

Office of Juvenile Justice and Delinquency Prevention



OJJDP

Session 2: Knowledge Equals Power: Empowering Young People with Information Prior to Justice Contact

July 25, 2023

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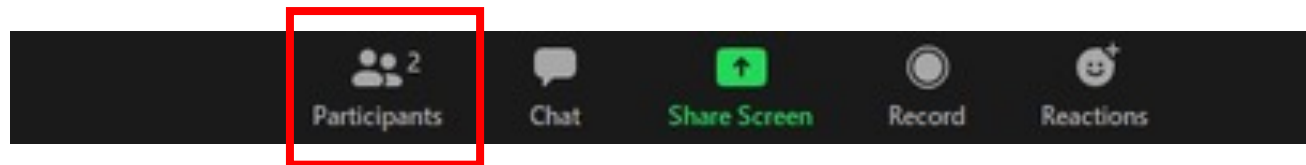
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Working for Youth Justice and Safety

ojjdp.ojp.gov



SESSION 2: KNOWLEDGE EQUALS POWER

*Empowering Young People with
Information Prior to Justice Contact*

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AGENDA

- **Street Law Overview**
- **Street Law as an Early Juvenile Justice Intervention**
- **Community Empowerment and Justice Programs**
 - Legal Life Skills
 - Police & Teens
- **Street Law in Action**
- **Q&A Session**



WELCOME



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STREET LAW OVERVIEW

“Before the Street Law program, I didn’t even realize I had rights.” – Yael, Maryland

STREET LAW, INC.

IS A GLOBAL, NONPARTISAN, NONPROFIT ORGANIZATION

OUR VISION:

- We envision a world where everyone has the knowledge and power to shape a more just and equitable society.

OUR MISSION:

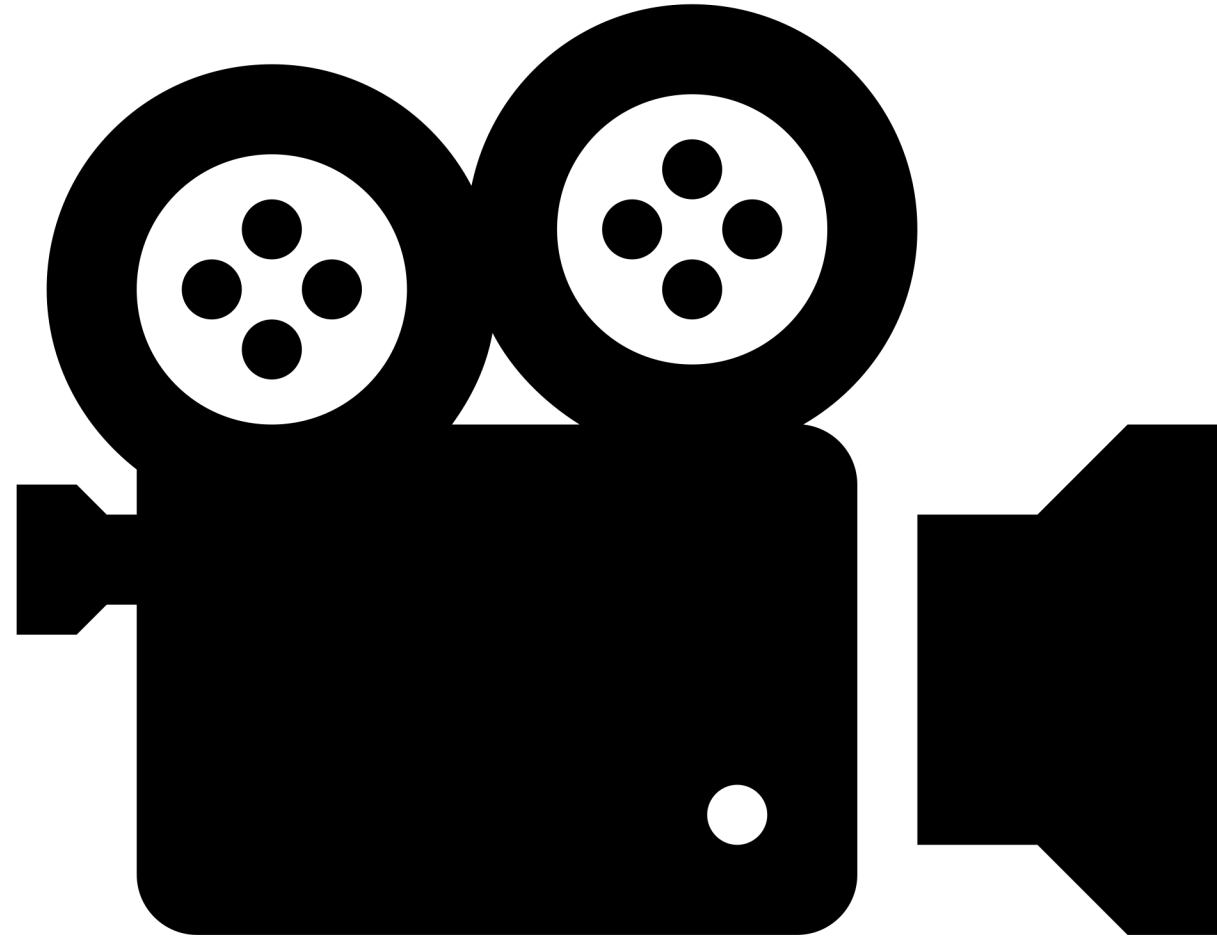
- We advance civic and law related education to empower all people to positively transform their world.

Young people should be at the forefront of global change and innovation.

If . . . they are left on society's margin, all of us will be impoverished.

Let us ensure that all young people have every opportunity to participate fully in the lives of their societies.

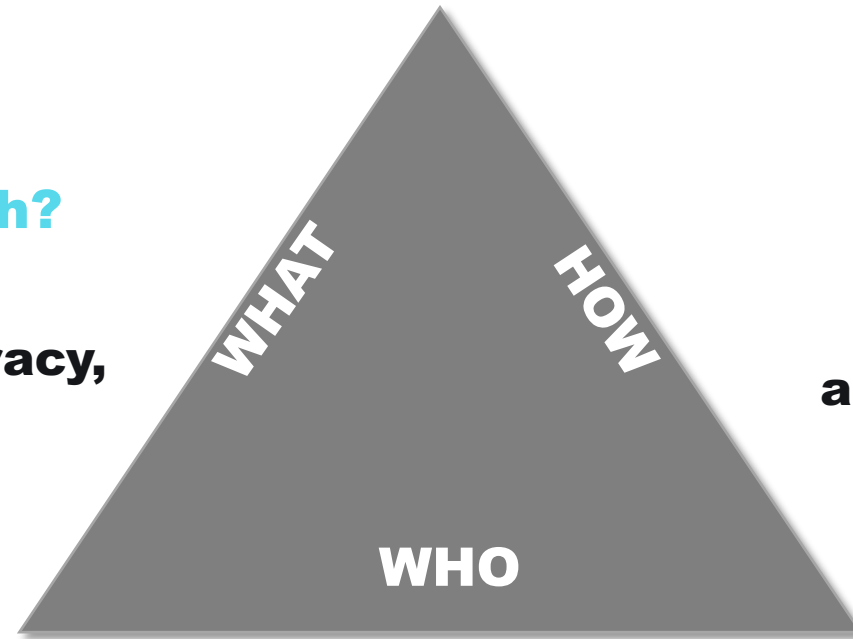
– Kofi Annan



OUR APPROACH

What do we teach?

**Everyday law,
government, democracy,
& human rights**



How do we teach?

**Student-centered
instruction that develops
analytical, problem-solving,
& communication skills**

Who teaches?

**Teachers, lawyers, law students,
judges, law enforcement officers,
& youth workers**

OUR STRATEGIC INITIATIVES

- **Legal Life Skills Program**
- **Legal Diversity Pipeline Program**
- **Teacher Professional Development**
- **Law School Programs**
- **Supreme Court Summer Institute**
- **High School Law Course**
- **Police & Teens Program**



BEST PRACTICES

LAW RELATED EDUCATION

According to the 1978 Law-Related Education Act:

LRE is “*education to equip non-lawyers with the knowledge and skills pertaining to the law, the legal process, the legal system, and the fundamental principles and values on which these are based.*”

- **Focus** on essential knowledge and skills
- **Foster** student interaction
- **Provide** balanced materials from which students form their own opinions safely
- **Practice** skills and gain confidence in discussing their points of view.

STREET LAW AS AN EARLY INTERVENTION



OUR APPROACH

Street Law serves people most vulnerable to racism and injustice.

To empower young people to make long-lasting change, we focus our work on:

- **Practical Legal Knowledge**
- **Resiliency and Advocacy Skills**
- **Community Resources**

CONCEPTUAL MODEL OF YOUTH CONNECTION & DISCONNECTION

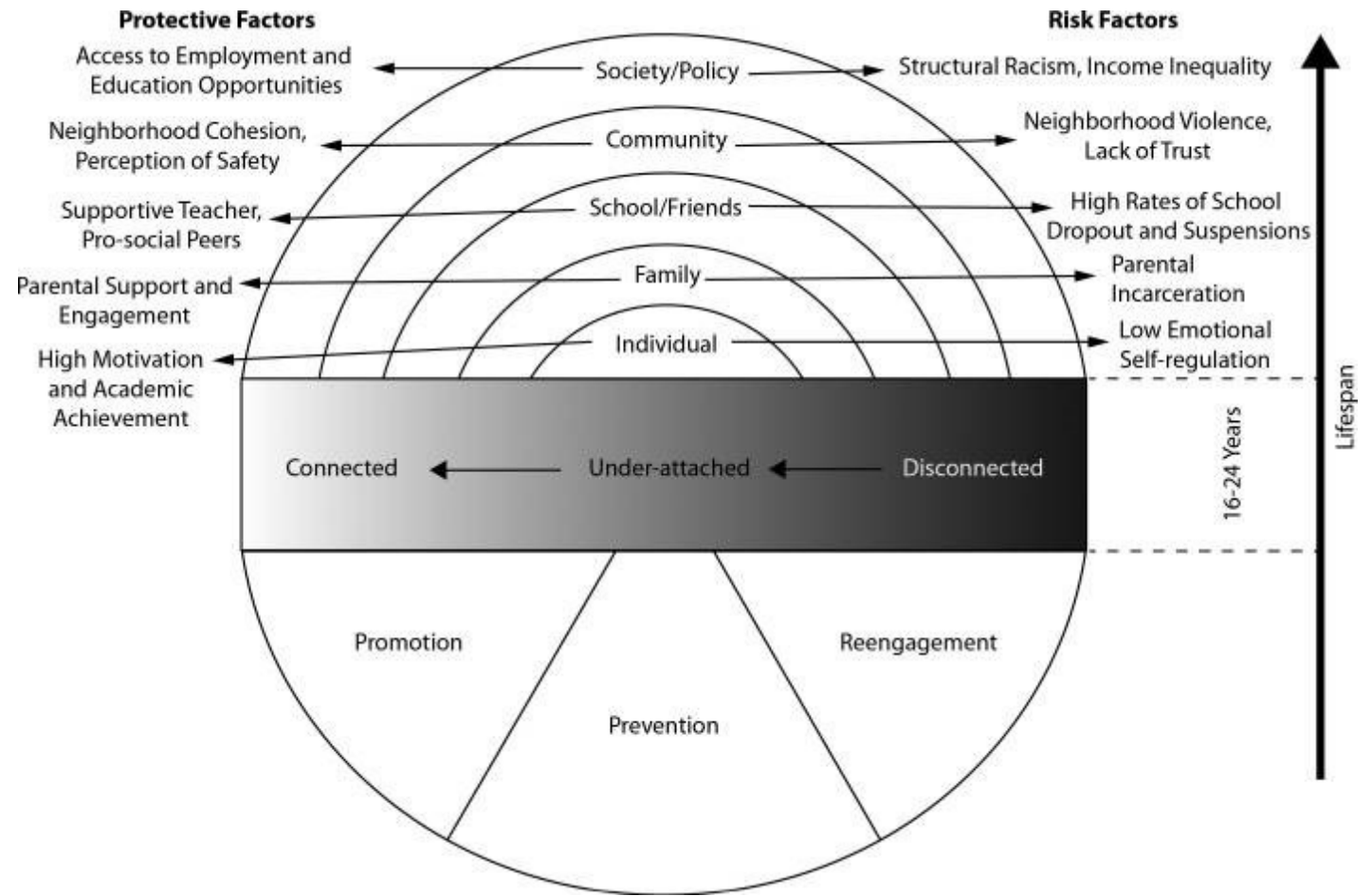


Image Source: Mendelson et al., 2018

RESILIENCY

Young people who are resilient have a positive sense of self, self-control, good decision-making skills, prosocial attitudes, and are connected to pro-social adults.

APPROACH

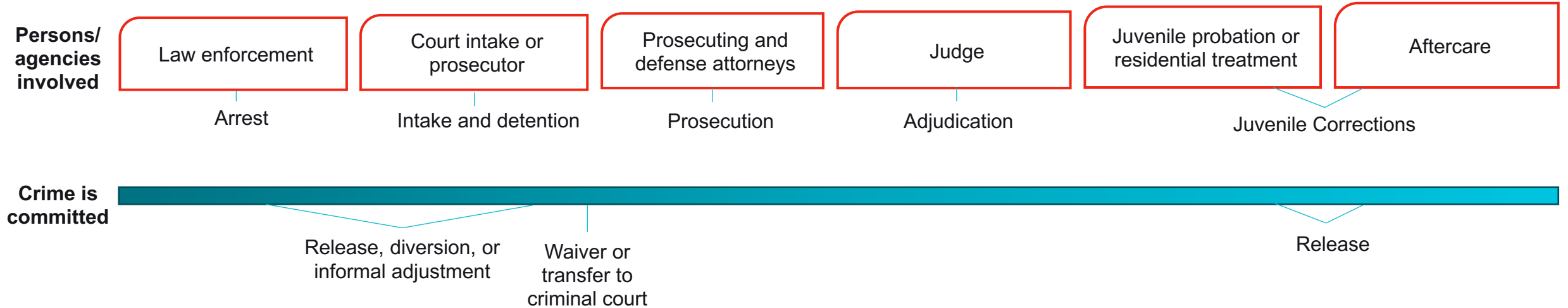
Law-related education can serve as a protective factor because it promotes the feeling of being connected to others, provides the opportunity to participate in pro-social activities and receive recognition; and teaches skills on handling controversial issues with different viewpoints.

FACTORS

- Trusting & Positive Relationships
- Structure & Guidance
- Positive Role Models
- Learning & Practicing Skills
- Positive Experiences
- Positive Attitudes/Beliefs

JUVENILE JUSTICE PROCESS AND COMPONENTS

Source: National Criminal Justice Reform Service (NCJRS)



In 2018, Black youth made up 15% of all youth in the United States, but were overrepresented at every stage:

- 35% of youth referred to juvenile courts for delinquency;
- 37% of youth formally petitioned in court;
- 40% of youth placed in pretrial detention;
- 42% of youth committed to residential placement; and
- 52% of youth waived to stand trial as adults in criminal court.

Source: Sickmund, M., Sladky, A., & Kang, W. (2020)

COMMUNITY EMPOWERMENT AND JUSTICE PROGRAMS



PARTNERS

AGENCIES & ORGANIZATIONS SERVING:

- Youth in the juvenile justice system
- Youth in the child welfare system
- Crossover youth who are impacted by multiple systems
- Youth in alternative education settings
- Youth and adults reentering the community from placement
- Youth and adults experiencing homelessness
- LGBTQ+ youth
- Girls, young women, and youth with marginalized gender identities
- Survivors of domestic violence



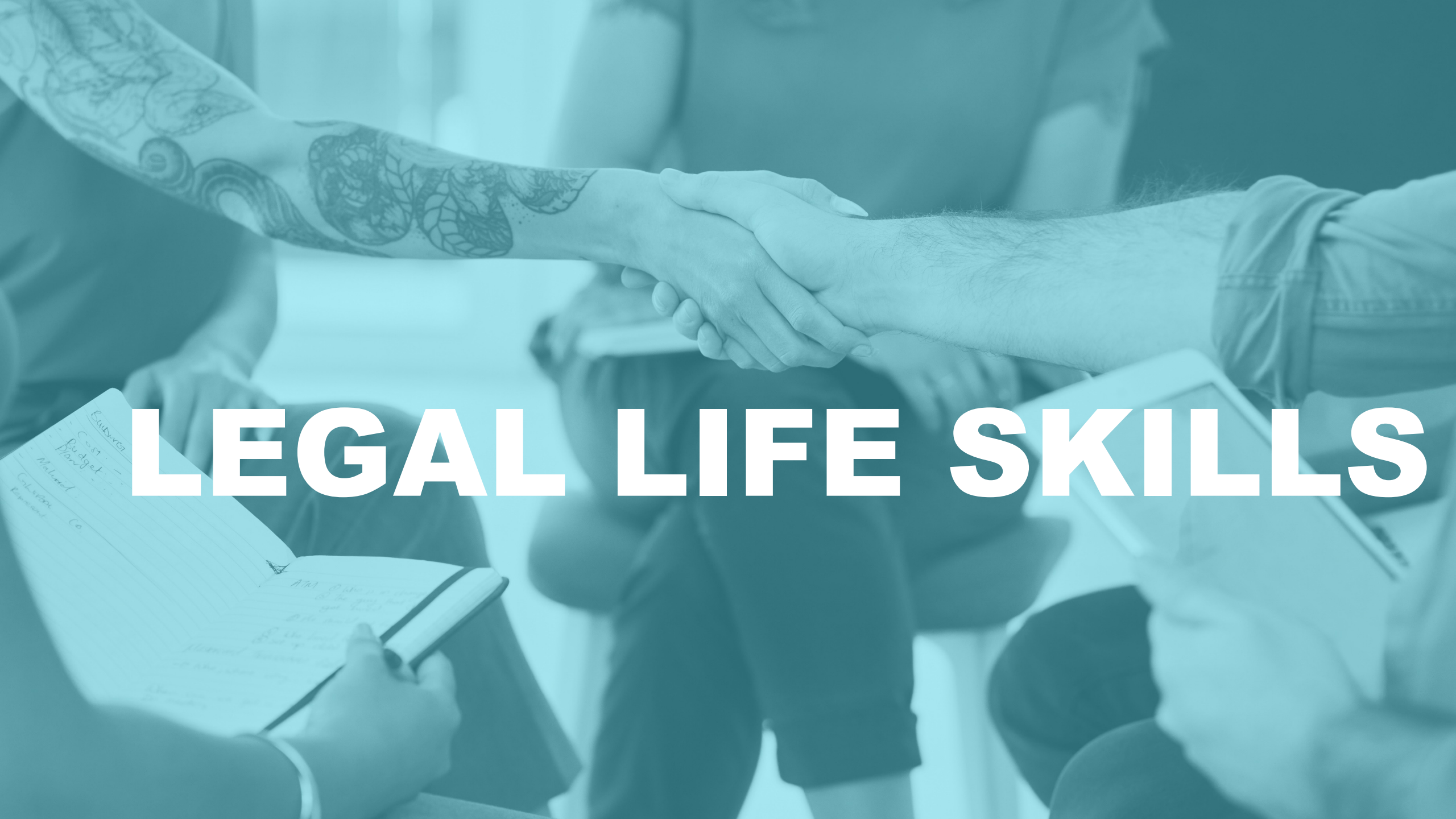
PROGRAM PILLARS

Practical Legal Education that provides participants with basic knowledge of the law so they can successfully navigate their daily lives.

Essential Life Skills that give participants the tools—like advocacy and communication skills—to successfully transition into adulthood and achieve stability in their lives.

Community Connections so that participants can access resources in their community—including caring, positive role-models—to help them along their path to success.

Boosting Self-Efficacy so participants believe that they have agency over their own lives and confidence in their abilities to solve problems, address challenges, and be active, contributing members of society.



LEGAL LIFE SKILLS

HISTORY OF LEGAL LIFE SKILLS

- From 1979 to 2014, Street Law partnered with the Superior Court of the District of Columbia to provide law-related education programs for **pre-adjudicated youths and youths on probation**.
- Throughout the 1990s and 2000s, with the support of the Office of Juvenile Justice and Delinquency Prevention, we developed programs for agencies serving **youth in the juvenile justice system, pregnant and parenting teens, and youth aging out of foster care**.
- In 2014, Street Law combined its efforts into a **single adaptable curriculum**—called Legal Life Skills—that can meet the unique educational needs of a variety of youth and adult populations who are most vulnerable.
- Today, the Legal Life Skills curriculum is being utilized in many classroom and community education programs. The curriculum includes **20 lesson plans offered in English and Spanish** with accompanying slide decks.
- Office of Juvenile Justice and Delinquency Prevention, Office of Justice Programs, U.S. Department of Justice is currently supporting Street Law to expand Legal Life Skills to additional youth in Maryland’s juvenile justice system and gather evidence of impact.

LESSON LIBRARY

STRETLAW

...the process of deliberation is essential to the development of a well-reasoned and principled position. This process involves the exchange of ideas, the presentation of evidence, and the weighing of arguments. It is through this process that individuals can arrive at a common understanding of the issues at hand and make a more informed decision.

Part B—Deliberation Notes

Question: Should we have a mandatory voting law?

Reasons to Support: Yes

- Line # 12-15
Some people choose not to vote.
- Line # 16-18
People who are forced to vote might not make wise or informed decisions.
- Line # 19-22
Some people who do not vote are protesting.
- Line # 23-25
Some people who do not vote are just busy.

Reasons to Oppose: No

My initial position is No to mandatory voting.

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STRETLAW

74 As of 2016, only 64% of eligible American voters were registered to vote. This is a low turnout rate.

75 Furthermore, compulsory voting can create a feeling of alienation among the people.

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82 **No, voting should not be compulsory.** Compulsory voting laws are a violation of the First Amendment. They also violate the freedom of choice. People should be able to choose whether or not to vote. Furthermore, compulsory voting can create a feeling of alienation among the people. Many candidates and political parties use negative campaigning to win elections. Mandatory voting would reduce the incentive to air one's views.

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UNIT 1: HOUSING AND EMPLOYMENT LAW



Negotiating & Signing a Residential Lease



Rights and Responsibilities After Moving Into a Rental Property



Interviewing for a Job: Know Your Strengths and Your Rights



Rights and Responsibilities in the Workplace

UNIT 2: FINANCIAL LITERACY



Introduction to Credit



Applying for Credit



Avoiding and Resolving Credit Problems



Banking Basics

UNIT 3: POLICING, PERSONAL & PUBLIC SAFETY



Rights and Responsibilities During an Arrest

Use of Force or Deadly Force

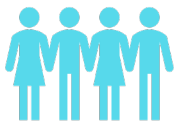


Traffic Stops: Your Rights and Responsibilities

True Costs of Crime



Dating and Sexual Assault



Triggers: Skills for Managing Anger

Child Abuse and Neglect: Reducing Risk. Building Resilience.

UNIT 4: THE COURT SYSTEM, PUBLIC POLICY & CIVIC ENGAGEMENT



Introduction to Criminal Law: Should It Be a Crime?



Restorative Justice and Supporting Victims of Crime



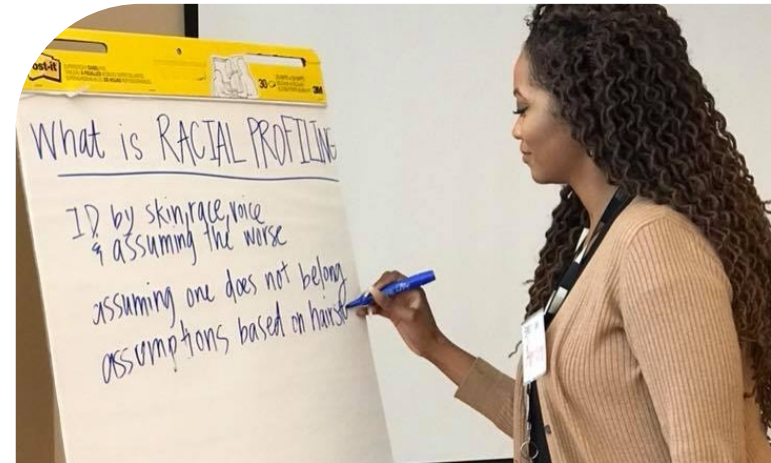
Introduction to the Juvenile Justice System



What Does a Good Citizen Know, Believe, and Do?

Gun Laws: What Are They? What Should They Be?

POLICE & TEENS



PURPOSE

- Collaboratively explore issues of justice with young people
- Build mutual respect, empathy, and understanding
- Deepen young people's knowledge and understanding of their rights
- Build skills like leadership, conflict resolution, analytical thinking, and decision-making





Unit 1: Community Policing—Working Together for Safer Communities and Schools

- Making Our Communities Safer Together
- Cops on Call & on the Beat
- Introduction to the Rule of Law
- Community Policing & the Rule of Law
- Crime Scene: Are You a Good Witness?



Unit 2: Police Procedures/Your Rights and Responsibilities

- Traffic Stops: Your Rights & Responsibilities
- Police Searches: Lawful Procedures & Fourth Amendment Protections
- Police Searches in Schools
- Rights & Responsibilities During an Arrest
- Use of Force or Deadly Force



Unit 3: Crimes, Law, and Policy

- Introduction to Criminal Law: Should It Be a Crime?
- Writing, Interpreting, & Enforcing Laws
- Restorative Justice & Supporting Victims of Crime
- Racial Profiling
- Evaluating Solutions to End Racial Profiling



Unit 4: Personal Safety and Health

- Bullying & Intimidation
- Cyberbullying
- Alcohol, Risk, & Liability
- Dating & Sexual Assault
- Child Abuse & Neglect: Reducing Risk. Building Resilience

SAMPLE IMPACT

Career Exploration Academy in partnership with Capital One serving youth of color in Richmond, Virginia

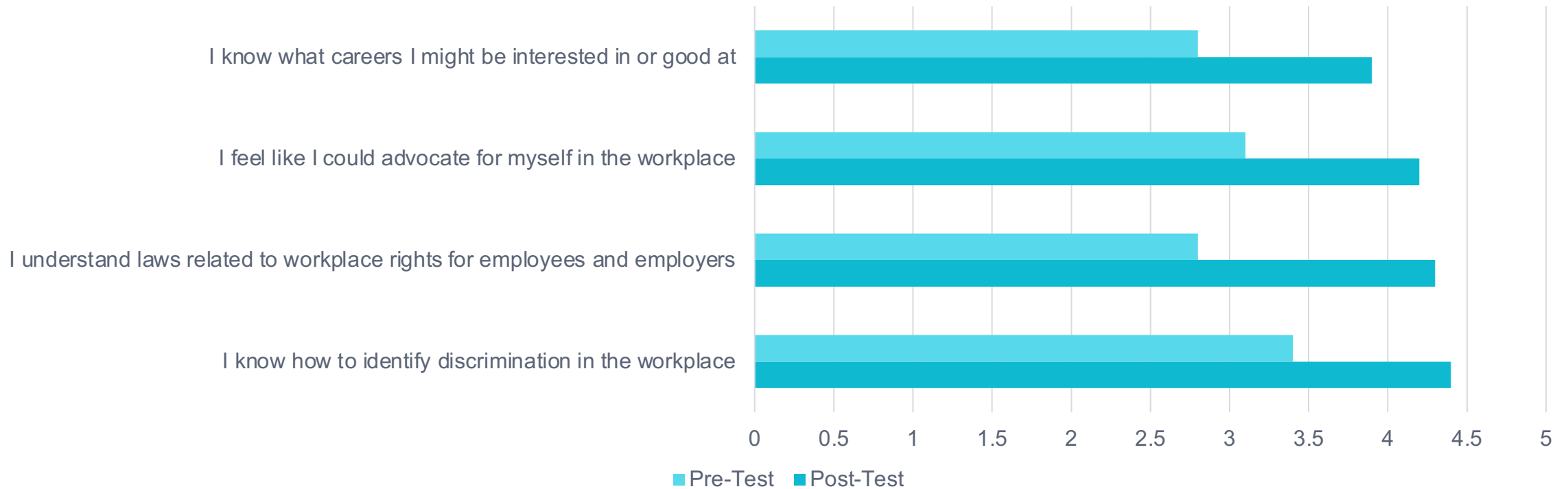
What did you enjoy most about the Academy?

- “Being able to talk and create a plan for careers. I also loved learning about some laws I had no idea about.”
- “I enjoyed the education information and that it was a judgement free zone. I felt comfortable, heard, and safe and I appreciate y’all for that.”
- “The way the knowledge was imparted to me, and the way they were interactive and willing to answer our questions.”
- “I enjoyed how interactive it was.”

SAMPLE IMPACT

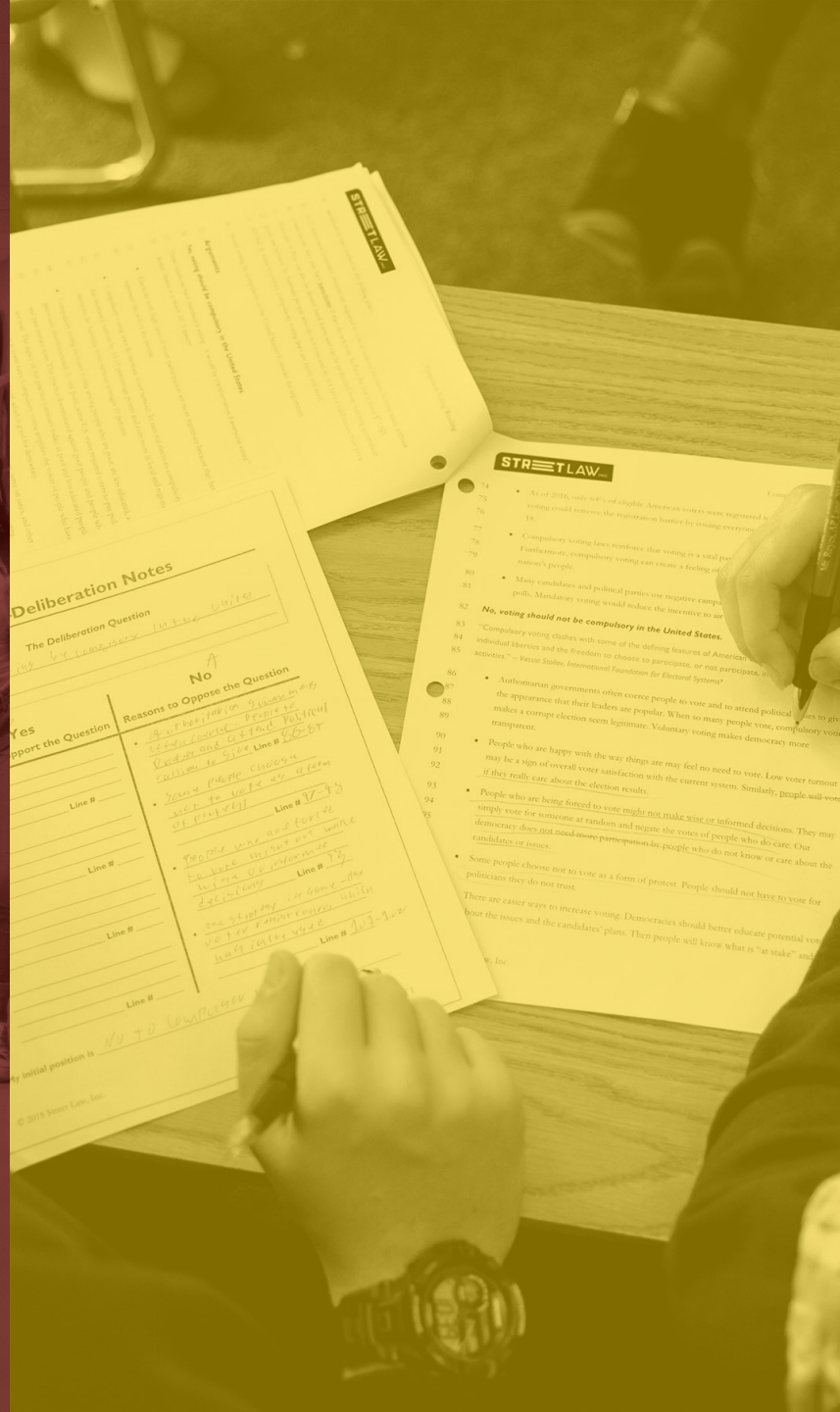
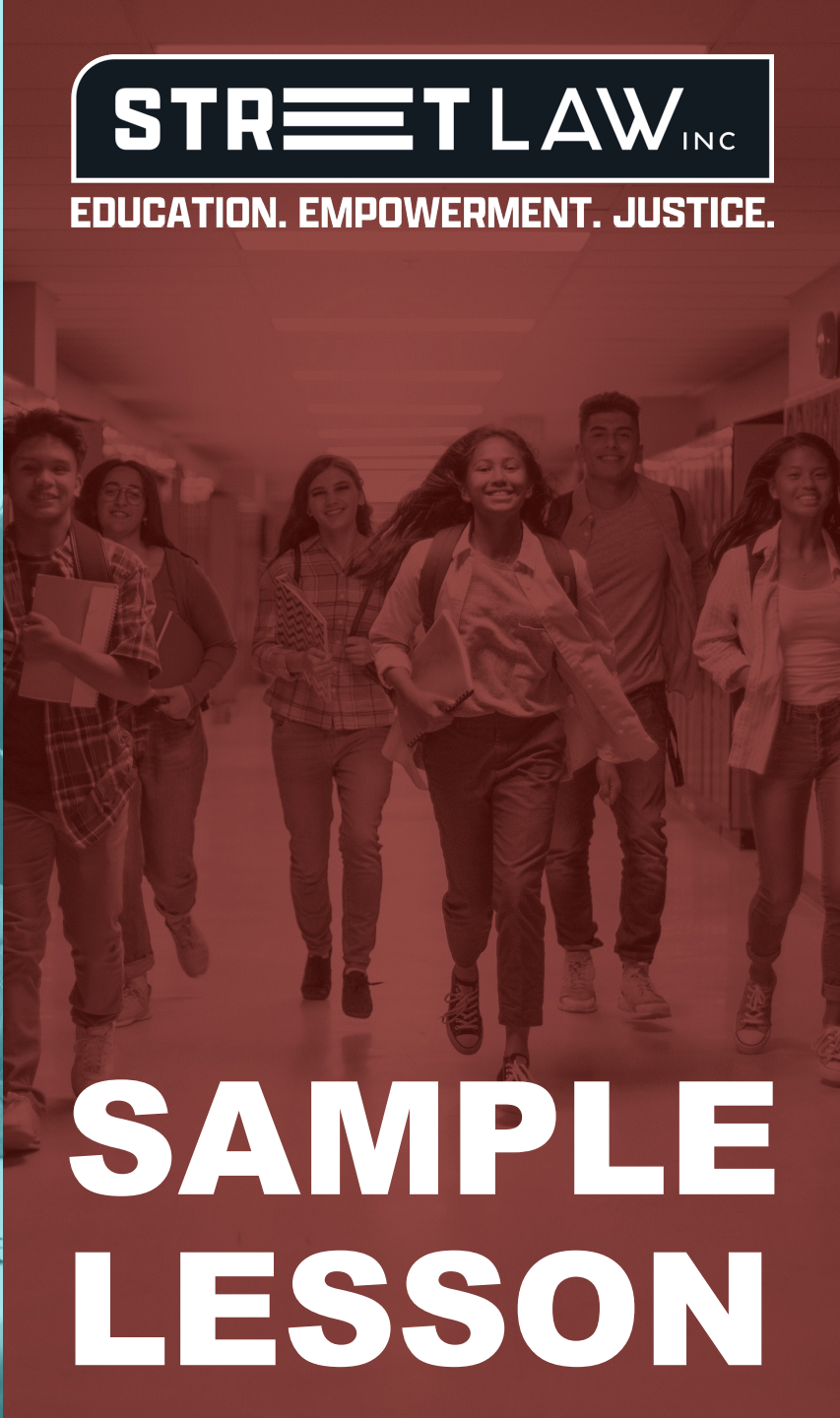
Career Exploration Academy in partnership with Capital One serving youth of color in Richmond, Virginia

Likert scale 1-5: 1 is “not at all confident” and 5 is “extremely confident”

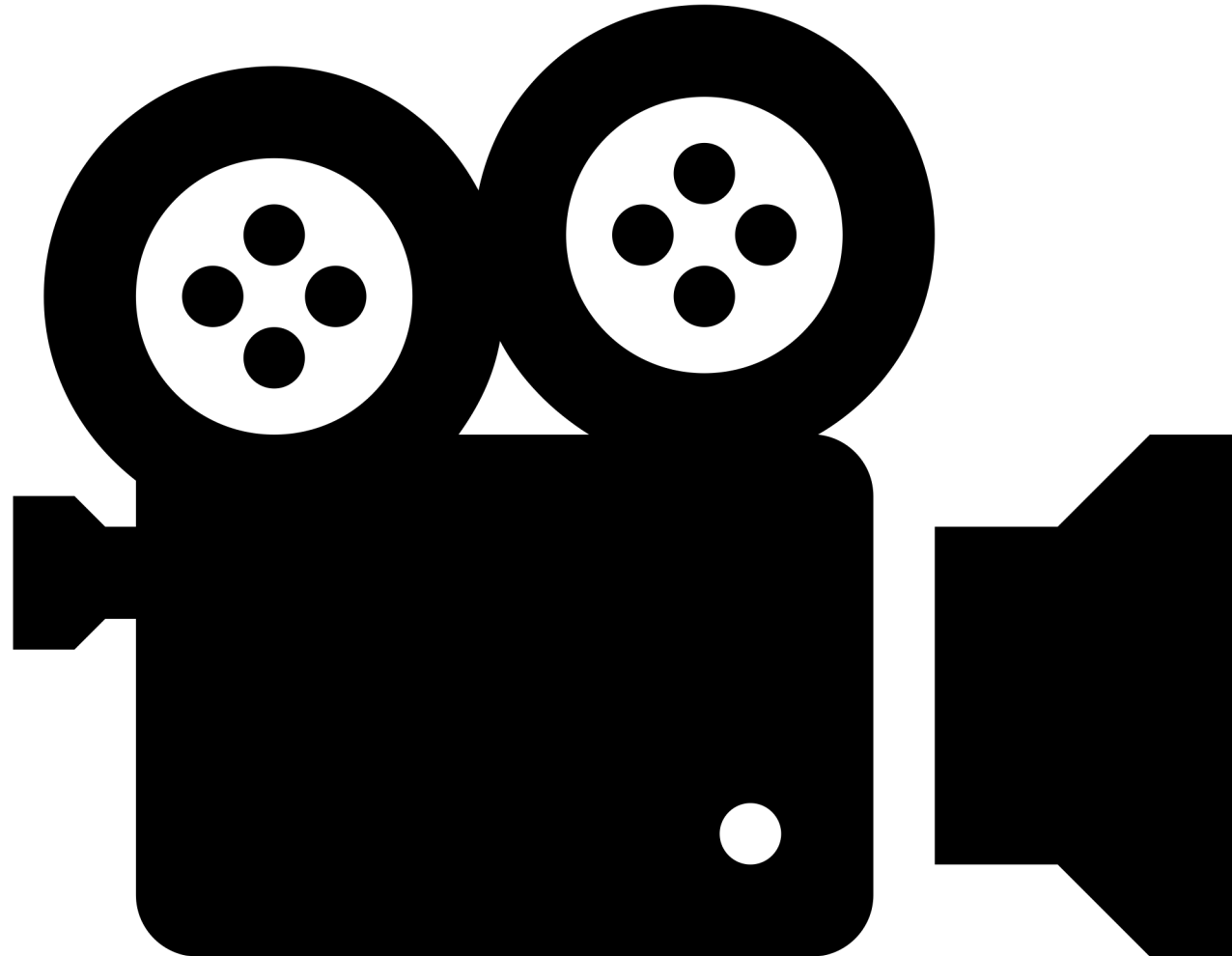


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EDUCATION. EMPOWERMENT. JUSTICE.



SAMPLE LESSON



Introduction to the Juvenile Justice System

Overview	Outcomes
<p>In this lesson participants will learn about the juvenile justice system and the rights of juveniles in it. Participants will analyze <i>In Re Gault</i>, a landmark Supreme Court case that established constitutional protections for juveniles. They will consider what procedures and rights make the system fair or unfair and apply the concept of due process. In addition, participants will examine an overview of the juvenile justice system and the various ways different cases can proceed through the system.</p>	<p>As a result of this lesson, participants will be able to:</p> <ol style="list-style-type: none">1. Define the terms <i>appeal, charges, delinquent, due process, hearing, juvenile, juvenile detention center, record, and testify</i>;2. Evaluate the fairness of the treatment of a juvenile during a judicial proceeding;3. Explain “due process of law” and describe the protections provided to individuals by the 14th Amendment to the U.S. Constitution;4. Describe the due process rights of youths in the juvenile justice system; and5. Summarize the juvenile justice processes and procedures.



60 Minutes

1. Gerry Gault (25 minutes)
2. Due Process of Law (30 minutes)
3. Summary/Debrief (5 minutes)

Handout 1—The Case of Gerry Gault

When Gerry Gault was 15 years old, the police came to his door and took him into custody. He was not sure what he was in trouble for. Gerry's parents did not know what happened to him until after they came home from work. When they found out he was being held in a **juvenile detention center**, they rushed there to find out what happened. They were told Gerry would have a **hearing** the next day, but they were not told the nature of the **charges** against him. He could not go home before the hearing.

At the hearing, they learned that their neighbor, Mrs. Cook, had told police that Gerry made an obscene phone call to her. Mrs. Cook did not show up at the hearing. Instead, a police officer **testified** about what Mrs. Cook had told him. Gerry blamed the call on a friend and denied making the obscene remarks. No lawyers were present, and no **record** was made of what was said at the hearing.

Gerry and his family went to another hearing six days later. Again, Mrs. Cook did not attend and no one kept an official record of what happened at that hearing. At a third meeting with the judge, the hearing officer said that Gerry had admitted making the calls at the two previous hearings. Gerry and his family denied it, but there was no record to prove what anyone had said.

The juvenile court judge found that Gerry was **delinquent** and ordered him sent to a juvenile detention facility until he was an adult, when he turned 21 years old. An adult found guilty of the same crime would have been either fined \$50 or sent to the county jail for no longer than 60 days.

Which parts of the case are fair?

Which parts of this case are unfair?

JUVENILE DUE PROCESS RIGHTS

“... nor shall any State deprive any person of life, liberty, or property, without due process of law.”

–The 14th Amendment to the U.S. Constitution

- **Right to notice of charges:** A juvenile must be told exactly what they are accused of far enough in advance of their hearing to be able to prepare their case.
- **Right to counsel:** A juvenile must be told they have a right to a lawyer and that if they don't have enough money to pay, the court must appoint a lawyer for them.
- **Right to confront and cross-examine witnesses:** A juvenile is entitled to hear the testimony of the witnesses and their accusers. Cross-examination provides the accused or the lawyer for the accused the chance to ask the witness questions that challenge the reliability of their testimony.
- **Privilege against self-incrimination:** A juvenile must be told they have a right to remain silent because anything they say may be used against them.

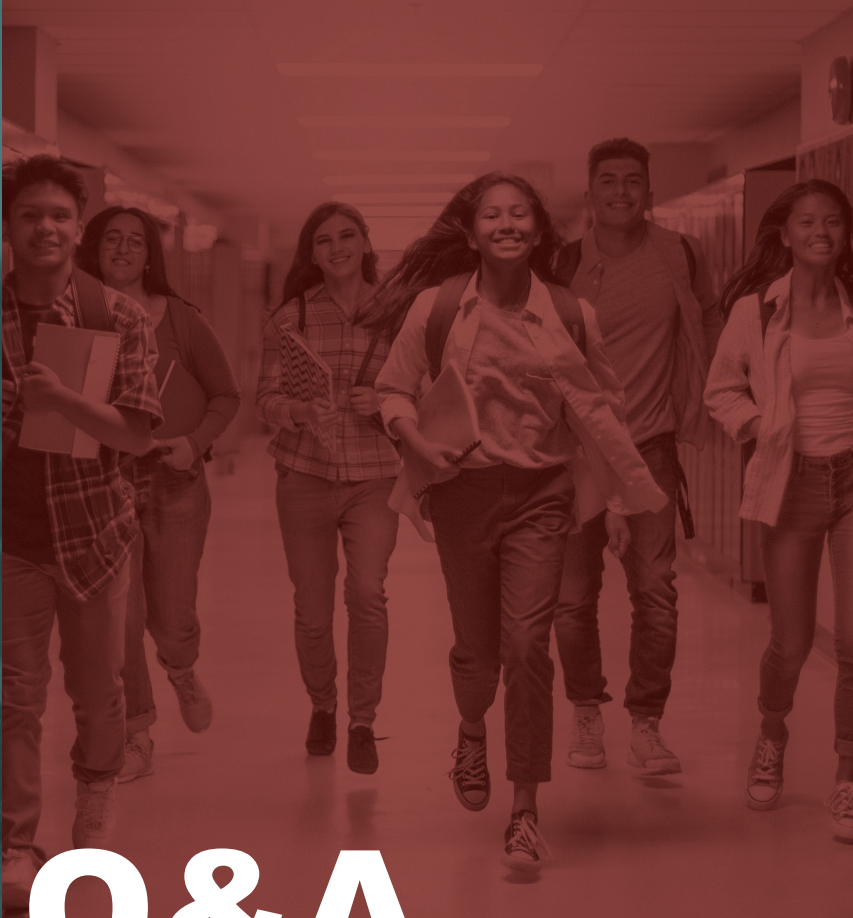
HEAR FROM OUR PARTNERS



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**Q&A
SESSION**



STAY IN TOUCH WITH STREET LAW

Follow us on social media and email to stay in touch with us on program happenings, events, and resources!

POLICE & TEENS



LEGAL LIFE SKILLS



CONTACT US



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Street Law, Inc.

Racial and Ethnic Disparity Learning Series

To augment the R/ED Coordinators Calls, CCAS will be facilitating an **R/ED Learning Series** to occur in-between the state calls. The R/ED Learning Series will bring in new speakers from organizations doing innovative work around racial and ethnic disparity, as well as provide practical information to further state efforts. The last session in this Learning Series will be:

- *The Juvenile Hearing Boards of Rhode Island: A Restorative Justice Based State Diversion Intervention*
 - As a strategy for disrupting the school-to-prison pipeline, Rhode Island has introduced Juvenile Hearing Boards in 30 of 39 of their counties. Hear from the leadership that is deeply involved in the program about the successes and challenges of implementing this intervention.
 - **September 6th from 2-3:30 ET**