

Hilton Hawaiian Village

October 12, 2006
9AM—3PM

Disproportionate Minority Contact Conference

What is DMC?

Disproportionate Minority Contract (DMC) is a federal statute and regulation to ensure equal and fair treatment for every youth in the juvenile justice system, regardless of race and ethnicity.

Youth may come into contact with the juvenile justice system at many different levels:

- Engaging in delinquent behaviors
- Arrested for delinquency
- Adjudicated (judged delinquent)
- Mandated to residential placement for delinquency
- Incarcerated for delinquency

DMC occurs when the proportion of youth from a particular ethnic background who comes into contact with the

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juvenile justice system at any level exceeds that group's proportion in the general population.

We often hear that youth are our most precious resources. However, we are losing many youth in the juvenile justice system. Youth with Hawaiian, Samoan, and Filipino ethnicities are over-represented in the system. We are also concerned about the growing number of other ethnic groups that appear to be entering the system. DMC was established to address this over-representation. What can we, the community, do to address this issue? What can we do as a community to prevent youth with Hawaiian, Samoan, Filipino, and Micronesian ancestry from entering the juvenile justice system?

References for understanding DMC:

Hsia, H. & Hamparian, D. (1998). *Disproportionate Minority Confinement: 1997 Update*. Washington DC: Office of Juvenile Justice and Delinquency Prevention.

Office of Juvenile Justice and Delinquency Prevention. (2001). *Disproportionate Minority Confinement Technical Assistance Manual: Second Printing*. Washing DC: Office of Juvenile Justice and Delinquency Prevention.

Hsia, H.M., Bridges, G.S., & McHale, R. (2004). *Disproportionate Minority Confinement 2002 Update*. Washington DC: Office of Juvenile Justice and Delinquency Prevention.

<http://ojjdp.ncjrs.org/dmc/>

University of Hawaii at Manoa, Asian/Pacific Islander Youth Violence Prevention Center (APIYVPC; Department of Psychiatry)

The APIYVPC was established in 2000 through funding provided by the Centers for Disease Control and Prevention. Since 2000, the APIYVPC has also partnered with the Office of Youth Services, the Department of Health, and a variety of non-profit community-based organizations in hopes of preventing and reducing youth violence in Hawaii.

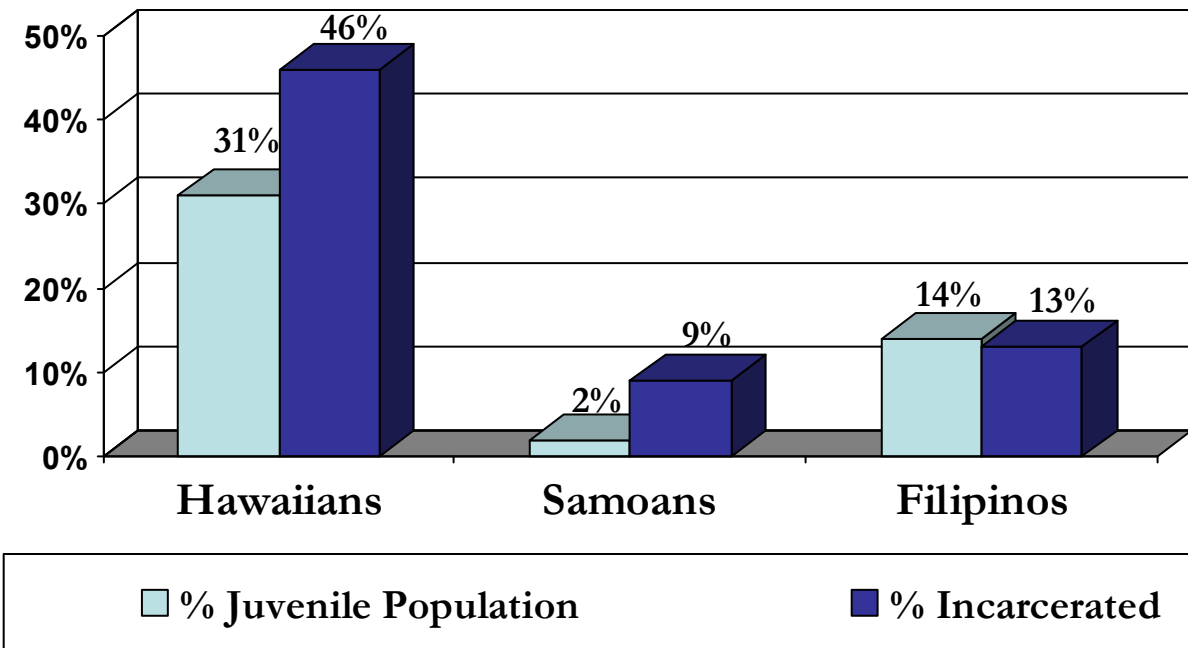
Although the APIYVPC is primarily a research center, it works diligently to utilize research findings with underserved communities to put scientific findings into action. The APIYVPC is one of the few national research centers that examines distinct ethnic groups within the Polynesian, Micronesian, and Asian umbrella-ethnic groups. (www.hawaii.edu/apiyvpc)

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Disproportionate Incarceration Rates, Hawaii Youth Correctional Facility, 2000 (youths ages 10-17)

Source: Office of Youth Services. (2002). *Disproportionate Minority Confinement (DMC) In Hawaii's Juvenile Justice System, Comparing Fiscal Years 1994 and 2000*. Honolulu: Office of Youth Services, p. 13.



As can be seen in the graph above, Hawaiian youth made up 31% of the total youth population in Hawaii in the year 2000. However, they made up 46% of all youth who were incarcerated.

Likewise, Samoan youth only made up 2% of Hawaii's total juvenile population, but they made up 9% of

all youth incarcerated at our only youth correctional facility—over four times the expected rate.

These are both classic examples of DMC because the percentage of incarcerated youth from these ethnic groups is substantially higher than one would think based on their

population in Hawaii.

For Filipino youth, the percentage is more even—they represented 14% of all youth in Hawaii, and 13% of all youth incarcerated. Therefore, with regard to incarceration rates, DMC did not exist for Filipino youth in the year 2000.

What do Samoans have to say?

Samoan youth only made up 2% of Hawaii's total juvenile population, but they made up 9% of all youth incarcerated at our only youth correctional facility—over four times the expected rate.

Samoan parent: "...it should be a collaborative effort between the Samoan community, the education department and existing agencies in each community to sit down and come up with...what there is to do. Maybe programs that will bring back pride to Samoan kids themselves, bring back their identity...you know maybe talk stories sorts of things."

Samoan Community Leader: "...athletes in general (of) Samoan ancestry tend to be more visible, so Samoan kids think that they

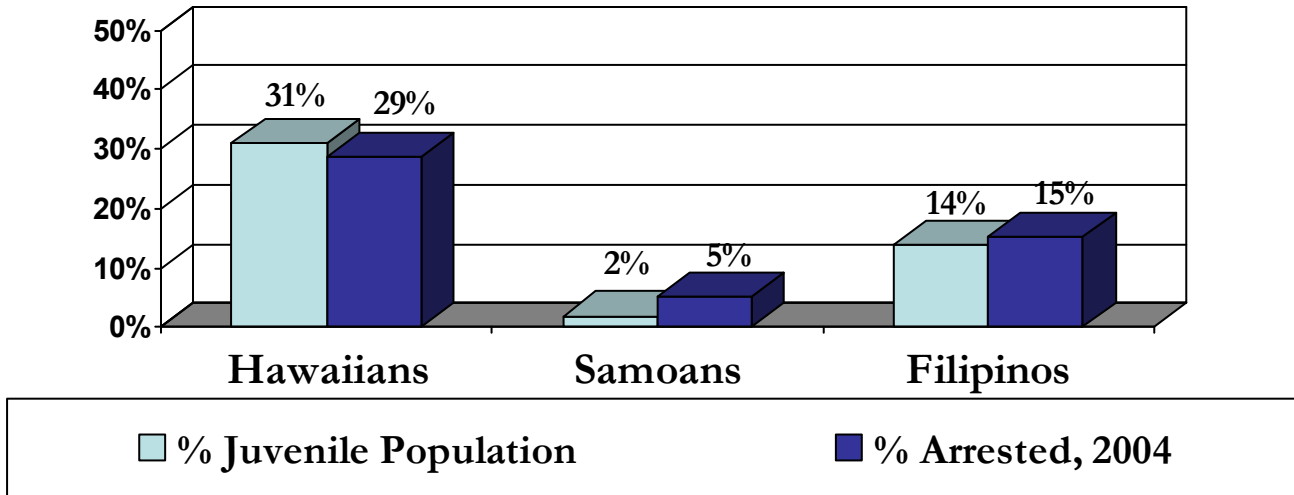
can become a football player, but you know your chances of becoming a physician are actually a lot greater than becoming one of those athletes."

Samoan girl 1: "I guess a lot of people say that Samoans, like they have, athletic abilities, but then again..."

Samoan girl 2: "Yeah, with the academic..."

Samoan girl 1: "I was finishing up...how so much people like stereotypes Samoans to be good in sports and yet when it comes to like academics and stuff, they think we're like dense."

Arrest Rates by Ethnicity, 2004



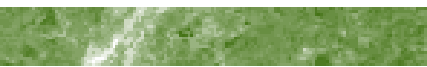
In 2004, only Samoan youth showed arrest rates that significantly exceeded their proportion in the general juvenile population. This is obviously a concern for Samoan youth and families. However, the graph above is also a concern for Hawaiian communities. If the percentage of Hawaiian youths arrested does not exceed their percentage in the juvenile population, then why are they over-represented in the Hawaii Youth Correctional Facility (see graph, page 2)?

Looking at specific arrest offenses:

It is also important to see if youth from different ethnic groups are being arrested disproportionately for certain offenses:

- Samoan youth accounted for 25.7% of all juvenile arrests for robbery, and 7.7% of all juvenile arrests for aggravated assault.
- Filipino youth accounted for 33.4% of all juvenile arrests for curfew violation.
- Hawaiian youth accounted for 37.6% of all juvenile arrests for burglary, and 37.7% of all juvenile arrests for motor vehicle theft.

Source: State of Hawaii, Attorney General (2005).



“Yea cuz like when [the teacher] was, like she said something like that, like our boys, they stop coming class, they cut periods because, you know, no like the way she treat them, so I guess in a way it was pulling them down.” - 15-year-old Samoan girl.

(Mayeda, Chesney-Lind, & Koo, 2001, p. 112)



“And there was this girl...they [boys] was flashing the lights on them...like what the hell?”

“...the [boys] go ‘oohhh’ li’dat, or they whistle...it’s so gross.” - two 18-year-old Filipinas.

(Mayeda, Chesney-Lind, & Koo, 2001, p. 122)



“I think they’re raised by fighting.... That’s how they settle their problems.... They were told to scrap if they had a problem.”

“They don’t want their sons to be a wimp. Or, so they’ll teach ‘em like, ‘Don’t take crap from anybody’.... If there’s some fight and they don’t win, they tell the son, ‘You’re gonna fight until you win.’” -two Hawaiian students.

(APIYVPC study, 2005)

Self-Reported Delinquency by Ethnicity

It is important to keep track of arrest rates. However, juvenile arrest rates only show data for youth who were caught and arrested. In research studies that ask youth confidentially about whether or not they have engaged in different forms of delinquency, we can see a broader spectrum of youths' behavior. These are called "self-reported delinquency" studies.

In 2003, the APIYVPC surveyed 326 high school students in Hawaii, predominantly of Hawaiian, Samoan, and/or Filipino ancestry; a smaller sample of Japanese students was also surveyed to serve as a comparison (non-DMC) group. The ethnic and gender breakdown of the study is shown in the table, below:

Hawaiian		Samoan		Filipino		Japanese	
Male	Female	Male	Female	Male	Female	Male	Female
44	56	37	46	43	67	12	21

Although significant differences did not always exist, Samoan youth reported the highest levels of interpersonal violence, Hawaiian youth reported the highest levels of substance use, and Filipino youth reported the highest levels of property damage. As can be seen in the tables below, in some cases important gender differences within these ethnic groups also emerged.

Prevalences by gender and ethnicity (past 6 months)

Hit a family member or boyfriend/girlfriend	Male	Female	Total
Hawaiian	31.8%	28.6%	30.0%
Samoan	32.4%	34.8%	33.7%
Filipino	27.9%	22.4%	24.6%
Japanese	16.7%	9.5%	12.1%

Thrown objects such as rocks or bottles at people	Male	Female	Total
Hawaiian	6.8%	3.6%	5.0%
Samoan	21.6%	19.6%	20.5%
Filipino	18.6%	4.5%	10.0%
Japanese	8.3%	4.8%	6.1%

Been involved in gang fights	Male	Female	Total
Hawaiian	4.6%	3.6%	4.0%
Samoan	27.0%	13.0%	19.3%
Filipino	18.6%	1.5%	8.2%
Japanese	0.0%	0.0%	0.0%

Reported committing any property offense	Male	Female	Total
Hawaiian	27.3%	16.1%	21.0%
Samoan	35.1%	13.0%	22.9%
Filipino	46.5%	17.9%	29.1%
Japanese	25.0%	4.8%	12.1%

Alcohol use	Male	Female	Total
Hawaiian	31.8%	48.2%	41.0%
Samoan	40.5%	34.8%	37.4%
Filipino	32.6%	29.9%	30.9%
Japanese	16.7%	14.3%	15.2%

Marijuana use	Male	Female	Total
Hawaiian	20.5%	32.1%	27.0%
Samoan	27.0%	10.9%	18.1%
Filipino	32.6%	7.5%	17.3%
Japanese	16.7%	9.5%	12.1%

Most national studies claim that "Asian and Pacific Islander" youth have lower delinquency rates than other minority groups, but this is usually because "Asians and Pacific Islanders" are grouped into one category. The data above dispel this myth. "...finding show that Samoan adolescents—irrespective of gender—tend to engage in violent-related behaviors at rates that exceed all other groups..." And in general boys from these groups report higher levels of alcohol consumption and marijuana use. "The one important exception to this finding in the present study was Hawaiian girls reporting higher rates of substance use when compared with their male counterparts..." (Mayeda et al., 2006b, p. 276.e5,6).

What about youth from The Federated States of Micronesia (Chuuk, Kosrae, Pohnpei, & Yap), The Republic of the Marshall Islands, and The Republic of Palau?

The U.S. Census Bureau groups all ethnic groups within Micronesia as a single group. However, there is important diversity within Micronesia. Because of The Compact of Free Association that exists between countries within Micronesia and the United States, a greater influx of families from different Micronesian backgrounds have been migrating to Hawaii in recent years.

Many of these families are coming to Ha-

waii to acquire better health care. Between 1946 and 1958, the United States used the Marshall Islands and the ocean area around them as a site for major nuclear testing, detonating 67 thermonuclear devices, or the equivalent of 7,200 bombs that were dropped on Hiroshima, Japan (Anderson et al, 2006).

In 2006, the Office of Youth Services contracted the APIYVPC to conduct

an exploratory study on youth from different Micronesian backgrounds. The APIYVPC conducted 8 focus groups, interviewing 42 youth total, representing 2 high schools and 2 middle schools on Oahu. Most of these youth were Chuukese or Marshallese, and a few were Pohnpeian; about an equal number of boys and girls participated. Youth participants were given school supplies as a thank you gift for helping out with this study.

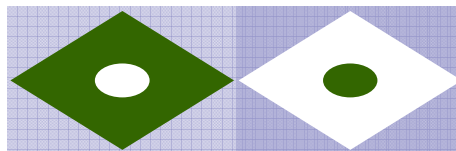
Researcher (R): *So what do the teachers that, you said who have a hard time with Micronesian kids, how do you suggest that they get better?*

Micronesian Student (S): *Just try to understand us more.*

S: *Put themselves in our shoes.*

S: *Treat us the way they wanna be treated.*

Micronesian Student: *In my neighborhood, one time we were sleeping, and they just like, throw rocks at our windows. My dad he was not scared so he was ready to – he was gonna start something. My mom was like “oh just leave it, call the police.” And I was watching TV and I was sleeping in the living room, and that’s where they threw the rocks. I was screaming! That’s why I don’t like that neighborhood.*



Researcher (R): *And you said racist? Can you expand on that? Like how, I know you said something earlier but – with the other students...*

Micronesian Student (S): *It’s just the way that students react to us. Look at Micronesians.*

S: *Intimidation.*

S: *Like, look at us low like... we’re the lowest.*

S: *They look down on us.*

R: *How do they do that?*

S: *Say I see something and I pronounce it wrong and they still tease Micronesians for it. Whatever.*

S: *Or by the way we dress.*

S: *I can be so “Micro.”*

S: *Yeah, and when we try to talk to each other people just come around and like “Hey, speak English. Speak properly.”*

Chuukese Male (CM): *It’s kind of messed up on the outside but when you go inside...*

Chuukese Female (CF): *There’s garbage, my God.*

CF: *Yeah, there’s garbage all around.*

CF: *It stinks.*

CF: *Yeah, it stinks too. When you walk on the road, oh my God.*

Researcher (R): *What is it?*

CF: *The garbage.*

R: *What does it stink of?*

CF: *The garbage. Yeah they put it on the road, that’s why.*

Researcher: *When you said they’re having a hard time, how does that come across? How can you tell that?*

Micronesian Student: *Like some new kids, like our kind and stuff, they don’t know if they’re supposed to go down when it’s not time. They [the teachers] yell at them. Sometimes I speak my mind and be like “Oh, she’s new here.”*

Participants in this study talked about being bullied by other students physically, made fun of because of their clothing and language barrier, and the eroded community conditions where they lived. They suggested mentoring systems would help in which more acculturated Micronesian youth would mentor those who recently moved here, to have clubs for Micronesian students, and to have accessible after-school tutoring services.

I think family influence is one [of] the main causes....if you see your Mom dem smoking weed for a long, long time, you know, you're gonna get curious...

Yeah...a lot of those families, they're drinking too. From what I've seen and heard is that, "Oh yeah, my old man gave me a drink last night. We're gonnab go drink there again tonight"....And maybe if they have a kid one day, [they'll think], "Oh my aunty gave [me] a drink, it's okay to give my kid a drink," you know what I mean?

-Two Hawaiian high school students (APIYVPC study, 2005)

What can we do to help?

Teach students healthy gender roles: *I think being "the man" is not having to fight. Just like, if you see a disagreement, you talk about it. Okay like...if you get into a fight, that means you failed.—Hawaiian male high school student*

Get families involved in programming: *I [would] rather have parents who cares too much than a parent who doesn't care at all.—Hawaiian high school student.*

Address serious issues in class, and make it interesting for students: *I don't really remember talking about it in health class, like, I just remember talking about the body and every-thing...but they don't really talk about drug*

awareness and alcoholism...

I think [teachers should show] videos and [have] guest speakers...that's what we get attracted by. We're not getting attracted by some hand out...—2 Hawaiian high school students.

Create mentoring & service-learning programs:

Researcher (R): *So, let's see. Some other students at another school said - suggested that Micronesian students who've been here for a long time, maybe like five or six years, could help students who just moved here, kinda like a buddy.*

Chuukese Female (CF): *Yeah. I think that would help.*

R: *Tell us why. Tell the recorder why that would help.*

CF: *Because they're gonna be struggling if there's no teacher...*

CF: *They'll be lost.*

CF: *...who can translate it for them. I think it's good for the older ones too that it's more like, kinda experienced to teach them one thing.*

Teach youth how to be pro-active bystanders, promoting

peace: *If you hear about something beforehand, tell somebody, yeah?*

"Oh there's going to be a fight here." If you're standing there watching the fight and there's no security, go get someone. Or when security comes and they break the fight, then walk away.—Hawaiian high school student

- Data analysis from the APIYVPC 2003 study found that Samoan youth who were heavily engaged in their culture were significantly *less* likely to engage in violent behaviors.—Promote healthy cultural activities.
- Work with youth to identify *realistic* refusal and avoidance skills for peer and family substance use.

(Above quotes taken from a variety of APIYVPC research projects).

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