some of the topical areas covered at the workshops included:

- Creative Mechanisms for Dismantling Structural Racism and Eliminating Disparities in the Juvenile Justice System (Race, Power, Policies, and Practices)
- Diversity is our Reality: Marginalization of Black LGBTQ/SGL Youth in Schools and in the Juvenile Justice System
- Building a Practice-focused Criminal/Juvenile Justice Curriculum/Program
- Promising and Innovative Strategies in Juvenile Justice Reforms
- Leveraging Partnerships and Capacity to Conduct Meaningful Research and Ensure Sustainability
- Publishing and Disseminating Juvenile Justice-related Research Findings
- Critical Gaps in Juvenile Justice Research: Race-equity Lens Research
- Best Practices and Trends in the Juvenile Justice Field
- Building Research Capacity/Scholarly Productivity
- Access to Resources: Federal Funding Opportunities
- Strengthening Criminal/Juvenile Justice Program-to-Profession Pipeline
- Addressing the Current Juvenile Justice Workforce Needs
- Plans for Implementing New/Reformed Curriculum and Research Agenda
- Cultivating Talent for Juvenile Justice Reforms

Seed Funding Activities

QEM made sub-grants (max of \$2,500) to the six participating institutions to develop new or revise courses/curricula, support student enrichment activities, and faculty scholarly productivity. The seed funds supported the execution of a range of activities such as faculty professional development (attending conferences), purchase of training materials, software, or equipment, student research training and educational enrichments, and curriculum development/reforms. The seed-funds expanded opportunities for faculty and students to engage in activities essential for advancing equity in juvenile justice.

Specific ways in which the funds assisted in building capacity of participants and/or their institutions included:

- Supported the attendance of faculty to professional conferences
- Developed a proposal for a restorative justice in practice institute at the university.
- Purchased NVivo, a qualitative data analysis computer software package, which created the ability to train students and allow them to assist with analysis of research data.
- Developed and implemented an action research training for undergraduate students to advance their knowledge of the juvenile justice system and to develop their action research skills through education and practice.
- Engaged students in analyzing collected data and conducting focus groups.

- Conducted policy analyses, assessing institutions and national juvenile justice reform efforts -- student-led.
- Purchased a computer and software for use by students with interest in conducting research on equity in juvenile justice.
- Covered transportation cost (metro cards) for students to visit local juvenile justice facilities.
- Conducted a landscape analysis of program offerings in Sociology, Criminology, Anthropology, and across campus to identify individuals engaging in juvenile delinquents' research; and programs focused on educational equity from the lens of juvenile justice.
- Conducted research in youth violence prevention.
- Purchased curriculum materials used in the piloting of a violence prevention model that combined restorative justice, mindfulness, social justice education, and the arts. Facilitated conflict resolution programs in high schools.
- Supported faculty certification in the "Thinking for a Change" module, used to mentor students at risk of dropping out of school and/or becoming involved in the juvenile justice system.
- Supported a mindfulness-based youth violence prevention initiative was created in collaboration with a Research Fellow with the RWJF Interdisciplinary Research Leaders Program. The program is called Youth MIND and components of the intervention have been offered in Washington, DC, Southfield, Illinois, and Indianapolis, Indiana.
- Provided resources for student opportunities.

KEY ACCOMPLISHMENTS – FACULTY CENTERED

Curriculum Reforms

We gathered information through surveys, progress reports, and focus groups from participating HBCUs to identify curriculum enhancements, student and faculty experiences initiated to develop a pipeline of graduates who will advance racial equity and positive youth justice to improve the current juvenile justice system. Over the project period, participating institution adjusted their course offerings. In aggregate:

- Twenty-five new courses and/or adjustments to the curriculum were made to advance racial equity and/or positive youth development (more details are provided in Table 2).
- More than 1200 students (community-based engagements, training series, mentoring, course completions, etc.) and over 30 faculty were impacted directly and indirectly by the project's funding support.
- Over 270 students completed the new or revised courses (more details are provided in Table 3).

A list of the new or revised courses that were developed at each school are presented in the table below.

Table 2. List of New or Revised Courses

Institution	# of New/Revised Courses	Course Name
Bowie State University	9	<ul style="list-style-type: none"> ➤ Created restorative justice concentration within criminal justice to include seven classes, three of which focus directly on juvenile justice system. ➤ Integrated one to two modules to discuss restorative justice in two existing courses.
Coppin State University	3	<ul style="list-style-type: none"> ➤ CRJU 330 Police Community Relations (Policing Inside Out) – Undergraduate Course with training to implement course provided by Dr. Muhammad of Howard University. ➤ CRJU 413 Delinquency, Prevention and Control – Undergraduate Course ➤ CRJU 501 Sociology of Crime and Delinquency - Graduate Course
Delaware State University	3	<ul style="list-style-type: none"> ➤ SCCJ 603: Theories of Justice ➤ SCCJ 609: Issues in Juvenile Justice ➤ SCCJ 622: Juvenile Justice Policy
University of the District of Columbia	4	<ul style="list-style-type: none"> ➤ Restorative Justice ➤ Justice in a Multicultural Society ➤ The Youth MIND (Mindfulness for Non-Violent Development) Model ➤ Research Methods
Virginia State University	6	<ul style="list-style-type: none"> ➤ CJUS 336, Juvenile Justice Processes ➤ Deviance and Social Control ➤ Sociology of Juvenile Delinquency ➤ Gangs and Adolescent Subcultures ➤ Criminological Theories of Crime ➤ Research Methods
Total	25	

Juvenile Justice Concentration or Minor

The following three institutions added the following juvenile justice concentration/minor:

- Virginia State University added a juvenile justice concentration
- University of the District of Columbia created a Youth Studies minor (Urban Youth Ecologies)
- Bowie State University created restorative justice concentration within criminal justice to include seven classes, three of which focus directly on juvenile justice system and integrated one to two modules to discuss restorative justice in two existing courses.

Other course reforms that were implemented included:

- Incorporated more case studies into curriculum.
- Talked to students more about how to use the information they receive to effect change and navigate complex system and address disparities. Graduate course CRJU557 Criminal Justice Function in African American Society used as vehicle to advance via curriculum.
- Made adjustments in constitutional law and management classes to incorporate how students can go about changing the legal standard from an advocate perspective. Incorporated more case studies into law courses, delinquency courses, and the program curriculum overall.
- In the “Policing Inside Out” course which involves law enforcement officers from multiple jurisdictions, education from and with “squeegee kids*” were incorporated.

**“Squeegee kids” is a term to describe youth (usually with unstable housing and resources) who clean windshields for exchange of money.*

Table 3 below represent the number of students who completed the new or revised courses

Table 3. New/Revised Course Completions

Institutions	Number of students
Bowie State University	25
Coppin State University	100
Delaware State University	6
University of the District of Columbia	47
Virginia State University	95
Total	273

Scholarly Productivity

Participants reported engaging in scholarly development opportunities that focused on enhancing socially responsible juvenile justice practices. Researchers in the network engaged in the following scholarly activities:

Publications

Eight publications including five journal articles, two books, and a book chapter were authored/co-authored by HBCU researchers in the project. Some of the published work include:

- Jones-Eversley, S. D., Rice, J., Adedoyin, A. C., & James-Townes, L. (2020). Premature Deaths of Young Black Males in the United States. *Journal of Black Studies*, 0021934719895999.
- Jones-Eversley, S. D., & Rice, J. (2020). A call for epidemiology and thanatology to address the dying, death, and grief pipeline among Blacks in the United States. *Death Studies*, 1-8.
- Jones-Eversley, S. D., James-Townes, L., Rice, J., & Adedoyin, A. C. (2020). A pragmatic epidemiological approach to confronting the genocidal death effect of homicide and suicide among young Black males in the United States. *Social work in public health*, 1-21.
- Dr. Johnny Rice II (Department Chair/Criminal Justice), Dr. Jacqueline Rhoden-Trader (Criminal Justice), and, Dr. Gary Jones (Social Work) of the College of Behavioral and Social Sciences and Dr. Ericka Covington (College of Business) recently celebrated the pre-release of the collaborative and transdisciplinary textbook “Why the Police Should be Trained by Black People” endorsed by the National Association of Blacks in Criminal Justice (NABCJ), edited by Morgan State University’s Dr. Natasha Pratt-Harris. CSU faculty serve as contributing authors and insight is shared in select chapters of the book. As noted by the publisher this work, “...combines traditional models commonly taught in policing courses, with new approaches to teaching and training about law enforcement in the U.S. all from the Black lens” (Routledge, 2021). For additional information please visit book website by clicking link here.

- A faculty member at Virginia State University published a youth based article
- Co-authored book entitled “20 Years of School-Based Mass Shootings” focused on racial expectations and the racialization of criminal justice - not funded by the seed money – UDC.
- Published in *The Journal of Contemplative Inquiry* on advancing youth justice using a contemplative lens and African centered spirituality and wrote a book chapter that is focused on community-based participatory research– UDC

EDITED BY NATASHA PRATT-HARRIS

WHY THE POLICE SHOULD BE TRAINED BY BLACK PEOPLE



PRESENTATIONS

Eleven presentations focused on enhancing socially responsible juvenile justice practices were delivered at conferences and/or other settings by faculty and students at participating HBCUs. Some of the meetings where participants and or their students presented their work include:

- Academy of Criminal Justice Sciences (Coppin)
- American Society of Criminology (Coppin)
- National Association of Blacks in Criminal Justice/Northern Virginia Chapter – Virtual Justice Sunday Presentation (Coppin)
- American Sociological Association (Bowie).
- Two students presented and placed in the top three at the National Association of Blacks in Criminal Justice Conference (Bowie).
- Three junior faculty members participated in a two-day workshop on restorative justice and practices particularly in school discipline, juvenile justice system, broader criminal justice system (Bowie).

Grant Proposals

Three institutions submitted grant proposals to conduct research on restorative and juvenile justice.

- Coppin State University received a grant from Thurgood Marshall College Fund (TMCf) **National Collaborative on Gun Violence Research and the Thurgood Marshall College Fund, October 2021-Present, Project Role: Site Lead-Investigator. Title of Project: “A Dangerous Recipe: Ingredients Contributing to African American Gun Violence.”** Amount Funded: \$105, 290; The grant was awarded to CSU by the Thurgood Marshall College Fund (TMCf), who received a \$1 million grant by the National Collaborative for Gun Violence Research. To implement the study, TMCf brought together leading HBCU Criminal Justice researchers in Houston, TX, Wilmington, DE, Jackson, MS and Baltimore – leveraging the experience, knowledge and status of HBCUs in the African American community to conduct research on attitudes toward guns ownership, possession, and usage by urban youth; the dynamics of social transmission of gun ownership and possession, carrying a gun, using a gun to threaten someone; and escalation to gun violence.
- Delaware State University submitted a grant to learn why young Black men in four cities carry guns.
- Bowie State University wrote a proposal for a restorative justice in practice institute at the university. University/department plans to be a training and research hub on restorative justice and practices. Provost and president signed off on the proposal.

Partnerships (Internal and External)

Four institutions (Bowie, Coppin, Delaware, UDC) indicated they established internal and/or external partnerships. These included relationships with other institutions of higher learning, non-profit, state and police departments, etc.). One of institution specifically indicated they:

- Established articulation agreement with Anne Arundel Community College (Coppin)

Research Projects

Three research projects related to juvenile experiences were conducted at participating HBCUs. For example, the following research projects were being conducted at the HBCUs:

- Transforming Juvenile Justice Through Enhanced Curriculum and Educational Strategies at a Historically Black College and University.” In progress – Coppin
- The research portfolio is around informing more equitable juvenile justice programs and programs around gun violence - Delaware
- As part of the focus on juvenile justice, the department created a partnership with the Center for Neighborhood Revitalization and Research. The research center does focus on juvenile justice (amongst other topics), and has placed both undergraduate and graduate students as research assistants to gain important experiences in the field - Delaware

Other ways in which the researchers engaged in professionals and scholarly productivity included:

- Partnered with a local youth-serving non-profit to host its first on campus training around juvenile justice issues. Youth and students were trained on how to be advocates with state legislators on the behalf of criminal justice legislation.
- Participated in the Academy of Criminal Justice Sciences (ACJS) 2019 annual meeting in Baltimore which consisted of hosting a tour of 50 graduate students and professors around West Baltimore.
- Facilitated webinars that look at children of incarcerated parents from an assets-based perspective - individuals who may have had contact with the criminal justice system but were able to succeed.
- Participated in the Racial and Equity Disproportionality Conference which focus on the juvenile justice and the adult system.
- Created a mentoring event for students
- Sponsored Racial & Ethnic Disparity Conference, in conjunction with the Department of Juvenile Justice, Virginia Department of Correction, and the Virginia Juvenile Justice Association.
- Students participated in a Center for Urban Families event where they heard from national leaders about disrupting the traditional system that has been harmful to African Americans.
- Criminal Justice Club hosted a panel with returning citizens focusing on their involvement in the criminal justice system beginning as juveniles.

KEY ACCOMPLISHMENTS -STUDENT CENTERED

On Friday, October 15th, 2021, Coppin State University College of Behavioral and Social Sciences students competed in the HackGood4Baltimore Contest in efforts to develop innovative solutions to address squeegee kid panhandling problem in Baltimore City. While our team did not win, the experience was invaluable, and the team will receive additional instruction on developing innovative pitches and ideas with support of Microsoft, The Mayor's Office, and Johns Hopkins University's Innovation Lab. [To view the CSU presentation \(brief pitch\) please select link here.](#)

On Thursday, December 7, 2021, the closing ceremony for the Policing Inside Out course occurred and allowed an opportunity to recognize the students who successfully completed the course. It was an excellent affair that afforded enrolled students from Coppin State University and Morgan State University, comprising law-enforcement and community members, an opportunity to share and reflect on their respective curriculum and field experiences. Baltimore City Police Commissioner Michael Harrison and other course speakers/contributors were impactful in their comments and praise of our students and the learning process. In class and educational field experiences were highlighted. The event was attended by CSU President Anthony Jenkins who commended the effort. Team CJ applauded the course instructors, our very own Dr. Jacqueline Rhoden-Trader, and Dr. Natasha Pratt-Harris of Morgan State University, for making this course possible at each respective institution. The guidance, support and training provided by Dr. Bahiyyah M. Muhammad of Howard University brought this course vision and implementation to fruition.

Additional Insights: Overall Project Impact

Researchers provided additional perspectives about the impact of project including:

- “We consider framing the cohort experience as a life-long learning community that can be leveraged for expertise, insight, resources, strategic leveraging, and collaborative



support. Our team's involvement is viewed as an ongoing process of assessment which was enhanced via our engagement with QEM and participating HBCU's."

➤ "While the activities described may have occurred outside of the designated project period they are viewed as related to the project because of the motivation and insight acquired through our participation in this cohort experience. As a result of our participation in QEM project, Coppin State Universities (CSU's) criminal justice department renewed its commitment to developing its research capacity to complement our expertise in instruction."

➤ "The AECF funding opportunity allowed us to expand our external partnerships. Bowie State University (BSU) established an Institute of Restorative Justice and Practices."

➤ "Since 2019, approximately 168 DC teens ages 13 - 17 have been exposed to some of the University of the District of Columbia (UDC) course content through Dr. Chatman's various community engagements. Her Youth MIND Violence Prevention Initiative includes virtual and in-person workshops for youth through a partnership with the DC Department of Parks and Recreation Teen office. Youth learn about the antecedents and socio-environmental aspects of violence and also the historical factors of youth of color in the juvenile criminal justice system. This content is a direct reflection of curriculum enhancements made possible through AECF/QEM funding and support. In this way, the UDC program's impact is extending back into the communities from which many of our undergrad majors emerge. Teens are also provided with mindfulness, social emotional skills, and other supports to help them navigate the system of inequity in which they live, while also learning how to use their agency to advocate for just and healthy conditions in their schools and communities that decriminalize youth of color."

➤ "The funding allowed us to examine youth justice from a broader ecological systems and historical framework. We then integrated this broader scope into some of our existing courses in the Administration of Justice major. Further, in collaboration Dr. Suzanne Lea (who replaced Professor Keith Parris on the team), developed an Urban Youth Ecology concentration in the Administration of Justice major."

➤ "We have been sensitized to the possibilities within the juvenile Justice system and look forward to strengthening the concentration."

CALL TO ACTION

System Changes Needed to Advance Racial Equity

Participants provided the following recommendations for consideration within their classes, department, institution, or on a broader scale to advance racial equity in the juvenile justice field. Specific recommendations with potential to achieve lasting changes include:

➤ Keep students involved in the system. Educate them about the system so they know what they can effectively change.

- Explicitly and directly address racism in our systems, racism in the ways that teachers are taught and trained to view Black and Brown children as criminals. Reframe how we work with young people to center youth wellbeing and youth justice in a preventative approach - not responding and rallying all the systems and the agencies once we think young people have done something wrong.
- Support research on contact courts, discretionary actions of police, prosecutor, and judges as these people control the kids before they get in the system. We need to work on keeping them out of the system.
- Approach the subject from a “glass half full perspective” to prevent demotivation, alienation, and helplessness in students, use of anti-deficit framework approach.
- Limit power of discretion that we give prosecutors and police officers. More rehabilitation, more preventative measures.
- Look at waiver to adult court, this should be reserved for extremely exceptional cases.
- Create a juvenile model for criminal reform, don’t just stick juveniles in an adult system.
- Make sure we place students in juvenile justice internships related to their future plans.
- Re-examine our notions between school discipline, for instance, and criminalization of behavior.
- Break the school to prison pipeline.
- Address sentencing disparity between black and brown kids and whites.

CONCLUSION

The report documents activities and outcomes from a network of six HBCUs committed to addressing juvenile justice issues that impact youth and young adults of color. The information was gathered through multiple avenues such as post-webinar/workshop surveys, session notes, progress reports, and focus group discussions. The findings suggest that HBCU faculty and administrators demonstrated commitment to engage in curriculum reforms in alignment with socially conscious juvenile justice practices and in collaborating with each other and government agencies, as well as in seizing opportunities that enhances their scholarly productivity and student experiences. The report further suggests recommendations for institutions and professional agencies to develop sustainable structures and programs to make positive impact in the transformation of the juvenile justice system.

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APPENDIX 1: PROFILES OF PARTICIPATING INSTITUTIONS

BOWIE STATE UNIVERSITY



Mission Statement

As Maryland's first historically black public university, Bowie State University (BSU) empowers a diverse population of students to reach their potential by providing innovative academic programs and transformational experiences as they prepare for careers, lifelong learning, and civic responsibility. Bowie State University supports Maryland's workforce and economy by engaging in strategic partnerships, research, and public service to benefit our local, state, national, and global communities. In Fall 2021, BSU total enrollment was 6,308 students (5,381 undergraduates). Eighty-nine (89) students were conferred bachelor's degrees in criminal justice.

Criminal Justice Program

The curriculum is designed to give students an invaluable foundation in law, social justice, community advocacy and forensic science. Students are engaged in a multidimensional approach to studying crime, from its causes, offenders and victims to the corrective processes, agencies and laws working to control it. The intensive course track introduces students to applied methods of sociological research to help them develop a pragmatic knowledge of corrections and criminal justice. Inside our full-service SMART classrooms, you will:

- Investigate the cause and effect of crime and criminal behavior in society
- Explore the history of justice practices and efficacy of existing anti-crime policies
- Apply and critique major theories and ethical issues in the field
- Examine how law enforcement and police organizations have evolved
- Learn the inner workings of courts, criminal law and legal decisions
- Use quantitative and qualitative research methods to scale criminal activity

Team Members

Dr. Charles Adams, Professor and Chair
Dr. Nicole Branch-Ellis, Assistant Professor
Dr. Matasha Harris, Associate Professor
Dr. Sharon Theodore-Lewis, Lecturer

COPPIN STATE UNIVERSITY



Mission Statement

Coppin State University (CSU), a Historically Black Institution in a dynamic urban setting, serves a multi-generational student population and provides education opportunities while promoting lifelong learning. The university fosters leadership, social responsibility, civic and community engagement, cultural diversity and inclusion, and economic development. In Fall 2021, CSU total enrollment was 2,101 students (1,845 undergraduates). Fifty-four (54) students were conferred bachelor's degrees, 6 received master's degrees and certificates, respectively, in criminal justice.

Criminal Justice Program

The department boasts a diverse blend of researchers, educators, and expert practitioners in the areas of law-enforcement, courts, corrections, juvenile services, community-based violence prevention and intervention, and social justice who work to ensure the program's mission is achieved. Through the program, students will gain the skills to enter municipal and private criminal justice agencies directly after graduation. Partnerships with federal, state, and local facilities complement the course curriculum, allowing students to gain real world value.

Students will learn how to:

- Communicate effectively through oral and written formats
- Apply criminological theories, logic, qualitative and quantitative analysis to criminal justice policies and issues
- Demonstrate awareness of the social, political, cultural, and historical factors that influence the field of criminal justice
- Make positive contributions to the field of criminal justice in law-enforcement, court, correctional, and community-based violence prevention settings

Team Members

Dr. Johnny Rice II, Chairperson and Associate Professor
Dr. Michael Berlin, Associate Professor and Graduate Program Coordinator
Dr. Jacqueline Rhoden-Trader, Associate Professor
Dr. Laura Anderson, Assistant Professor

DELAWARE STATE UNIVERSITY



Mission Statement

Delaware State University (DSU) is a public, comprehensive, 1890 land-grant institution. The mission of the University is to provide for the people of Delaware and others who are admitted, meaningful and relevant education that emphasized both the liberal and professional assets of higher education. In Fall 2021, DSU total enrollment was 5,200 students (4,399 undergraduates). Fifty-two (52) students were conferred bachelor's degrees in criminology.

Criminal Justice Program

The curriculum for the graduate program is split into two concentrations: 1) Justice and Equity, and 2) Crime and Justice. These concentrations allow students in the program to focus on areas of the curriculum that both interest them and pertain to their career aspirations.

The Department of Sociology and Criminal Justice has established the following student learning outcomes for the Master of Arts in Justice Studies:

- SLO 1: Justice Studies Perspective - Students will be able to define, use, and/or develop a critical argument using justice studies theories to examine a social problem.
- SLO 2: Studying Inequality and Crime - Students will be able to define, understand, explain, apply, examine, and critique methodological and principles associated with sound, ethical research that examines inequalities in the Criminal and Juvenile Justice Systems as it relates to the intersection of race, class, and gender.
- SLO 3: Health Equity and Justice - Students will be able to understand, explain, examine, and critique inequalities associated with health in American society.
- SLO 4: Global Perspectives in Justice Studies - Students will be able to identify, define, and examine global perspectives and issues as it related to justice studies.

Team Members

Dr. Dorothy Dillard, Director, Center for Neighborhood Revitalization and Research

Dr. Laurin Parker, Associate Professor

Dr. Kevin Ralston, Associate Professor

HOWARD UNIVERSITY



Mission Statement

Howard University (HU), a culturally diverse, comprehensive, research intensive and historically Black private university, provides an educational experience of exceptional quality at the undergraduate, graduate, and professional levels to students of high academic standing and potential, with particular emphasis upon educational opportunities for Black students. Moreover, the University is dedicated to attracting and sustaining a cadre of faculty who are, through their teaching, research and service, committed to the development of distinguished, historically aware, and compassionate graduates and to the discovery of solutions to human problems in the United States and throughout the world. With an abiding interest in both domestic and international affairs, the University is committed to continuing to produce leaders for America and the global community. In Fall 2021, HU total enrollment was 12,065 students (8,864 undergraduates). Thirty-three (33) students were conferred bachelor's degrees in criminal justice.

Criminal Justice Program

Originally referred to as Administration of Justice, the undergraduate major in Criminology was part of a comprehensive effort at Howard University to examine various institutions that impacted the African American community. The interface between minority offenders, crime causation factors and treatment strategies designed to deal with criminal and delinquent behavior, represents the central theme in the program's development and implementation.

The combined theory and practical experience will give students more comprehensive knowledge of:

- The criminal justice system and its linkages to the larger institutional structure;
- The complexities of human conduct; and
- Some of the problems associated with human social life.

Team Members

Dr. Marie-Calude Jipguep-Aktar, Associate Professor

Dr. Bahiyyah Muhammad, Associate Professor

Dr. Vernetta D. Young, Retired Professor

Mission Statement

Embracing its essence as a public historically black urban-focused land-grant university in the nation's capital, UDC is dedicated to serving the needs of the community of the District of Columbia and producing lifelong learners who are transformative leaders in the workforce, government, nonprofit sectors and beyond. In Fall 2021, UDC total enrollment was 3,476 students (2,947 undergraduates). Twenty-six (26) students were conferred bachelor's degrees in legal studies and 6 were awarded associate degrees in legal professions.

Criminal Justice Program

The curriculum includes policy and legal issues, qualitative and quantitative research, interpersonal relations, and administrative procedures. The Criminal Justice program encourages self-directed intellectual inquiry, problem solving, ethics, and a commitment to human rights as important professional values.

On completion of this program, students will be able to:

- Describe how the principles of constitutional law relate to issues in law enforcement, particularly search and seizure, confessions, legal counsel.
- Demonstrate an understanding of the interaction between the fields of law enforcement, courts, and corrections.
- Engage in law enforcement activities that are supported by current law and statutes.
- Identify the patterns, typologies, and root causes of crime.
- Explain the relationship between the criminal justice system and citizens.
- Recognize and apply understanding of the complexity of sociocultural and international diversity.

Team Members

Dr. Michelle Chatman, Associate Professor

Dr. Angelyn Flowers, Professor

Dr. Keith Parris, Adjunct Professor

Mission Statement

Virginia State University (VSU), a public, comprehensive 1890 Land Grant institution and historically black college/university, is committed to the preparation of a diverse population of men and women through the advancement of academic programs and services that integrate instruction, research, extension, and outreach. The University endeavors to meet the educational needs of students, graduating lifelong learners who are well equipped to serve their communities as informed citizens, globally competitive leaders, and highly effective, ethical professionals. In Fall 2021, VSU total enrollment was 4,300 students (3,899 undergraduates). Fifty (50) students were conferred bachelor's degrees and 9 were awarded master's degrees in criminal justice.

Criminal Justice Program

The Bachelor of Science in Criminal Justice and Master of Science in Criminal Justice programs prepare students for six major fields: juvenile justice, law enforcement, corrections, court procedures, forensic investigation, and criminal justice research. The undergraduate program focuses on providing students with a broad-based liberal arts education. The graduate program includes thesis and non-thesis options and prepares students for entry into various criminal justice careers, as well as entry into doctoral programs.

Faculty maintain active research and publication in the areas of race and racism, popular culture, immigration and migration related crimes including human trafficking, social injustice, social stratification, theory, gender, and women's studies.

Team Members

Dr. NiShaun Battle, Associate Professor

Dr. Frances Brown, Instructor

Dr. Nana Derby, Professor and Chair

Dr. Joyce Edwards, Associate Professor

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ABOUT QEM

The QEM Network is a non-profit organization in Washington, DC, dedicated to improving education from underrepresented students throughout the nation. QEM aims to improve the quality of education for minorities, by providing technical assistance to minority serving institutions (MSIs), funding internship opportunities for underrepresented students, and advocating for college and career readiness in STEM. For more information, visit www.qem.org.

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Contact

QEM Network

1818 N St., NW, Suite 350 Washington, DC 20036

202-659-1818

Email:gemnetwork@gem.org