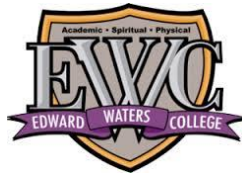


HBCU Juvenile Justice Reform Network



THE ANNIE E. CASEY FOUNDATION

OVERVIEW:

Sponsored by the Annie E. Casey Foundation, the Historically Black Colleges and Universities (HBCU) Juvenile Justice Reform Network has its roots in the the Florida HBCU Juvenile Justice Talent Pipeline Initiative. Founded in 2014, the initiative included all four Florida HBCUs: Bethune Cookman University (Daytona Beach), Edward Waters College (Jacksonville), Florida A&M University (Tallahassee), and Florida Memorial University (Miami Gardens).

The program has three main goals: 1) guide development of new or revised juvenile justice course offerings through a race equity and reform-minded lens; 2) build on the current capacities of participating institutions through research and faculty development; and 3) align student practicums and community involvement with Casey Foundation's on-the-ground reform efforts in the state.

GOALS OF THE INTERNSHIP:

The central objective of the Network and Pipeline is create graduates who will enter the juvenile justice workforce informed and prepared to be catalysts to address issues of outcome disparities and racial equality within the system. The goal of this internship is to expose students to the work performed by juvenile justice agencies that are committed to reforming the system in these ways. Students should come away from the internship with an understanding of the inner workings of the juvenile justice system and ideas with respect to policies and practices in the system that are ripe for reform. Additionally, interns should gain an understanding of reform models that are being employed to improve care for system-involved youth.

In sum, students who participate in the internship will gain:

- Tangible experience with a project involving juvenile justice reform efforts;
- Knowledge of the agency's history, mission, work, partners, and structure;
- The ability to analyze critical data and draw conclusions about possible solutions;
- Understanding the interplay between the public and private sector agencies; and
- Understand leadership strategies and concepts necessary to undertake reform work.

STUDENTS:

On all four campuses, students who are interested in pursuing career in juvenile justice are candidates for the program. Participants range from second-year to fourth-year have been recruited to participate in the program. Through a combination of curricular and co-curricular activities, the students are exposed to the realities of the juvenile justice system.

The program is open to students with majors in Criminal Justice, Law & Government, Psychology, Sociology, and Social Work.

Upon completion of all four courses, students will receive a certificate of participation to add to their portfolios.

SELECTION PROCESS:

Faculty at each partner institution are charged with recommending a student from their campus for this internship experience, based on the following criteria:

- Participation in the Pipeline program;
- GPA of 2.5 or above;
- Communication and critical thinking skills;
- Standing at the University (must be in good standing);
- Classification, with preference given to students in either their Junior or Senior year; and,
- Maturity.

LENGTH OF THE INTERNSHIP:

We are seeking internship experiences that would last between six (6) to eight (8) weeks sometime between May and August.

NUMBER OF INTERNS HOST:

Each site would host one or two interns.

WORK SCHEDULE:

Interns would ideally work between thirty (30) to forty (40) hours per week.

COMPENSATION:

Interns should receive a monthly stipend for the duration of their employment that is at least minimum wage.

CURRICULUM AND TRAINING IN THE PIPELINE PROGRAM:

Faculty from each of the participating HBCUs (Historically Black Colleges and Universities) have developed and implemented curricula aimed to examine juvenile justice through a race equity and reform lens. All students enrolled in pipeline course will learn to blend course content, race equity concepts, reform theories, and leadership skills so that they can enter the workforce prepared to be catalysts that

challenge the existing standards. The courses are designed to teach students to leverage data as well as their person power in their spheres of influence to inform the way they carry out the duties of their future front-line positions.

The Foundation's talent pipeline strategy is guided by the assumption that successfully addressing outcome disparities and advancing equitable opportunities requires more leaders who reflect the changing demographic, are results-oriented and consistently employ a race equity lens to their work. Accordingly, the pipeline curriculum is guided by the assumption that entry-level employees can only use the power of their role to change outcome disparities if their course work prepares them to take strategic action aligned with local and national juvenile justice reform work.

The courses and the learning objectives that have been adopted at all four campuses include:

- **Juvenile Law**
 - Coherently explain the differences and similarities between criminal procedure applicable to juveniles and adults;
 - List the purposes and impact of major modern statutes addressed to juvenile law, the Juvenile Justice and Delinquency Act, Prison Rape Elimination Act, Sex Offender Registration & Notification Act;
 - Demonstrate knowledge of landmark cases in the development of modern juvenile law;
 - Discuss specific implications of technology and social media on scope of privacy and due process rights
 - Formulate supportable proposals for reforming the substance, application, and/or enforcement of juvenile law.
- **Juvenile Justice Through a Reform Lens**
 - Understand the Juvenile Justice System from the first Juvenile Court to current practices
 - Understand the importance of reform and ways of achieving appropriate reform
 - Understand the role of other entities, e.g. Federal Government, Local and State Governments and Private Organizations in the reform process.
- **The Color of the Law: The History of Race in America's Criminal Justice System**
 - Understand the historical impact of race on law enforcement and the American justice system;
 - Recognize the changing interpretations of the Fourteenth Amendment and other civil rights laws when it comes to issues of racial bias in law enforcement and criminal defense;
 - Detail the circumstances and results of major instances of race rioting in American history from Reconstruction to the modern era, especially those that occurred within the state of Florida;
 - Understand the history of lynching violence and extralegal murder in the United States;

- Develop a catalogue of court cases involving the impact of racism on criminal defense cases;
- Understand the impact of racist policies on the development of the nation's juvenile justice system;
- Understand the misuse of the criminal justice system in supporting the system of convict leasing; perpetuating other inequities, throughout the southern United States during the late 19th and early 20th centuries; and,
- Identify social activists and organizations such as the National Association for the Advancement of Colored People and the International Labor Defense Fund, which have worked to rectify injustices with the American justice system.
- **Ethics, Crime, and Justice**
 - Understand the issue of ethics within the criminal justice and juvenile justice systems and its impact on offenders, victims, and society;
 - Understand the ethical issues police, prosecution, courts, and correctional systems are confronted with in discretionary decision-making, and how these issues are manifest at various stages within the criminal justice and juvenile justice systems;
 - Examine the ethical situations, dilemmas, and problems facing criminal justice practitioners, agencies and organizations, including ethical issues associated with interrogations in policing, the exercise of prosecutorial discretion, sentencing, and the death penalty; and
 - Examine the ethical requirements governing practicing attorneys, including confidentiality, conflicts of interests and candor toward the tribunal.

FOR MORE INFORMATION, CONTACT:

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