

DMC in OJJ

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SINCERE IGNORANCE AND CONSCIENTIOUS STUPIDITY: DMC IN OJJ

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ROYCE C. LISTON

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DMC in OJJ

SINCERE IGNORANCE AND CONSCIENTIOUS STUPIDITY: DMC IN OJJ

A THESIS APPROVED FOR THE
COLLEGE OF PROFESSIONAL AND CONTINUING STUDIES

BY

Dr. Paul Ketchum, Chair

Dr. Mitchell Peck

Dr. John Duncan

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Abstract

The Purpose of this study is to analyze how framing of race language guides a person's perception and interaction with other races. The study interviews persons employed by Oklahoma Juvenile Justice. The goal is to analyze the interviews for race frame language used by these persons to understand their perception of Disproportionate Minority Contact in the Oklahoma Juvenile Justice System and their interaction with these youth.

Keywords

Color Blind Racism, Disproportionate Minority Contact, Oklahoma Juvenile Justice, Racial Frames, Social Dominance Theory

Introduction

In post-Civil Rights Era America injustices are still seen. Among these injustices is the Disproportionate Minority Contact in America's Justice Systems. Disproportionate Minority Contact or DMC occurs when the juvenile justice system is coming into contact with minorities. This includes juvenile justice. At what stage in the justice system the contact occurs can vary greatly. The end result, incarceration, demonstrates an American preference for locking up people of color.

Interviews of professionals in Oklahoma's Juvenile Justice System are examined to understand factors for Disproportionate Minority Contact (DMC). The interviews are from professionals employed in Oklahoma Juvenile Justice. The interviews do not have any identifiers as to who is the participant. Interviews were analyzed for any bias in speech such as indication of bias at a stage in justice system, coded language or particular views to explain factors in DMC. Race Frames, are coded speeches to allow whites to criticize minorities without appearing as a racist (Bonilla-Silva, 2016) in order to maintain white power. This maintaining of power is a practice of the Dominant Groups that fashions its members early in life to be in control (Sidanius & Pratto 1999). Race Framed language in interviews can be used as a tool to indicate Dominant Groups' continued attempt to keep a grip on power. If professionals in Oklahoma Juvenile Justice examine Social Dominance Theory's role in Race Frames, factors for Disproportionate Minority Contact are found.

My paper is titled "Sincere Ignorance and Conscientious Stupidity", which is an exert form Dr. Martin Luther Jr.'s "Strength to Love" (1962) sermons. In his sermon he is

refereeing to white America's denigration of black Americans. For instance, when Africans were brought to America as slaves there were whites who put them in bondage and brought them here. There were even more whites who watched at slavery as a way to bring Africans to "Civilization" and a Christian land. When Jim Crow barred blacks from being able to vote, there were whites who enjoyed the right being taken away from blacks. There were even more whites who watched idly and thought blacks were not yet ready to vote and govern. Today there are whites (and even some non-whites) who see Mass Incarceration as riddance of blacks. There are even more whites who think it is simply locking away of criminals. The factors of DMC lie at the heart of this pinnacle of enforcers of the status quo and nonchalant attitudes of their peers.

For the reader of this paper imagine the process of explaining DMC, Social Dominance and Conflict Theory as looking as a tree from braches to trunk and down to the root. The branches are language and communications. The branch examined in this paper is Frames communication. At the end of the branch is Eduardo Bonilla-Silva's Race Frames. That is where coded information on race is found. The part of the branch that connects to the trunk is Von Gorp's Frames. Here, Frames are for coded information coming from the dominant group. At the trunk is Jim Sidnius' Social Dominant Theory and additional contributor to the field. The trunk is what the branches grow out from. Deeper still, are the roots. The roots are what feed the rest of the tree and make it into existence. The roots of the DMC tree are Marx' Conflict Theory and many other contributors who study human stratification. From the branches to the roots, all will be examined in the course of this paper.

Author and sociologist Eduardo Bonilla-Silva's book "Racism Without Racists: Color-Blind Racism and the Persistence of Racial Inequality in America", is used in this thesis to identify how whites use Framing, a communication technique, to justify racial inequalities. When this technique is used in the Criminal Justice system by people it employs, disparities are ignored, blame is shifted back on the minority group and white group dominance is maintained without appearing as a racist (Bonilla-Silva, 2016). 169 interviews are analyzed for Color Blind Speech used by employees of Oklahoma's Juvenile Justice to frame communication that explain their reasoning for Disproportionate Minority Contact and preference for additional control when asked the Miracle Question. The Miracle Question being, "Pretending for a moment that you had the ability, funding and support to do so (think magic or miracle if need be), what one change would you make to minimize the need for the juvenile justice system". The choosing of this answer demonstrates the Dominant Groups' value system the most (Sidanius & Pratto 1999). Because my paper is focusing on Racial Framing the dominant group is referred to as the White Dominant Group (Van Gorp, 2007). For my paper the White Dominant Groups' examined institution is Oklahoma Juvenile Justice.

In understanding Bonilla-Silva's application of Framing as he applies it to identifying Race Framing I begin with Baldwin Van Gorp's "The Constructionist Approach to Framing: Bringing Culture Back In" (Van Gorp, 2007). Keith Lawrence and Terry Kelecher's "Structural Racism" gives my paper the important vocabulary to defining the problem of Structural Racism in Society's institutions (Kelecher & Lawrence, 2014). Building on Frames usage by the dominant group to keep its dominance through society's institutions, I inject Jim Sidanius' "Social Dominance Theory: The

Explanation Behind Social Hierarchy Oppression” (Sidanius & Pratto 1999). while briefly burrowing from another of Bonilla-Silva’s works, “The White Habitus” (Bonilla-Silva, Embrick & Goar, 2006). David Garland’s “Sociological Perspectives on Punishment” as well as Marx and Engles, Michael Foucault and more, then connect Framing and dominate group’s usage of the Justice System as a way of keeping control and for what reasons. Also used are Paul Butler’s “Chokehold” (Butler, 2017), and Michelle Alexander’s “New Jim Crow” (Alexander, 2010).

THE WHITE DOMINANT GROUP’S IDEOLOGY AND INSTITTIONS AND FRAMES AS IT’S TOOLS.

Von Gorp insists that Frames are a political tool of social constructionism that institutionalizes the reality of the dominant group’s actors and their social interaction. The Frames are packaged to gain control. The control is embedded in the receiver of the Frame begins to understand the world around him or her according to the Frame and act in accordance to the Frame. The receiver’s social interaction continues into various institutions. Institutions created by the dominant group will further reinforce the Frame and validate the proceeding social interactions.

FRAMES – COMMUNICATION TOOLS

Von Gorp explains the Frames from media and mainstream society, society’s cognitive level to form a schema, the extra-medial level where it is disclosed who are the sponsors of the frames and finally the stock of the frame being made more readily available in a culture (Van Gorp, 2007). Frames’ premises of being perceived as culture allows for a type of “common sense” in the dominant group’s ideology. Frames are common in all cultures and are therefore perceived as normal (Van Gorp, 2007). The frames begin to

govern more cognitive functions in the actor (Van Gorp, 2007). The more entrenched the frame becomes the less aware the actor becomes. The frame is therefore less visible and seemingly independent from the context of the information being presented (Van Gorp, 2007). The depth of control can penetrate the unconscious minds of the populace and guide unconscious thoughts (Van Gorp, 2007). Frames are capable of influencing future interactions that have not occurred (Van Gorp, 2007).

The true brilliance of Framing's effectiveness is its ability to be dynamic. Framing is given importance due to culture and the ability to adapt itself to society's understanding (Van Gorp, 2007). Frames are legitimized as they incorporate opposing information and make exceptions and justifications for the opposing information (Van Gorp, 2007). There is an opening for contrary information to be absorbed in small doses over a long time. This keeps the frame relevant while still transferring its' information to society. Contrary information that would render the Frame invalid is reincorporated into the Frame and sent back out to society to strengthen the schema (Van Gorp, 2007). For example, the dominant groups' hierarchy will amass economic surplus that then validates the perception of the group and its actions as "what's right". The failing of non-dominant groups to amass such capital is then used to demonstrate "what's wrong" with that group and alleviate the dominant group of feeling any wrong doing for the inequality they made in amassing of wealth. Hence an even more dominant view is made (Van Gorp, 2007).

INSTITUTIONS – TOOLS TO PUSH COMMUNICATION

In Sidanius' work on Social Dominance Theory (SDT), it is found that Authoritarianism is at the heart of SDT. SDT is the persistence to maintain the

dominant group's position of power and strike down any opposition to the group.

Sidanius' work is about finding why there is oppression and what makes it so difficult to end. In the end Sidanius found it was Authoritarianism. Authoritarianism leads to the conditioning of people to be dominated and to submit to the dominant group (Sidanius & Pratto 1999). To be conditioned as such leads to more "us versus them" labels and prejudice towards minorities. The stigma placed on minorities leads to another "other group" label that further guides interaction. A constant pursuing of power to maintain the dominant group's power means that inequality will remain (Sidanius, 1999). The dominance is continued in ideologies, institutions and policies that keep the hierarchy. The dominant group's mechanisms to gain power will occur when a catalyst is presented (Sidanius & Pratto 1999). Sidanius notes that in SDT those who believe heavily in the power of authority will look for professions of power themselves.

Garland has noted how different perspectives on punishment have centered on keeping the power of a dominant group upheld through the institutions of criminal justice (Garland, 1999). From Marx and Engles (1848) and Marxist that they influenced to Durkheim (1893) as well as contemporaries like Elia (1939) and Foucault (1975) a theme of how to preserve power is nothing new. Keeping the dominant groups' hierarchy has been an occurrence as long as civilization itself (Marx & Engles, 1848). More current contributors to the study of dominant groups and institutions are mentioned with the classic contributors to keep the information up to date.

Much of our understanding on group dominance comes from Karl Marx and Frederick Engles (1848). Together they noted mankind's classification of the world around him. In breaking from nature, man looked to justify his status and his status above his fellow

man. As more of these men came into being, a class was formed they worked to justify their status by ensuring their values are pushed through their erected institutions.

In the Marx' work "German Ideology" (1848) the symbolic power of the dominant group is pressed upon the poor and punishment is for any who may attempt to disrupt the sanctioned capitalist with unsanctioned innovations for acquiring wealth (Garland, 1999) (Marx & Engels, 1848). Enough individual's incarceration creates an entire class of disobedient trouble makers. The incarcerated class is formed and the group is used as a warning to the working class who hovers only slightly above them (Garland, 1999) (Marx & Engels, 1848).

Antonio Gramsci the founding member of the Italian Communist Party, expanded on Marx and Engels when he wrote from his prison cell in Italy (Gramsci, 1971). For Gramsci, power is given with consent. Ideas control people. Power wields people and not the other way around. He borrowed from the Greek word *hegemon*, for "Hegemony", to describe how political, military or economics rule over others (Gramsci, 1971). The use of culture as established by the dominant group, gives images of what is valued through its institutions. This legitimizes the dominant group's power and keeps the status quo.

Durkheim's *Social Solidarity* (1893) is retaining the values and normalcy of a society. To retain these values the dominant group authorizes state institutions to initiate the ritual of punishment. Punishment signifies the control still lies in the hands of dominant group (Durkheim, 1893). Punishment is emotionally charged. The punishment rituals are spectators witnessing their guarded values and safety re-established even if

by violent means. Durkheim also believed the penal punishment was “primitive” and would not help advance society (Durkheim, 1893).

In Robert Elias’ work of “Civil Sensibilities” and the “Civilization Curve” he relates how Frames can penetrate the unconscious minds of the dominant group as to normalize their belief system (Elias, 1939) (Garland, 1999). So deep in the Frame that it limits social expressions and spontaneity of any kind. As a people become “more civilized” we come to see older “less civilized” acts of humans as something to parish or to put behind closed doors. The analogy of butchering an animal for food is given. There was a time when all people butchered to survive. The wealthy then had the butchering done by someone else and out of the view. The horrid of butchering is taken out of sight. The dominant group, in this case the wealthy, has now normalized this occurrence and then no one sees the act of butchering (Elias, 1939) (Garland, 1999). The occurrence, whatever it may be, butchering or crime is then assessed, documented, examined, viewed with surveillance and then, any noted departures from conformity are acknowledged, and then punished. Normalization attributes any non-conformity as the choice of the individual. The non-conformist is locked away. The individual is then corrected of their straying and pushed to control themselves. As the normalization continues it formalizes in academics such as human sciences, including criminal justice, criminology, psychology and sociology (Elias, 1939) (Garland, 1999). The normalization is powerful and with the idea of keeping the dominant group in power, the mere mentioning of power or identifiers of power, are enough to send the empowered into rage or defense of being singled out for their power (Fussell, 1983).

As these sciences grow they help to guide language, which is where I draw the connection to Frames. The academics incorporate the Frames and normalize the dominant group's power to control other individuals. The non-conforming individual is locked away. The patrols of neighborhoods stop and frisk tactics even the parades for service men and women are manifestations of the values and safety of the dominant group (Foucault, 1975). It is easier to keep these constant reminders in order to control rather than to reform the violators of the values and safety (Foucault, 1975). The constant informing, with "Power-knowledge" is leveled upon the offender's physical being (Foucault, 1975). Their body is used as a conduit to transmit the power. Prison is a material used to penetrate and mentally torture the non-conformist in place of older physical torture (Foucault, 1975). Furthering the ideas of the dominant group are the values of prestige, which is awarded by those who believe and achieve the values of dominant group, by methods approved by the dominant group (Cheng, Tracy & Anderson, 2014). Unapproved methods are struck down by the power of the dominant group, even if by force. This usually occurs in the institutions of the dominant group (Cheng, Tracy & Anderson, 2014).

Today dominant groups are studied and written about using the authors above and many more. "The Psychology of Social Status" by Joey Cheng, Jessica L. Tracy and Cameron Anderson (2014) that in understanding Social Dominance Theory an Inter-Disciplinary Theory, focus on multi-disciplinary must be given. You see this in many parts of the interviews as background about race, gender and social-economics are identified.

CRIMINAL JUSTICE THE PREFERRED INSTITUTION

In Keith Lawrence and Terry Kelecher's *Structural Racism* they clarify the term to identify racism. This is useful in this paper to identify the racism seen in the DMC interviews. In the United States Structural Racism is the most profound and pervasive form of racism. (Kelecher & Lawrence, 2014). It is the root of all other forms of racism, such as institutional, interpersonal and internalized (Kelecher & Lawrence, 2014). Because of the depth of Structural Racism it legitimizes as well as normalizes the White Dominant Group in history, culture and institution. A racial hierarchy is created. Non-Dominant Groups, people of color for instance, are going to endure adversity as a result of this normalization. Where occurrences of inequality are observed, Structural Racism is at work. These inequalities can be employment, upward mobility, political participation and policies. Structural Racism occurs rather we are conscious of it or not. This is because Structural Racism is able to work in multiple structures at once. All the while it is reinforcing the White Dominant Group's norms of the past and present as well as producing new ones and re-producing the old forms of racism. Our knowledge of law and law enforcement legitimizes our Structural Racism in Criminal Justice (Kelecher & Lawrence, 2014). A uniformed Police Officer with racist views is conducting institutional racism as he or she is the representative of the law enforcement institute. Paul Butler in "Chokehold" explains many police do not know that they have an implicit bias (Butler, 2017). An implicit bias is when one does not know that one is bias (Butler, 2017). This links back to SDT as Sidanius noted the work of Robert Altemyer who studied social hierarchy, made a scale to test for Right Wing Authoritarianism (Altemyer, 1980). RWA measures bias in response or "Agreement Response Bias". It has been viewed by some as the most successful measurement of

prejudice in social science to date (Altemyer, 1980). As it pertains to this paper, I point out that the implicit bias is also proof of the Racial Frame working deep in the unconscious mind of the enforcers of the dominant group.

White cops who shoot and kill black men are often unpunished. In a post-civil right era whites rely on state apparatus to enforce white supremacy and according. It constantly polices the black man into failure (Butler, 2017). The White Dominant Group benefits from this policing and incarceration of the non-dominant group. The constant policing makes for reduced competition for employment. In rural towns with prisons the prison provides jobs for rural whites as prison guards. There is a racial stigma for being incarcerated and it is not the same for whites (Alexander, 2010). The stigma of having been an incarcerated person of color is much harsher in America. This is attributed to the White Dominant Groups' beliefs being internalized by all of society, perceptions, emotions and their thoughts on the non-dominant groups are incorporated into the non-dominant groups (Bonilla-Silva, Embrick & Goar, 2006). The hierarchy is so effective it eliminates people's ability to think of life without the hierarchy (Diefenback, 2013). Hierarchy has established empires, religions and any challenge to it will result in the challenger being villainized (Diefenback, 2013). Institutions are so critical to the Hierarchy that leaders of the dominant group can be replaced and the ideology of the dominant group would still be maintained. Hierarchy governs the action within people, to two people, many people and all people.

RACE FRAMES EXPANDED

This is in line with Bonilla-Silva's assertion that Racial Frames are used in the racial context and race is a social constructionism that guides social interaction (Bonilla-Silva,

2016). Bonilla-Silva's Racial Frame is a Frame used by whites to code language about race. The coding keeps whites from appearing as a racist. Sponsors of Racial Frames are the white dominant group

- 1) Abstract is used to make sense of authority, individualism and inequality. The white dominant group uses Abstract Liberalism to target, justification of preferences in neighborhoods and views against Interracial Marriage (Bonilla-Silva, 2016).
- 2) Naturalization is to rationalize away racialism, taking an approach as if it is "just the way people are" (Bonilla-Silva, 2016).
- 3) Cultural Racism targets perceived culture or perhaps more accurately stereotypes to justify views of other races (Bonilla-Silva, 2016).
- 4) Minimizing is to minimize the objections of minorities as trivial or the result of being too sensitive (Bonilla-Silva, 2016) .

In America, the white dominant group uses the institution of Criminal Justice to enforce ideologies and policies. When a particular social problem is presented, for instance crime, it is the catalyst that cues the mechanism of incarceration (Sidanius, 1999). Framing is at work as the white dominant group validates itself with repeating existing Frames and adding new information to the Frames to fortify the beliefs of the group. Individual receivers of the Frame's information, for instance police, will continue to carry out the agenda of the dominant group. Bonilla-Silva's article "The White Habitus" notes that of his interviewing of whites most stated a job preference of positions of power, defined as business or law (Bonilla-Silva, Embrick & Goar, 2006).

In accordance with Sidanius' hierarchy, he also records whites being swooned by the homogeneity at the top of such hierarchy and it's seemingly natural occurrence.

The language helps to protect white privilege, ideology and institutions they stigmatize the minorities. They maintain power by applying labels that judge minorities' making claims about minorities, culture, work ethics, morals and proclaiming reverse racism to rationalize their interaction with minorities (Bonilla-Silva, 2016). Because the frame is not apparent to the White Dominate Group it allows for criticisms on minorities' position in life as their own collective fault and not as a result of being marginalized by the White Dominant Group

Another of Eduardo Bonilla-Silva's work used for coding this portion of the paper is of the "*White Habitus*". The White Habitus is where the language of the white dominant group is honed and refined (Bonilla-Silva, Embrick & Goar, 2006). The segregation from minorities creates a habitus where the opinions on other races are created without interruption. The racial world is then seen through these white lenses. Broad stroke-generalizations are made here. Other cultures are narrowed and stories from news, internet and personal accounts are combined to make frames. In many of these answers the interviewees will keep the inequality by downplaying the segregated lives they live. The language they promote and stories they share will promote "solidarity groupness" (Bonilla-Silva, Embrick & Goar, 2006). The vacuum in which whites live is greater than any racial group in the United States. This constant isolation of minorities mean that whites will not develop any meaningful relation with non-dominant groups (Bonilla-Silva, Embrick & Goar, 2006).

The White Habitus is much like the habitus as stated by Pierre Bourdieu's "Field Theory" (1979). We are always navigating fields and when going through the field you adopted symbols and identities. You adopt a new identity with advantages and disadvantages. The identities are coded. The individual expresses these ideas according to the circumstances. Identity is given to you, not created by you. Is there an essence of you free of symbols? Habitus provides a way to measure and engage in the network of culture. When a group of habitus is fashioned appropriately you can predict how the group will react to other groups.

Whites stay further from not only minorities, but from other whites as well. This fuels stories shared in group solidarity and keeps them from any exposure to minorities that may serve as contrary to these stories (Bonilla-Silva, Embrick & Goar, 2006). Having white skin links the possessor of the skin with a perceived behavior, status and linkage to norms on sight. The shared language is not simply in the present as it can be built to shape views on the past and future. It makes for an establishing of culture and using the culture as a barometer to hold other groups up to. It becomes so normal that it does not need to be acknowledged as existing. You can even hear the admission in the language in the sentence "I don't see race" is spoken into existence (Bonilla-Silva, Embrick & Goar, 2006)".

Methods:

Sample and Data Collection

The original data collected was in 2011. The data was for the Oklahoma Office of Juvenile Affairs and the State Advisory Group on Juvenile Justice. Interviews were

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conducted by trained students of the University of Oklahoma. The interviewer was matched by race with the participants. The participants were categorized by race, occupation and in the city they worked.

A total of 176 interviews were conducted in person. A total of six interviews had incomplete interviews or contained sections from other interviews. These interviews were excluded from this thesis, so as to not have inaccurate or only partial information. This mistake is believed to have occurred in transcribing the recordings to text. The questions asked afterwards for Background were open ended. These questions become more complex and the Likert Scale is used. The Scale is used for the remainder of the Background portion of the responses. For titles and headers for the Figures and Tables the questions are abbreviated as Q for question and the number in the order they were asked such the first question as 1.

Variables

Dependent Variable.

Three questions were used questions nine, fifteen and seventeen the most in establishing Frames being used by participants in order to understand race and/or ethnicities factor into contact with Oklahoma Juvenile Justice.

Open coding was used for the categorizing of the responses. “Open coding is an essential methodological tool for qualitative data analysis that was introduced in grounded theory research. *Open coding* [,] refers to the initial interpretive process by which raw research data are first systematically analyzed and categorized” (Mills, Durepos & Wiebe, 2010).

The coding was made for a total of twenty-two questions divided into three sections. The categories were “Background”, “OJJ” and “Race”. Question nine was in the OJJ section of the interview. Both questions fifteen and seventeen were in the Race section of the interview.

Question nine was open ended. It was asked to participants as “Pretending for a moment that you had the ability, funding and support to do so (think magic or miracle if need be), what one change would you make to minimize the need for the juvenile justice system?” Answers were then coded into the following:

- 1) For participants whose answers related to changing Family/Parents/Home Life to minimize the need for juvenile justice.
- 2) For participants whose answers related to changing Community to minimize the need for juvenile justice.
- 3) For participants whose answers related to changing Schools/Education to minimize the need for juvenile justice.
- 4) For participants whose answers related to changing Special Programs/Facilities to minimize the need for juvenile justice.
- 5) For participants whose answers related to giving More Power to OJJ/Tougher Sentences/Tried as Adults to minimize the need for juvenile justice.
- 6) For participants whose answers related to changing Other/Legal Representation/Bureaucracy/Politics to minimize the need for juvenile justice.
- 7) For participants whose answers were that they Wouldn’t Change Anything.

N/A was used for Participants whose answers were Not Applicable.

Question fifteen was asked to participants as “Which group or groups are most overrepresented?” Answers were then coded into the following:

- 1) For Asians.
- 2) For Blacks.
- 3) For Hispanic.
- 4) For Native American.
- 5) For White.
- 6) For Other/Multi-race.
- 7) For No Overrepresentation.

Participants who gave multiple answers such as Black and Hispanic were given a combined code such as 2 and 3.

Question seventeen was asked in multiple parts. These answers were open ended. The first part was asked to participants as “What effects, if any have you seen a lack of quality educational resources play in DMC?” The participant was asked about other effects such as “What role did poverty play?” “What role did Family play?” “What role did Substance Abuse play?” Answers were then coded into the following:

- 1) For participants whose answer was in agreement that Education was a factor in explaining DMC.
- 2) For participants whose answer was in agreement that Poverty was a factor in explaining DMC.

- 3) For participants whose answer was in agreement that Family was a factor in explaining DMC.
- 4) For participants whose answer was in agreement that Substance Abuse was a factor in explaining DMC.
- 5) For participants whose answer was in agreement more than one factor or a Combination of the 4 factors in explaining DMC.
- 6) For participants whose answer was in agreement with all of the factors or All of the Above in explaining DMC.
- 7) For participants whose answer that there was no factor in explaining DMC.

NA or Not Applicable was used for participants who did not answer or fully answer the questions.

Together these questions were the easiest to establish what Frame was being used by participants to perpetuate the ideology of the White Dominant Group when explaining Disproportionate Minority Contact in OJJ.

Questions were coded so that answers reflecting the 4 Race Frames could be identified. The reviewing of the interviews' answers what logic is being applied. Their answers reflect any bias in protecting dominant groups' ideology. The answers will show the shifting of blame from the White Dominant Group to the non-dominant groups. Answers that involve "Family/Parents/Home Life", "Community", and "Other" are similar in that the coding shows the Race Frames at work to put the problem back on the non-dominant group's shoulders. Answers such as Participant 52, a white male police officer, "As far as influences and what the Juvenile Justice System can do, unless

they got the support at home, you know, if the parents don't get involved, the kids are just gonna keep offending, and that I have seen." Another example comes from Participant 150, a white male Police Officer, "Simply I'm going to keep going back to parents. Parents aren't pushing their kids or leading them in the right path, so they're not paying attention in school or not even going to school at all." The "More Programs/Education" answers could be seen as blame shifting or protecting of the White Dominant Group values depending on how the answer is worded. However, most astonishing is the individuals below who chose "More Power, Tougher Sentences, Sentenced as Adults." I have chosen to showcase these individuals as they could wish for World Peace, Heaven on Earth, or anything to match their answer as to causes for DMC. For instance if an respondent answered "Parents/Family Life" as the cause of DMC, instead of answering "Responsible Parents" the participants answered "Tougher Sentences". Again Participant 52 is used as an example. When asked the Miracle Question he responded, "Minimize the need? I don't think -- you'd almost need to maximize the need, I would say." This was also used across genders as Interview 155 a white female Police Officer answered, "Well, if you could incorporate (unintelligible) for adults and juveniles to -- to be completely the same, whether it's not a separation -- like a 14 year old suffer the same consequences as an 18 year old."

Independent Variables

The independent variables are the city, occupation, gender, race/ethnicity, childhood home, current home, childhood socioeconomic class (SEC) and current socioeconomic class (SEC). Occupation is coded as

DMC in OJJ

JUD = for participants who identified as a Judge.

LAW = for participants who identified as a Lawyer.

PD = for participants who identified as being employed in the Police Department. This coding was broader as the exact title for participants varied. Some participants were Patrolman, or COPS or School Officer.

PRO = for participants who identified as Probation Officer.

Gender is coded as:

F = for females

M = for males

Race/Ethnicity is coded as:

A = for Asian

BL = for Black

H = for Hispanic

N/A = for Native Americans

UN = for participants whose race/ethnicity was Unknown

WH = for White

The questions for home, both childhood and current were open ended to the participant.

Answers were then coded into the following:

- 1) For participants who identified being in All/Predominantly White neighborhoods.
- 2) for participants who identified being in Mostly White neighborhoods
- 3) for participants who identified being in Mixed neighborhoods
- 4) for participants who identified being in Mostly Minority neighborhoods
- 5) for participants who identified being in All/Predominantly Minority neighborhoods

N/A = or Not Assessable for participants who did not answer or fully answer the question.

The questions for both childhood and current SEC were multiple choices. Answers were then coded into the following:

- 1) for participants who identified as Poor
- 2) for participants who identified as Lower Middle Class
- 3) for participants who identified as Middle Class
- 4) for participants who identified as Upper Middle Class
- 5) for participants who identified as Professional Class
- 6) for participants who identified as Wealthy.

Results

Data

Question 1 (Q1 in Figures and Tables) Asking “What was the Racial Make-up of the neighborhood of Your Childhood Home?”

Childhood Home: This category was the first to mark the transition to more complex answers and the applying of the Likert Scale. Participants while answering these questions could contradict themselves. A careful reading is needed when reviewing their responses. If a participant repeated their answer multiple times or used certain words to measure the people in the neighborhood, it was used to rate on the Likert Scale.

1 = All/Predominantly White = Words/phases used such as; totally white, predominantly, completely, entirely, without minorities, all, only, exclusively and (if respondent tried to quantify) 90% or 100% white.

2 = Mostly White = Words/phases used such as; almost entirely, majority, mostly, some minorities, and (if respondent tried to quantify) 70% to 90% white.

3 = Mixed = Words/phases used such as; mixed, half and half, split, between, a little bit of everything, evenly, very diverse, multi-cultural, multiracial, and (if respondent tried to quantify) 40% to 60%, 50%-50%, 60%-40%.

4 = Mostly Minority = Words/phases used such as; almost entirely, majority, mostly, some whites, and (if respondent tried to quantify) 70% to 90% of a certain race or races.

5 = All/Predominantly Minority = Words/phases used such as; totally Asian,/Black/Hispanic/Native-American, predominantly, completely, entirely, without whites, all, only, exclusively and (if respondent tried to quantify) 90% or 100% of a certain race or races.

N/A = Not Accessible = Some respondents did not answer the question or did not answer the question fully. There were some instances of the question not being asked.

Summary of Q1: Childhood Neighborhoods Racial Makeup (Figure 1 – 31)

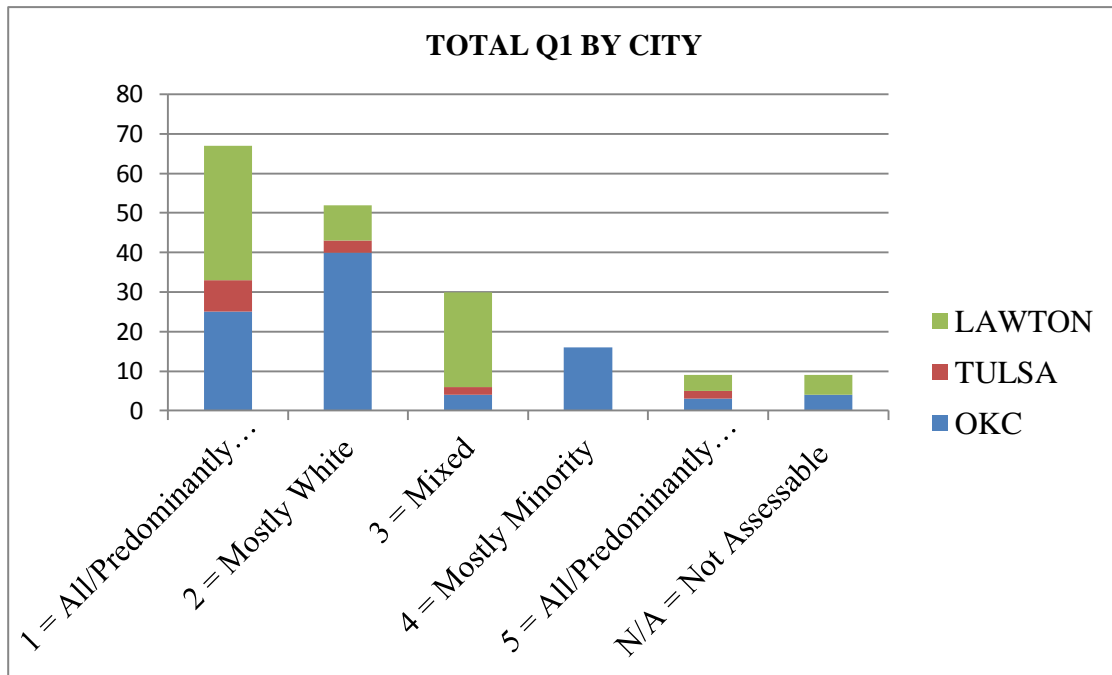


Figure 1. Q1 by City Is the first of graph to illustrate questions asked in the interview. The first question asked was what Childhood Neighborhoods Racial Make-Up the interviewee grows up in. The graph divides the three cities by answers given from the respondents. Lawton and Tulsa interviews had most of their interviewees responded All/Predominantly White. Most of OKC respondents were mostly white.

Table 1. Q1 by City

	OKC	TULSA	LAWTON
1 = All/Predominantly White	25	8	34
2 = Mostly White	40	3	9
3 = Mixed	4	2	24
4 = Mostly Minority	16	0	0
5 = All/Predominantly Minority	3	2	4
N/A = Not Assessable	4	0	5

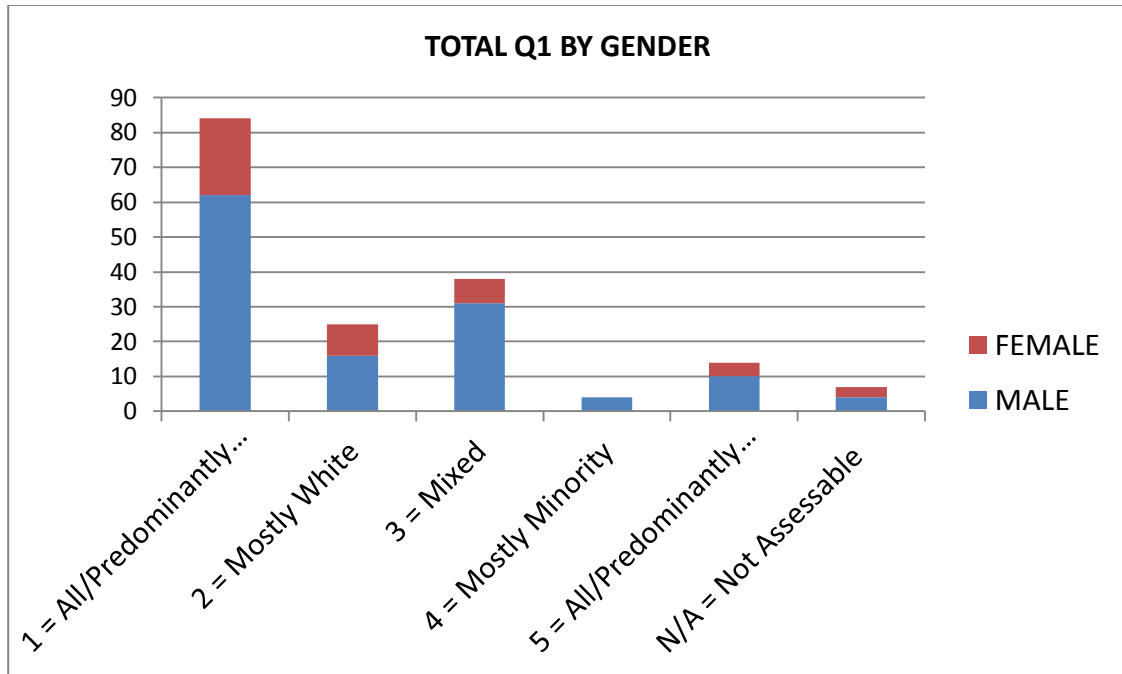


Figure 2. Q1 by Gender Is for the first question asked in the interviews about Childhood Neighborhoods Racial Make-Up subdivided by participant’s gender. Men and women both stated growing up in Predominantly White Neighborhoods

Table 2. Q1 by Gender

	MALE	FEMALE
1 = All/Predominantly White	62	22
2 = Mostly White	16	9
3 = Mixed	31	7
4 = Mostly Minority	4	0
5 = All/Predominantly Minority	10	4
N/A = Not Assessable	4	3

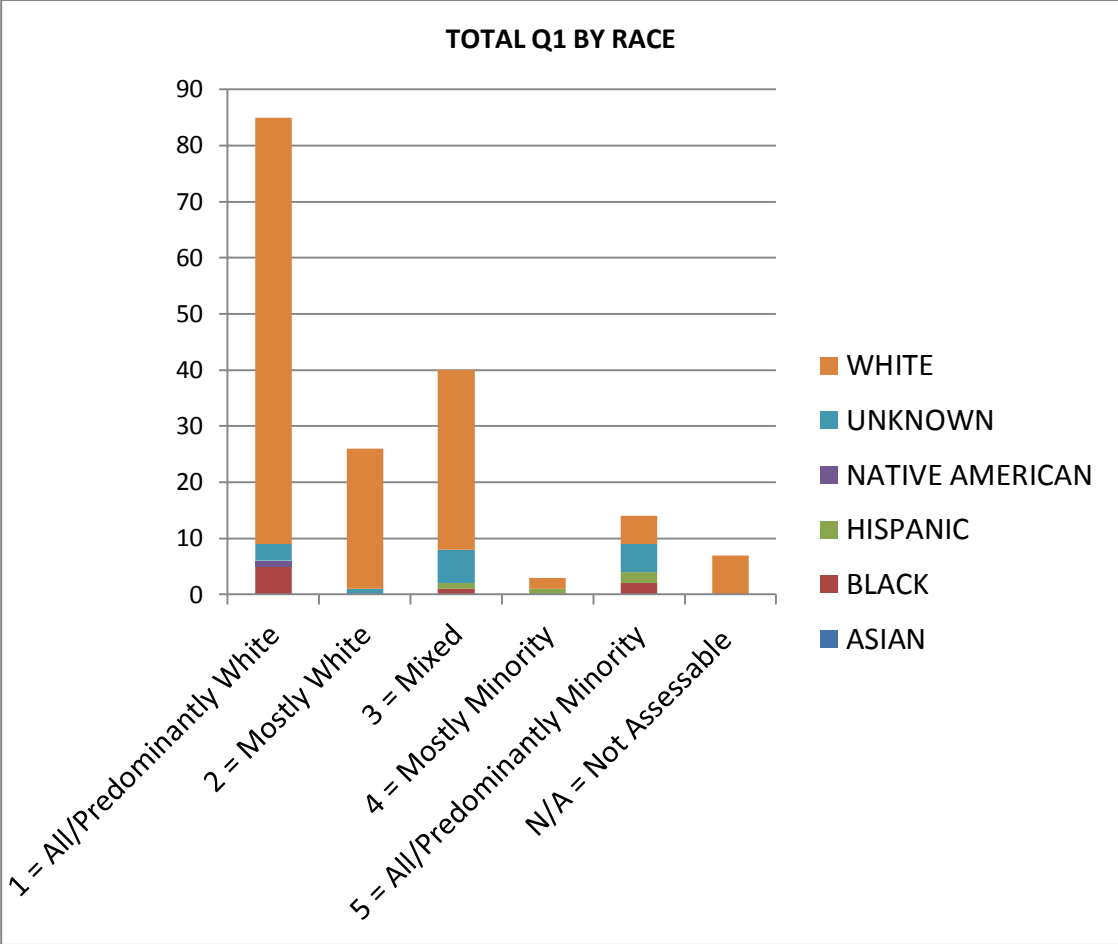


Figure 3. Q1 by Race Childhood Neighborhoods Racial Make-Up subdivided by participant’s Race. Accordingly, as Bonilla-Silva theorized whites are able to make their ideas in the White Habitus. Here they heard repeated stories by elders and others about whiteness and beliefs of minorities.

Table 3. Q1 by Gender

	ASIAN	BLACK	HISPANIC	NATIVE	UN	WHITE
1 = All/Predominantly White	0	5	0	1	3	76
2 = Mostly White	0	0	0	0	1	25
3 = Mixed	0	1	1	0	6	32
4 = Mostly Minority	0	0	1	0	0	2
5 = All/Predominantly Minority	0	2	2	0	5	5
N/A = Not Assessable	0	0	0	0	0	7

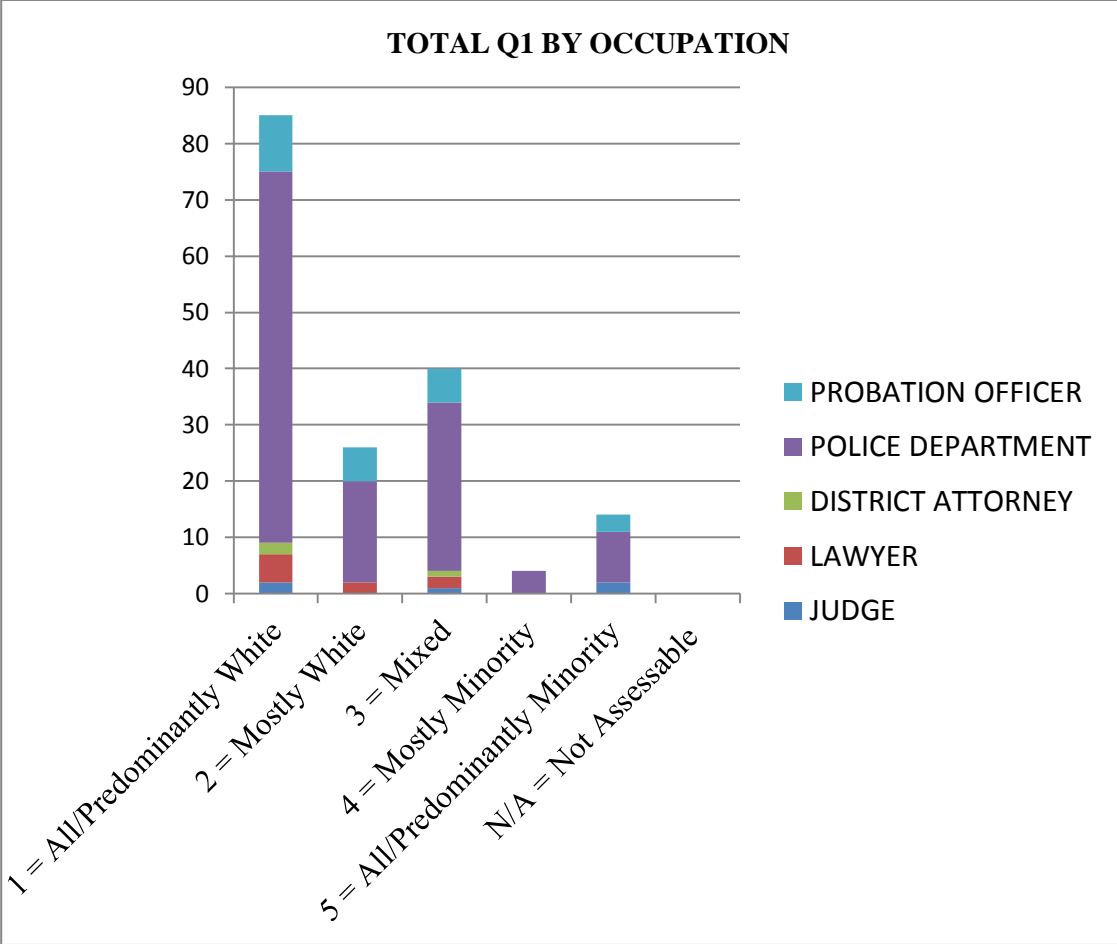


Figure 4. Q1 by Occupation Is question 1 about interviewees' Childhood Neighborhood Racial Make-Up divided by occupation. The Police Department is the majority of the interviews. The department also has the most contact with juveniles.

Table 4. Q1 by Occupation

	JUDGE	LAWYER	DISTRICT ATTORNEY	POLICE	PROBATION
1 = All/Predominantly White	2	5	2	66	10
2 = Mostly White	0	2	0	18	6
3 = Mixed	1	2	1	30	6
4 = Mostly Minority	0	0	0	4	0
5 = All/Predominantly Minority	2	0	0	9	3
N/A = Not Assessable	0	0	0	0	0

Question 2 (Q2 in Figures and Tables) Asking “What is the Racial Make-up of the Neighborhood Your Current Home?”

Current Home: The Likert Scale was used in this category. Again participant’s first response was sometimes contradictory to their explanation of their current living arrangement. Again, careful reading must be applied.

1 = All/Predominantly White = Words/phases used such as; totally white, predominantly, completely, entirely, without minorities, all, only, exclusively and (if respondent tried to quantify) 90% or 100% white.

2 = Mostly White = Words/phases used such as; almost entirely, majority, mostly, some minorities, and (if respondent tried to quantify) 70% to 90% white.

DMC in OJJ

3 = Mixed = Words/phases used such as; mixed, half and half, split, between, a little bit of everything, evenly, very diverse, multi-cultural, multiracial, and (if respondent tried to quantify) 40% to 60%, 50%-50%, 60%-40%.

4 = Mostly Minority = Words/phases used such as; almost entirely, majority, mostly, some whites, and (if respondent tried to quantify) 70% to 90% of a certain race or races.

5 = All/Predominantly Minority = Words/phases used such as; totally Asian,/Black/Hispanic/Native-American, predominantly, completely, entirely, without whites, all, only, exclusively and (if respondent tried to quantify) 90% or 100% of a certain race or races.

N/A = Not Accessible = Some respondents did not answer the question or did not answer the question fully. There were some instances of the question not being asked.

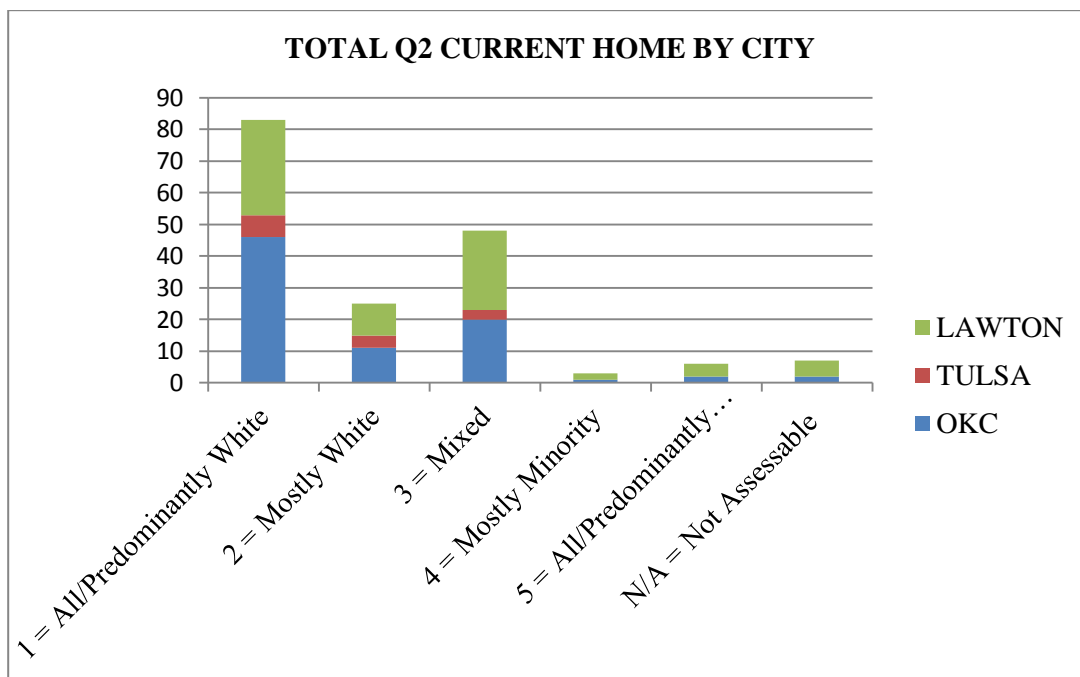


Figure 5. Q2 by City Is for the second question asked in the interviews about Current Neighborhoods Racial Make-Up. (1) All/Predominantly White was the most given answer of all three cities with a total of 83.

Table 5. Q2 by City

	OKC	TULSA	LAWTON
1 = All/Predominantly White	46	7	30
2 = Mostly White	11	4	10
3 = Mixed	20	3	25
4 = Mostly Minority	1	0	2
5 = All/Predominantly Minority	2	0	4
N/A = Not Assessable	2	0	5

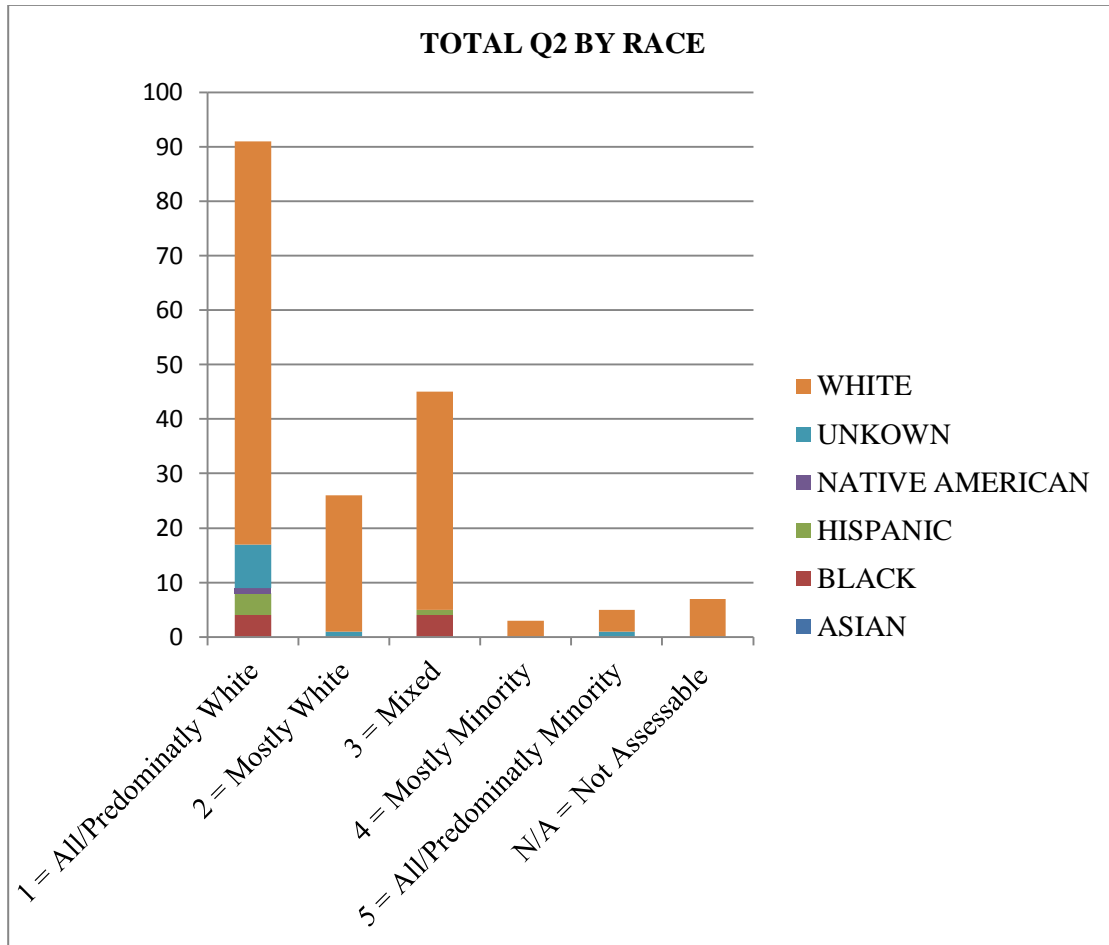


Figure 6. Q2 by Race Graph 23 is for the second question asked in the participants about Current Neighborhoods Racial Make-Up subdivided by participants race. There is

a change in the minority’s neighborhood as more of them report being in All/Predominantly White Neighborhoods

Table 6. Q2 by Race

	ASIAN	BLACK	HISPANIC	NATIVE	UN	WHITE
1 = All/Predominantly White	0	4	4	1	8	74
2 = Mostly White	0	0	0	0	1	25
3 = Mixed	0	4	1	0	0	40
4 = Mostly Minority	0	0	0	0	0	3
5 = All/Predominantly Minority	0	0	0	0	1	4
N/A = Not Assessable	0	0	0	0	0	7

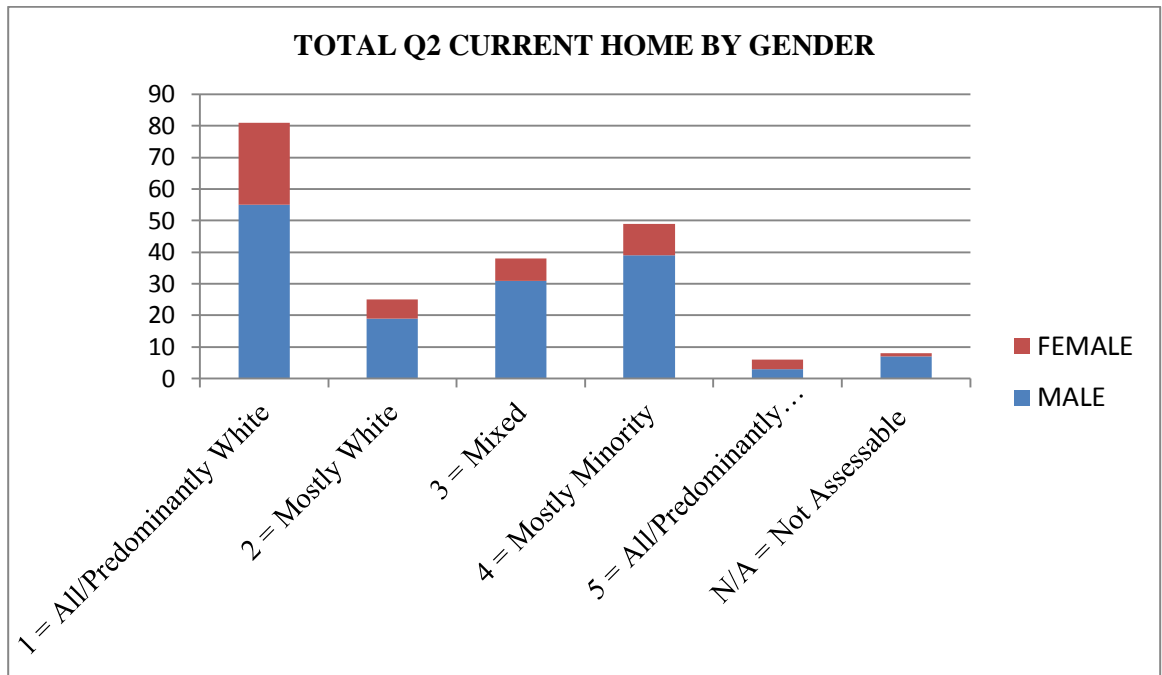


Figure 7. Q2 by Gender Is for the second question asked in the interviews about Current Neighborhoods Racial Make-Up subdivided by interviewees’ gender. (1) All/Predominantly White was the most given answer of both genders with a total of 81.

Table 7. Q2 by Gender

	MALE	FEMALE
1 = All/Predominantly White	55	26
2 = Mostly White	19	6
3 = Mixed	31	7
4 = Mostly Minority	39	10
5 = All/Predominantly Minority	3	3
N/A = Not Assessable	7	1

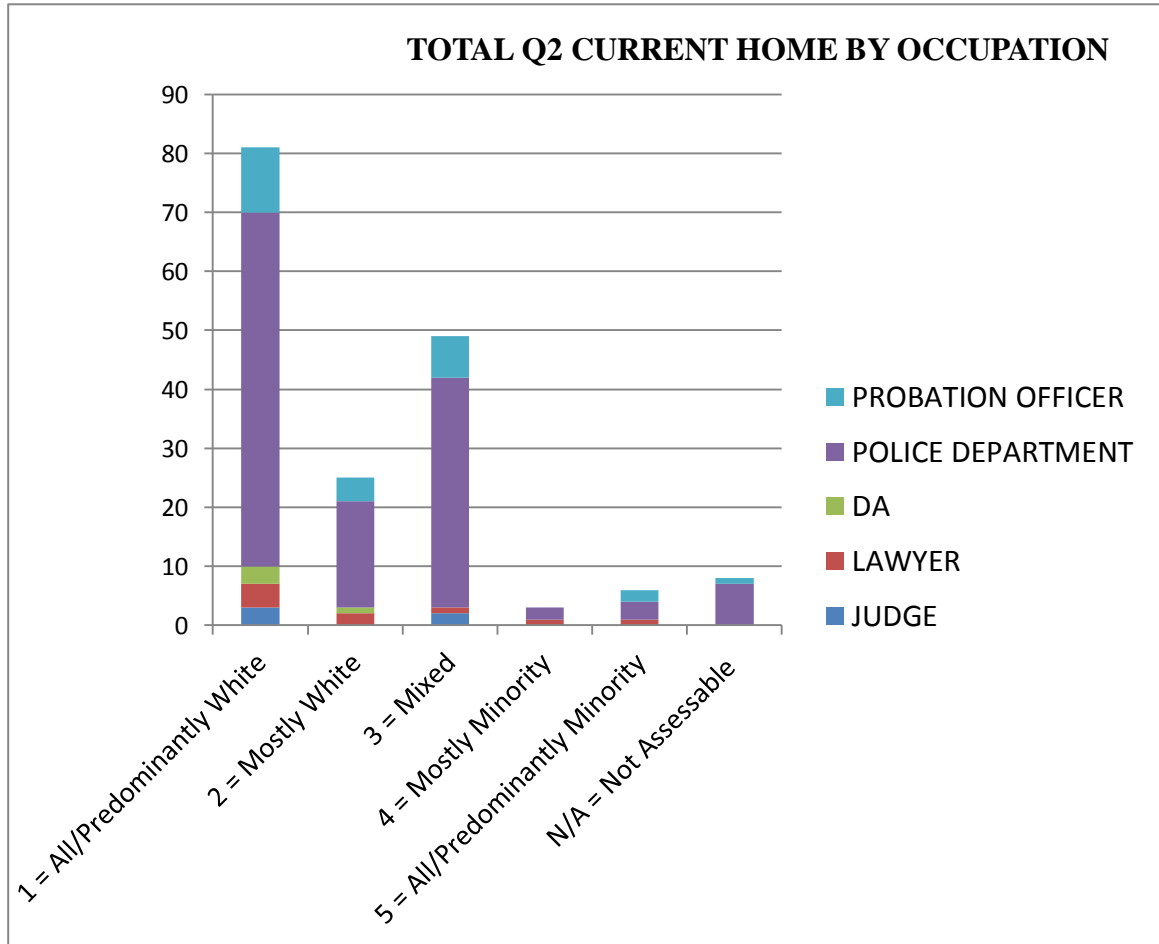


Figure 8. Q2 by Occupation Is question 2 about participants’ Current Neighborhood Racial Make-Up divided by occupation. We again see the Police Department on the scale tending from Mixed to All/Predominantly White. They grew up in mostly All/Predominantly White neighborhoods and stay in such neighborhoods. This is

another opportunity to maintain the White Habitus and continue the creation and reinforcement of framed language.

Table 8. Q2 by Occupation

	JUDGE	LAWYER	DA	POLICE	PROBATION OFFICER
1 = All/Predominantly White	3	4	3	60	11
2 = Mostly White	0	2	1	18	4
3 = Mixed	2	1	0	39	7
4 = Mostly Minority	0	1	0	2	0
5 = All/Predominantly Minority	0	1	0	3	2
N/A = Not Assessable	0	0	0	7	1

Question 3 (Q3 in Figures and Tables) Asking “What was the Social Economic Class of the Neighborhood of Your Childhood Home?”

Childhood SEC: This Childhood Social Economic Class division features

inconsistencies in the questioning. Infrequent questions asked of the respondents pertaining to house size, the number of cars owned and rather they owned pools make for additional reading. I left these additional questions out of recording the Childhood SEC due to inconsistency in both the asking and answering of these questions. In reading you will see respondents typically answer from the below categories and follow up with explanations that are often subjective. The category the participant identified is the answer recorded. In some participants explanations they changed their answer. In these instances the newly accurate answer is recorded. A difficulty arose in regards to Professional Class. Some participants considered Professional Class as a position of prestige without an income amount. For others the Professional Class was a second way

of detailing their first answer. Hence, I went with their first answer. Words and phrases used to describe the Childhood SEC varied and some of the same words or phrases were used by different respondents for different SECs and because of this the identified class was reordered and contradictions in language was ignored.

1 = Poor

2 = Lower Middle Class

3 = Middle Class

4 = Upper Middle Class

5 = Professional Class

6 = Wealthy

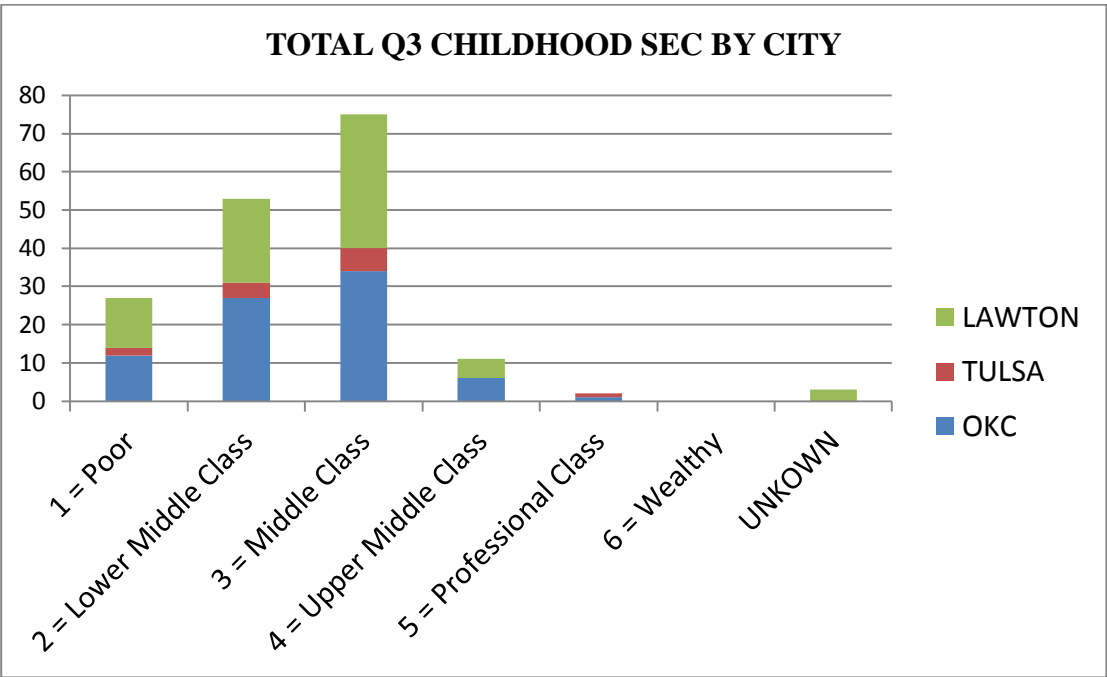


Figure 9. Q3 by City This graph is illustrating question 3 to the interviewees, “What was the Social Economic Class when you were growing up?” It is subdivided by city.

Table 9. Q3 by City

	OKC	TULSA	LAWTON
1 = Poor	12	2	13
2 = Lower Middle Class	27	4	22
3 = Middle Class	34	6	35
4 = Upper Middle Class	6	0	5
5 = Professional Class	1	1	0
6 = Wealthy	0	0	0
UNKOWN	0	0	3

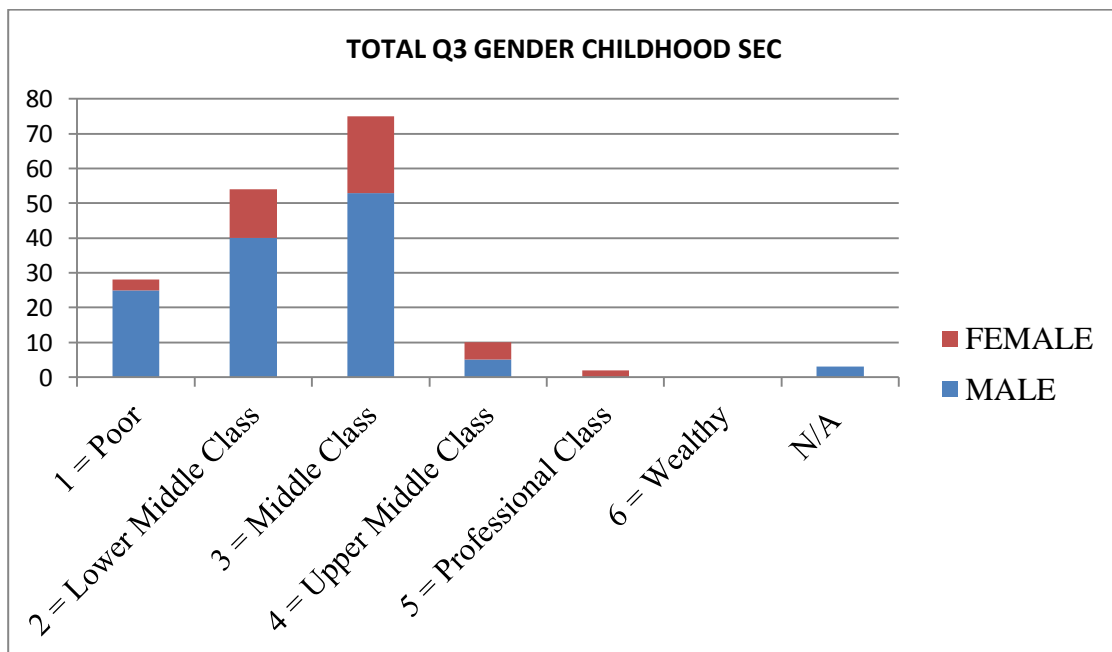


Figure 10. Q3 by Childhood SEC This graph is illustrating question 3 to the interviewees, “What was the Social Economic Class when you were growing up?” It is subdivided by gender. A majority of the participants were of middle class and lower class.

Table 10. Q3 by Childhood SEC

	MALE	FEMALE
1 = Poor	25	3
2 = Lower Middle Class	40	14
3 = Middle Class	53	22
4 = Upper Middle Class	5	5
5 = Professional Class	0	2
6 = Wealthy	0	0
N/A	3	0

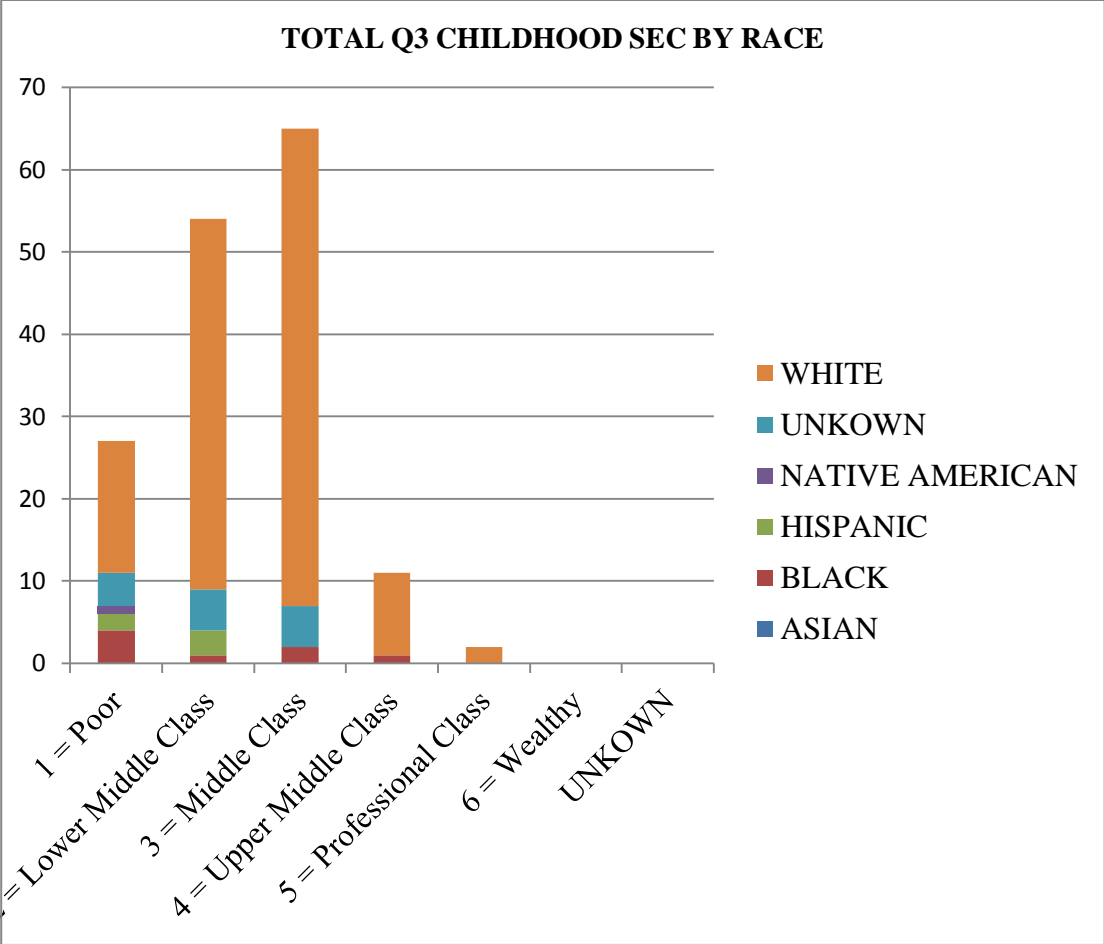


Figure 11. Q3 by Childhood SEC by Race This graph is illustrating question 3 to the interviewees, “What was the Social Economic Class when you were growing up?” It is subdivided by race. Most whites came from a middle class background showing a reinforcement of the dominant groups ideas of the middle class. While there are white participants stating poor there are far more minorities from poor backgrounds.

Table 11. Q3 by Childhood SEC by Race

	ASIAN	BLACK	HISPANIC	NATIVE UN	WHITE
1 = Poor	0	4	2	1	4
2 = Lower Middle Class	0	1	3	0	5
3 = Middle Class	0	2	0	0	5
4 = Upper Middle Class	0	1	0	0	0
5 = Professional Class	0	0	0	0	0
6 = Wealthy	0	0	0	0	0
UNKOWN					0

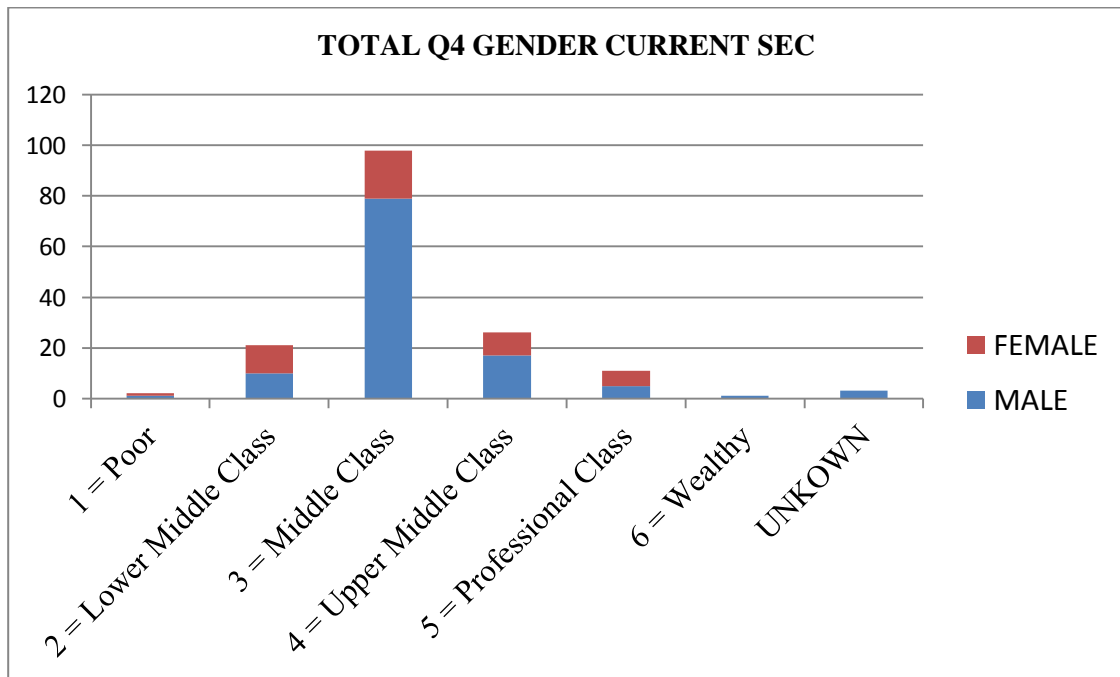


Figure 12. Q3 by Childhood SEC by Gender This graph is about interviewee’s current Social Economic Class by gender. The White Dominate Group is still very parochial and more males reported middle class and higher SECs.

Table 12. Q3 by Childhood SEC by Gender

	MALE	FEMALE
1 = Poor	1	1
2 = Lower Middle Class	10	11
3 = Middle Class	79	19
4 = Upper Middle Class	17	9
5 = Professional Class	5	6
6 = Wealthy	1	0
UNKOWN	3	0

Question 4 (Q4 in Figures and Tables) Asking “What is the Social Economic Class of the Neighborhood of Your Current Home?”

Current SEC: This Current Social Economic Class column features some of the same inconsistencies in questioning as the Childhood SEC. Infrequent questions asked of the participants pertaining to house size, the number of cars owned and rather they owned pools make for additional reading. Again, I left these additional questions out of recording due to inconsistency in both the asking and answering of the questions. Likewise participants’ explanations are subjective. The category the respondent identified is the answer recorded. If the participant’s explaining of the SEC lead to them changing the identifying, the answer was changed. The difficulty in regards to Professional Class arose again. It was resolved the same as in the Childhood SEC. Words and phrases used to describe the Current SEC varied and some of the same words or phrases were used by different participants for different SECs and because of this the identified class was reordered and contradictions in language was ignored.

1 = Poor

DMC in OJJ

2 = Lower Middle Class

3 = Middle Class

4 = Upper Middle Class

5 = Professional Class

6 = Wealthy

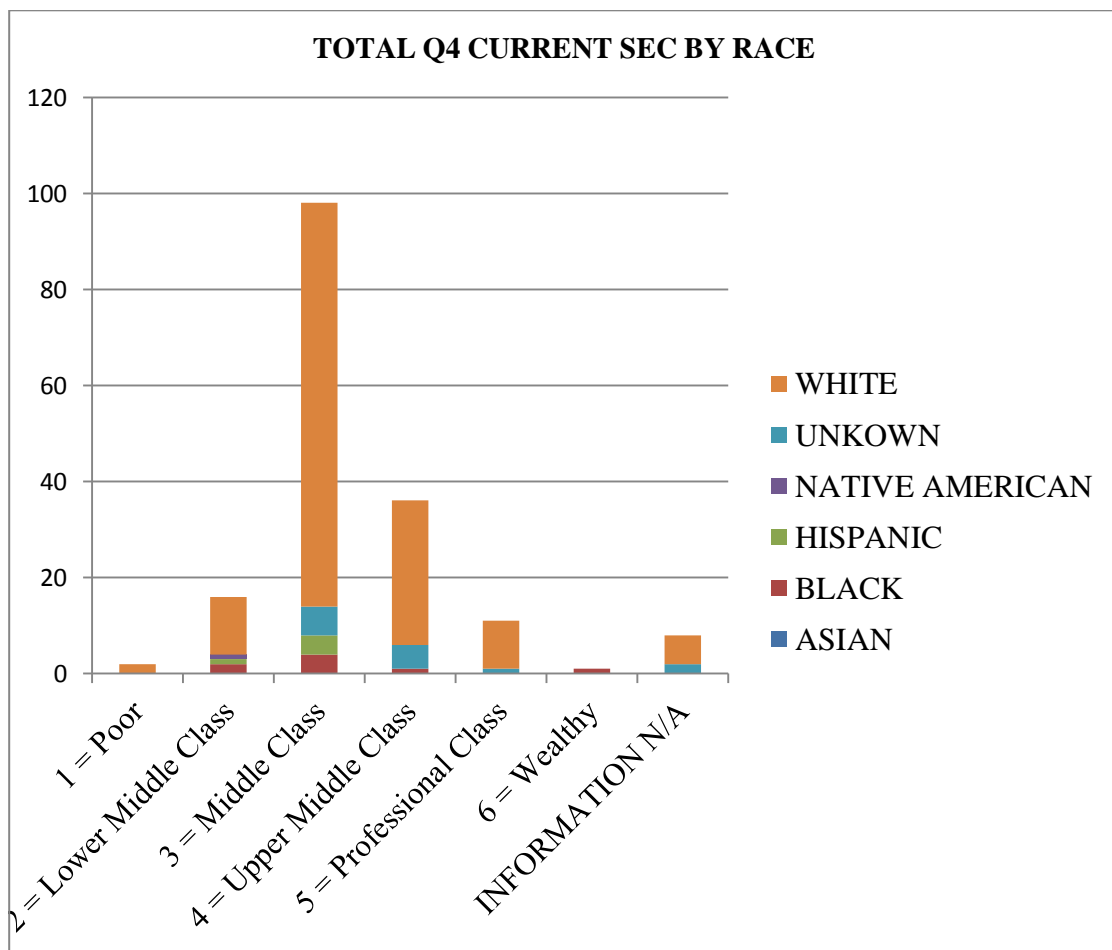


Figure 13. Q4 by Current SEC by Race This graph is question 4 of the participants' Current Social Economic Class subdivided by race. The White Dominant Group shows a trend towards upward mobility as a whole more so than non-dominant groups. Minority groups show an upward mobility trend as well but not as varied or as high as whites.

Table 13 Q4 by Current SEC by Race

	ASIAN	BLACK	HISPANIC	NATIVE UN	WHITE
1 = Poor	0	0	0	0	0
2 = Lower Middle Class	0	2	1	1	12
3 = Middle Class	0	4	4	0	84
4 = Upper Middle Class	0	1	0	0	30
5 = Professional Class	0	0	0	0	10
6 = Wealthy	0	1	0	0	0
INFORMATION N/A				2	6

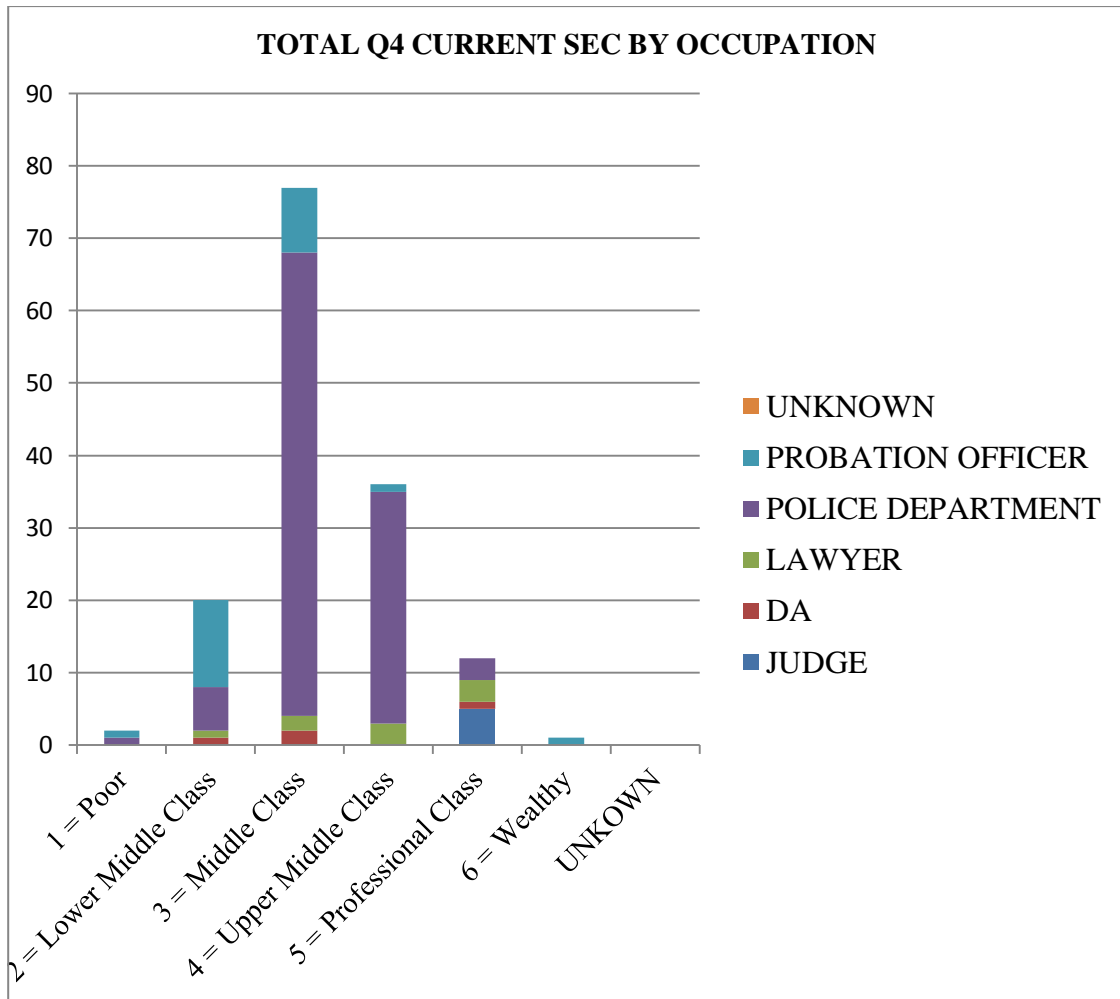


Figure 14. Q4 by Current SEC by Occupation This graph is question 4 of participants’ Social Economic Class subdivided by occupation. The steady employment for each occupation has a majority living in the middle class

Table 14. Q4 by Current SEC by Occupation

	JUDGE	DA	LAWYER	POLICE	PROBATION OFFICER	UNKNOWN
1 = Poor	0	0	0	1	1	0
2 = Lower Middle Class	0	1	1	6	12	0
3 = Middle Class	0	2	2	64	9	0
4 = Upper Middle Class	0	0	3	32	1	0
5 = Professional Class	5	1	3	3	0	0
6 = Wealthy	0	0	0	0	1	0
UNKOWN	0	0	0	0	0	0

Question 5 (Q5 in Figures and Tables) Asking “What was Your Interaction with the Neighbors of the Neighborhood of Your Childhood Home?”

Childhood Interaction with Neighbors: Childhood Interaction with Neighbors was very subjective. It is clear that participants differ in what they believe constitutes as a friend. Often upon stating an answer from the choices below, participants began to explain the interaction and arrived at a different conclusion. This category is the category that I changed the most from the participant’s first answer. Many answers contradicted the

original choices upon participant's explanation. Words or phrases used for recording the answers are as below:

1 = No Interaction = I didn't know my neighbors. I had no neighbors. I never saw my neighbors. I did not interact with my neighbors. I did not socialize. I didn't want to be bothered. I minded my business. I didn't like other people. I had friends, but not in that neighborhood.

2 = Minimum Interaction = I waived at my neighbors. I would say hello to my neighbors. I knew my neighbors. We watched each other's' homes when they were not around. We left spare keys with neighbors. We looked out for each other. We watched out for one another's kids. We helped each other with yard work.

Any answering of the questions that were short exchanges or on an as need basis were considered Minimum Interaction.

3 = Interaction with Activities = We ate at each other's house. We kids rode bikes together. We went to school together. We were friendly with each other. We played sports outside together. We had barbecues together. We played board/video games together.

Planned or organized activities were a deciding factor in recording Minimum Interaction or Interaction with Activities.

This category was close to separate from Friends with Neighbors category. Some identified these interactions as reasons why they were friends with neighbors and others

identified these interactions as why they were not friends and nothing more than with neighbors.

4 = Friends with Neighbors = Participant who identified their neighbor as a friend and listed the above words/phrases in the Interaction with Activities were included here.

Interactions happening multiple times and/or regularity were included. Responses showing long continued growth or friendships that have lasted to the present were included. Detailed remembrance of Neighbor’s family, homes and extended family are included. In responses where neighbors were actual blood relatives the answer was assigned in this category.

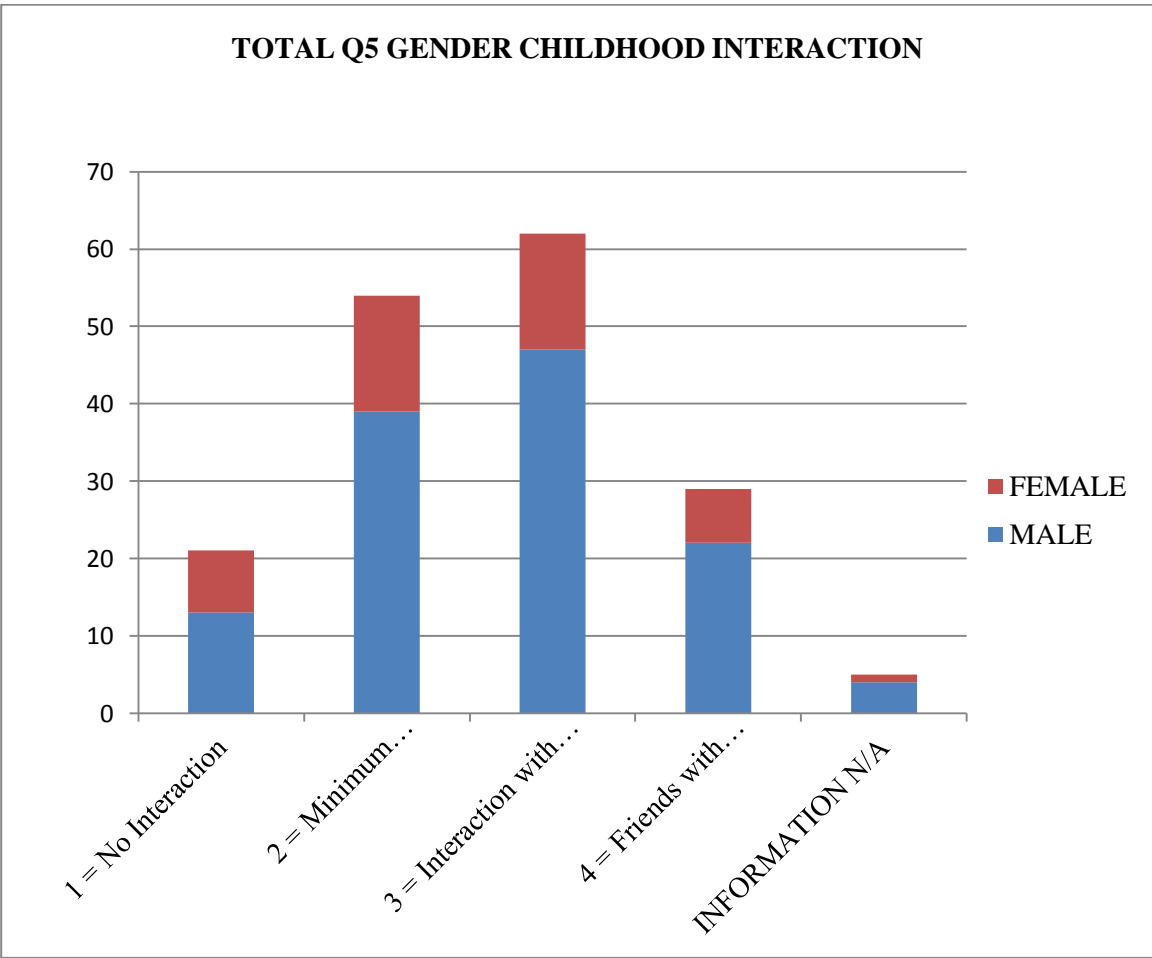


Figure 15. Q5 by Childhood Interaction by Gender Question 5 for Childhood Interaction subdivided by gender (3) Interaction with Activities was the most given answer overall.

Table 15. Q5 by Childhood Interaction by Gender

	MALE	FEMALE
1 = No Interaction	13	8
2 = Minimum Interaction	39	15
3 = Interaction with Activities	47	15
4 = Friends with Neighbors	22	7
INFORMATION N/A	4	1

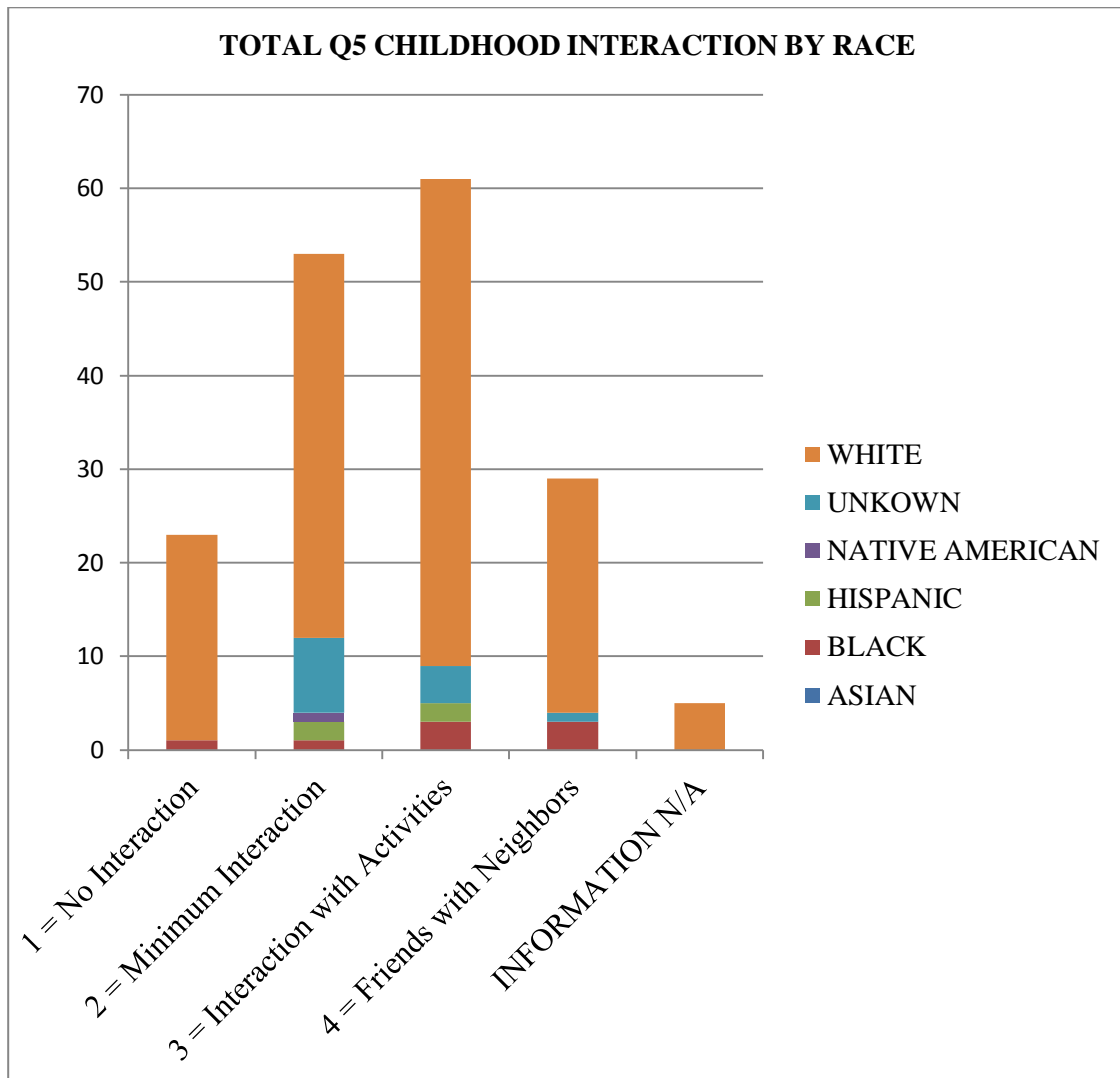


Figure 16. Q5 by Interview Childhood Interaction by Race This graph is for participant's Childhood Interaction with Neighbors subdivided by Race. (1) No Interaction was the least given answer overall. Of those who did answer 1 twenty-two were white and only one was black. (2) Minimum Interaction was the second most given answer overall and the second most given answer by whites. It was also the most given answer for the Unknown interviewees. It was tied for first for Hispanics. (3) Interactions with Activities was the most given answer overall. It was also the most given answer for whites and tied for most for blacks. (4) Friends with Neighbors was the third most given answer overall and the most given answer by black interviewees. (5) Information Not Applicable was given by five whites who did not fully answer or attempt to answer the question.

Table 16. Q5 by Interview Childhood Interaction by Race

	ASIAN	BLACK	HISPANIC	NATIVE	UN	WHITE
1 = No Interaction	0	1	0	0	0	22
2 = Minimum Interaction	0	1	2	1	8	41
3 = Interaction with Activities	0	3	2	0	4	52
4 = Friends with Neighbors	0	3	0	0	1	25
INFORMATION N/A	0	0	0	0	0	5

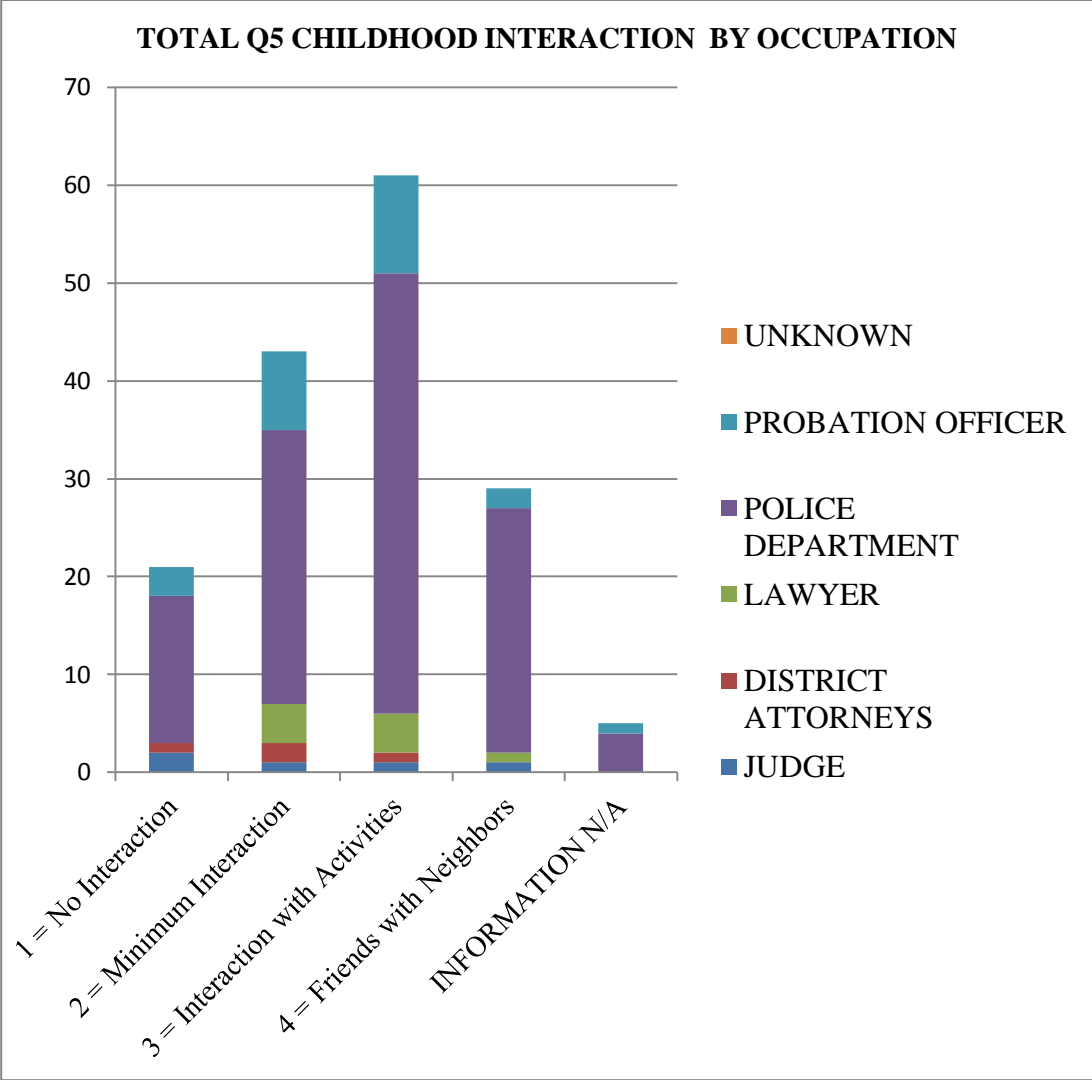


Figure 17. Q5 by Childhood by Occupation This graph is for question 5 that is asking participants about their Childhood Interaction subdivided by Occupation. The Police Department showed the most variety in answers. It is significant that a majority of whites grew up in Predominantly White Neighborhoods and here regardless of how much interaction they had in childhood neighborhoods it would have been with other whites

Table 17. Q5 by Childhood by Occupation

	JUDGE	D.A	LAWYER	POLICE	PROBATION OFFICER	UN	
1 = No Interaction	2	1	0	15	2	3	0
2 = Minimum Interaction	1	2	4	28	1	8	0
3 = Interaction with Activities	1	1	4	45	1	10	0
4 = Friends with Neighbors	1	0	1	25	1	2	0
INFORMATION N/A	0	0	0	4		1	0

Question 6 (Q6 in Figures and Tables) Asking “What is Your Interaction with the Neighbors of the Your Current Neighborhood Home?”

Current Interaction with Neighbors: I treated this section the same as Childhood Interaction with Neighbors, but with present day language.

1 = No Interaction = I don't know my neighbors. I have no neighbors. I have never seen my neighbors. I do not interact with my neighbors. I do not socialize. I don't want to be bothered. I mind my business. I don't like other people. I have friends, but not in this neighborhood.

2 = Minimum Interaction = I waive at my neighbors. I say hello with my neighbors. I know my neighbors. We watch each other's' homes when not around. We leave spare keys with them. We look out for one another. We look out for one another's kids. We help each other with yard work.

3 = Interaction with Activities = We eat at each other's house. Our kids ride bikes together. Our kids go to school together. We are friendly with each other. We play sports outside together. We have barbecues together. We play board/video games together.

Planned or organized activities were a deciding factor in recording Minimum Interaction or Interaction with Activities.

The same category was difficult to separate from the Friends with Neighbors category. Some identified these interactions as reasons why they were friends with neighbors and

others identified these interactions as why they were not friends and nothing more than with neighbors.

4 = Friends with Neighbors = Participants who identified their neighbor as a friend and listed the above words/phrases in the Interaction with Activities were included here.

Interactions happening multiple times and/or regularly were included. Responses showing long continued growth were included. Knowing of Neighbor's family, home or extended family are included. In responses where neighbors are actual blood relatives the answer was assigned in this category.

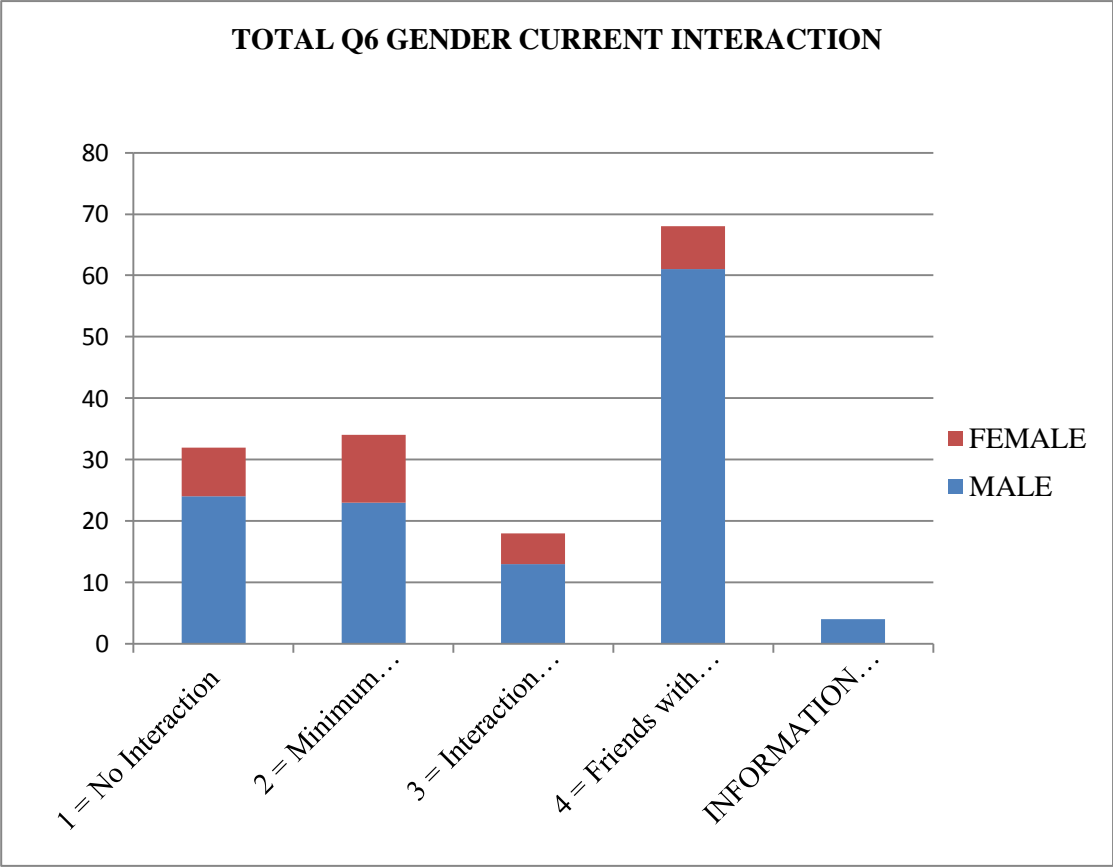


Figure 18. Q6 by Current Interaction by Gender This graph is for question 6 asking participants' what their Current Interaction with Neighbors is, subdivided by gender. Males had more Neighborhood friends than women

Table 18. Q6 by Current Interaction by Gender

	MALE	FEMALE
1 = No Interaction	24	8
2 = Minimum Interaction	23	11
3 = Interaction with Activities	13	5
4 = Friends with Neighbors	61	7
INFORMATION N/A	4	0

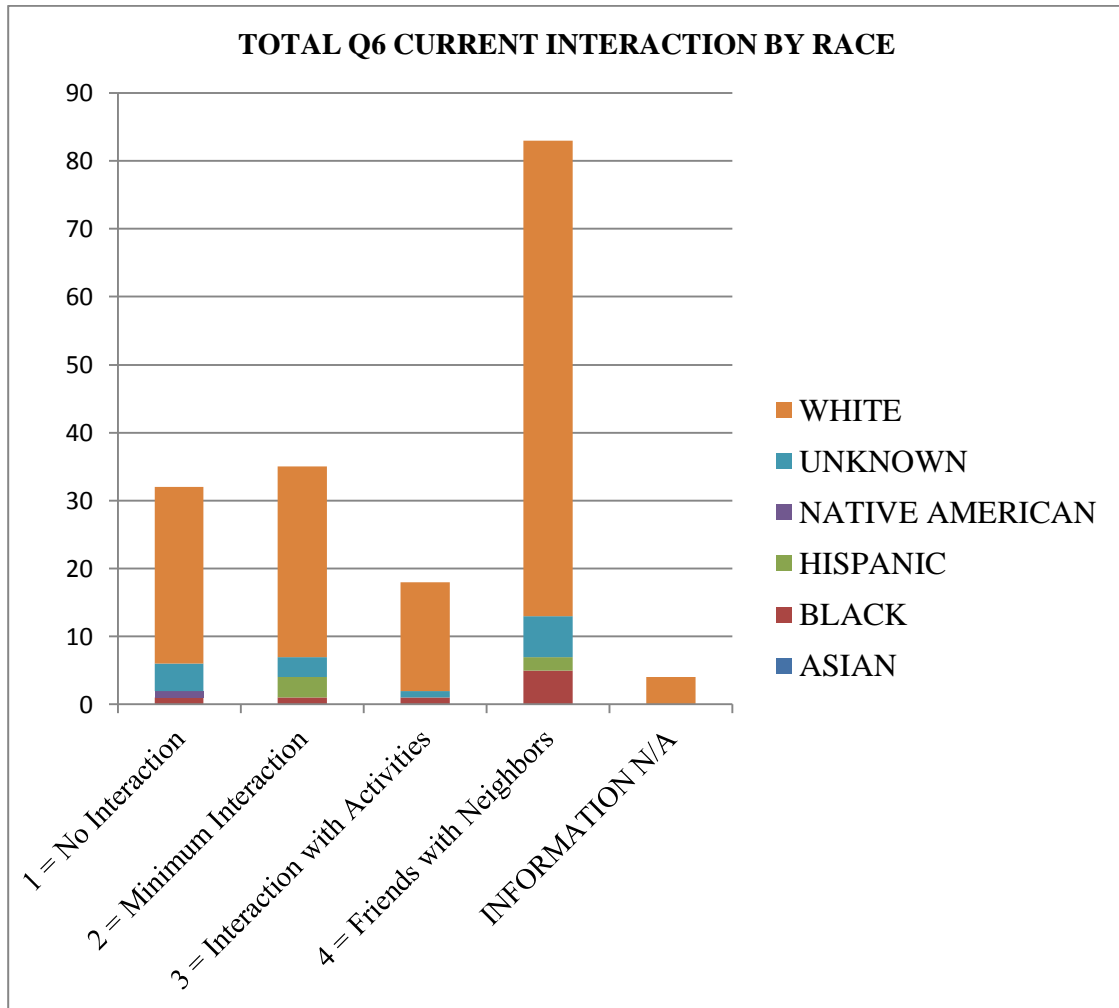


Figure 19. Q6 by Current Interaction by Race This graph is asking participants what their Current Interaction with Neighbors subdivided by race. Whites reported having friendships with neighbors currently. All races did. The majority of whites answered they lived in Predominantly White Neighborhoods. This means most of their friends are white and the strengthening of Race Frames in the White Habitus continues. It is also important that minorities still report No or Minimum Interactions with their Current Neighbors.

Table 19. Q6 by Current Interaction by Race

	ASIAN	BLACK	HISPANIC	NATIVE UN	WHITE	
1 = No Interaction	0	1	0	1	4	26
2 = Minimum Interaction	0	1	3	0	3	28
3 = Interaction with Activities	0	1	0	0	1	16
4 = Friends with Neighbors	0	5	2	0	6	70
INFORMATION N/A	0	0	0	0	0	4

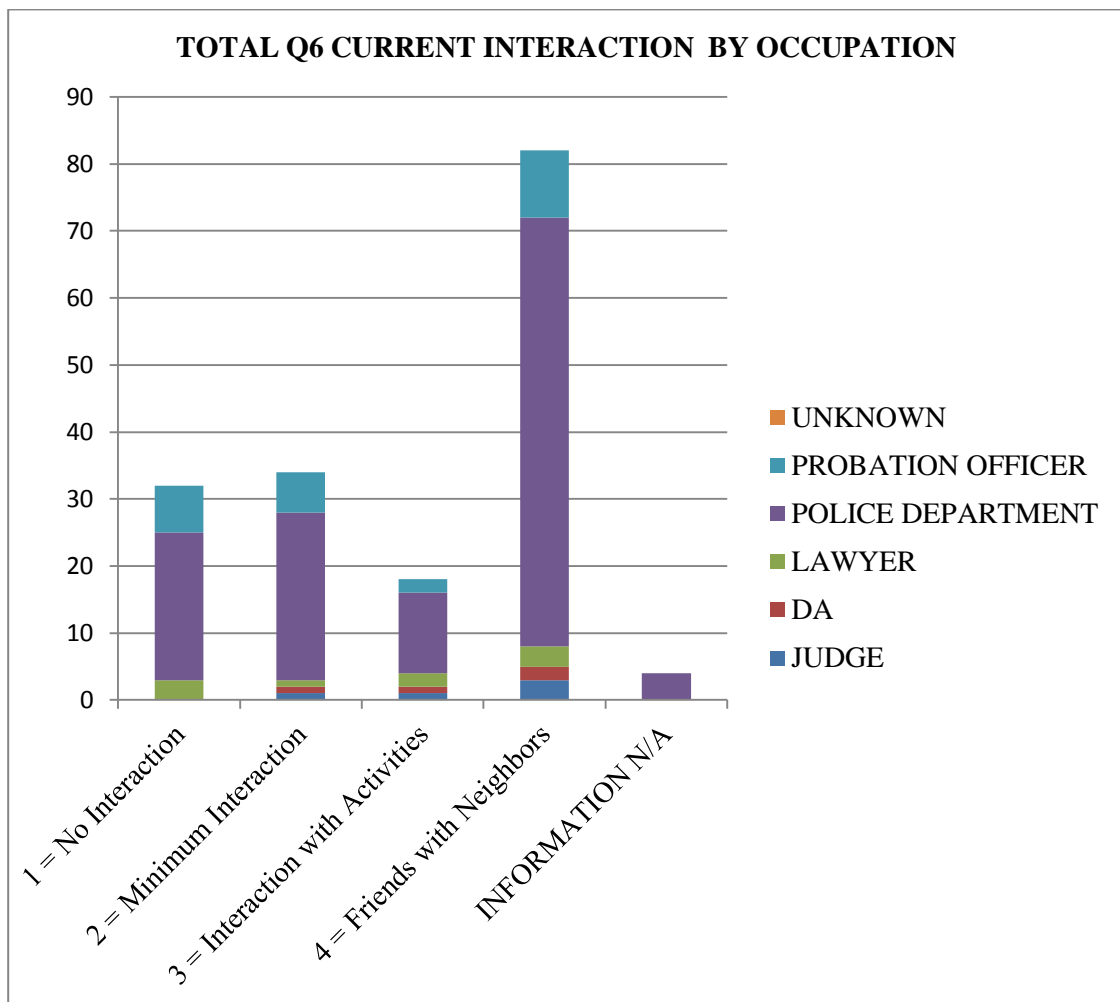


Figure 20. Q6 by Current Interaction with Neighbors by Occupation This graph is question 6 asking participants for their Current Interaction with Neighbors. The Police Department has the most Friends as Neighbors. Judges and Lawyers have significant

representations in having Friends. The Probation Officers are most similar to the Police Department.

Table 20. Q6 by Current Interaction with Neighbors by Occupation

	JUDGE	DA	LAWYER	POLICE	PROBATION OFFICER	UNKNOWN
1 = No Interaction	0	0	3	22	7	0
2 = Minimum Interaction	1	1	1	25	6	0
3 = Interaction with Activities	1	1	2	12	2	0
4 = Friends with Neighbors	3	2	3	64	10	0
INFORMATION						
N/A	0	0	0	4	0	0

Question 7 (Q7 in Figures and Tables) Asking “What is Your Interaction with the Minority Neighbors of the Your Current Neighborhood Home?”

Current Interaction with Minority Neighbors: Participants who stated there were no minorities in their neighborhood were the recorded as a one. There are instances where respondents stated their response to Current interaction with Neighbors as low and then Interaction with Minority Neighbors as higher. It is hard to say if this was overcompensation and/or exaggeration, but the first Current Interaction with Neighbors was not changed despite what level of participants Interaction with Minority Neighbors report.

1 = No Interaction = I don’t know my neighbors. I have no neighbors. I have never seen my neighbors. I do not interact with my neighbors. I do not socialize. I don’t want to be bothered. I mind my business. I don’t like other people. I have friends, but not in this neighborhood.

2 = Minimum Interaction = I waive at my neighbors. I say hello with my neighbors. I know my neighbors. We watch each other's' homes when not around. We leave spare keys with them. We look out for one another. We look out for one another's kids. We help each other with yard work.

3 = Interaction with Activities = We eat at each other's house. Our kids ride bikes together. Our kids go to school together. We are friendly with each other. We play sports outside together. We have barbecues together. We play board/video games together.

Planned or organized activities were a deciding factor in recording Minimum Interaction or Interaction with Activities.

The same category was difficult to separate from the Friends with Neighbors category. Some identified these interactions as reasons why they were friends with neighbors and others identified these lone interactions as why they were not friends and nothing more than with neighbors.

4 = Friends with Neighbors = Participants who identified their neighbor as a friend and listed the above words/phrases in the Interaction with Activities were included here. Interactions happening multiple times and/or regularly were included. Responses showing long continued growth were included. Knowing of Neighbor's family, home or extended family are included. In responses where neighbors are actual blood relatives the answer was assigned in this category.

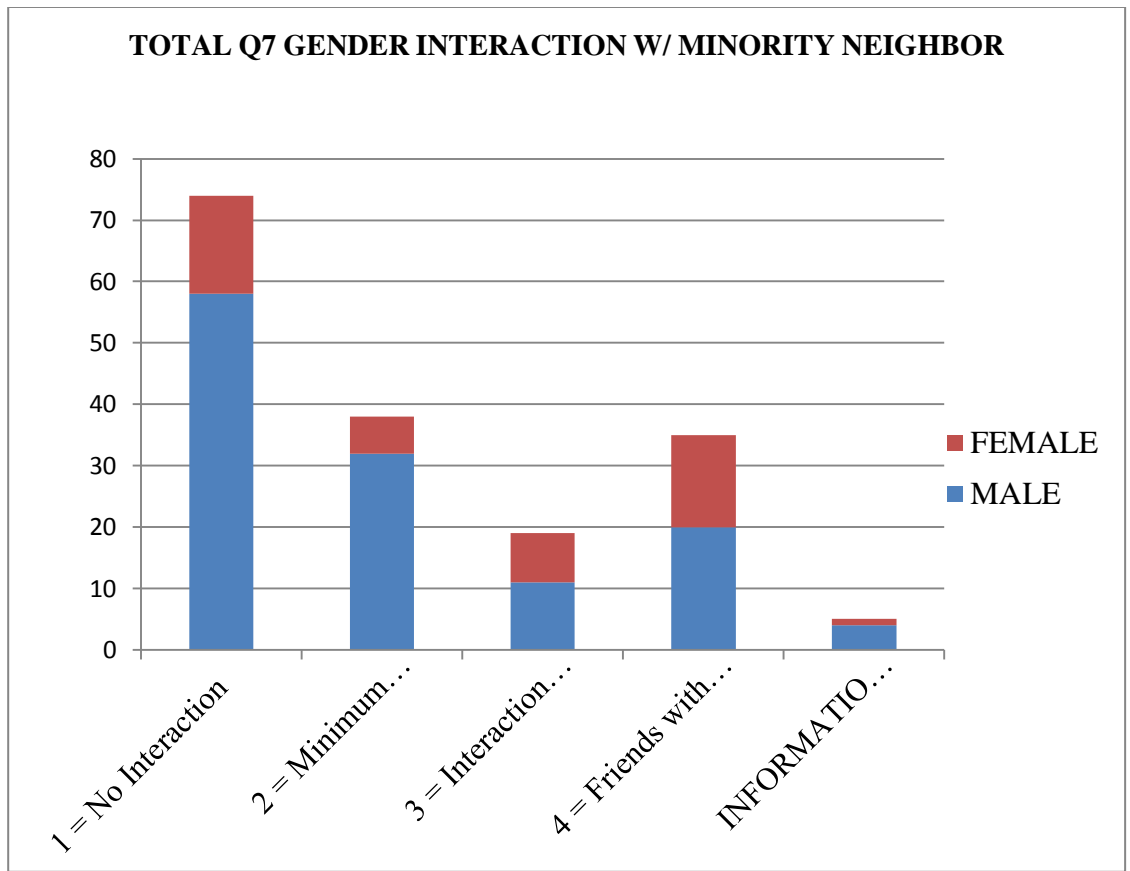


Figure 21. Q7 by Interaction with Minority Neighbor by Gender This graph is asking interviewees the question if they have Interaction with Minority Neighbors subdivided by gender. Compared to answers of Interacting with Neighbors, Interacting with Minority Neighbors dropped significantly

Table 21. Q7 by Interaction with Minority Neighbor by Gender

	MALE	FEMALE
1 = No Interaction	58	16
2 = Minimum Interaction	32	6
3 = Interaction with Activities	11	8
4 = Friends with Neighbors	20	15
INFORMATION N/A	4	1

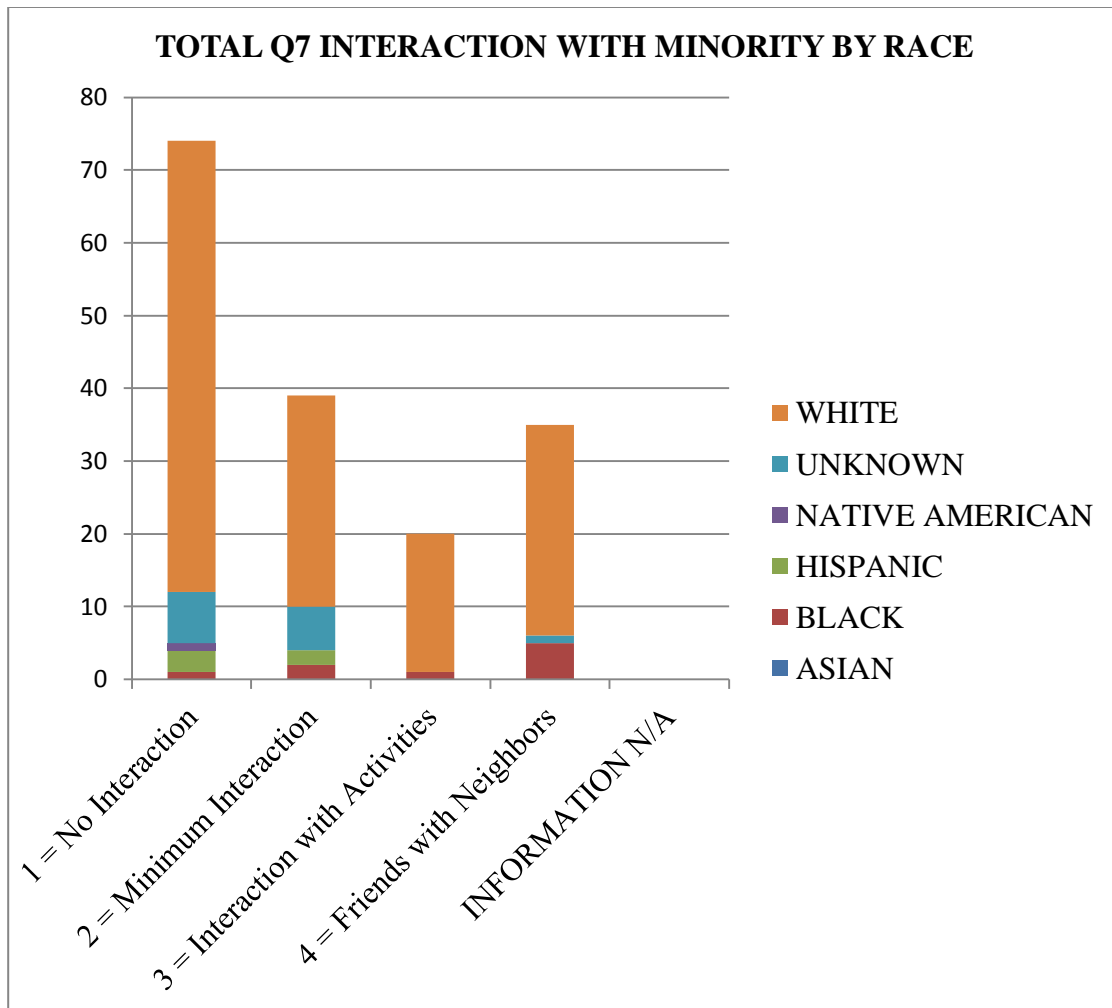


Figure 22. Q7 by Interaction with Minority by Race This graph is question 7 about Interaction with Minority Neighbors. Whites show a significant representation in all categories but No Interaction nearly doubles all others combined. Interesting enough there are many minorities who do not have Interaction with Minority Neighbors

Table 22. Q7 by Interaction with Minority by Race

	ASIAN	BLACK	HISPANIC	NATIVE UN	WHITE
1 = No Interaction	0	1	3	1	62
2 = Minimum Interaction	0	2	2	0	29
3 = Interaction with Activities	0	1	0	0	19
4 = Friends with Neighbors	0	5	0	0	29
INFORMATION N/A	0	0	0	0	0

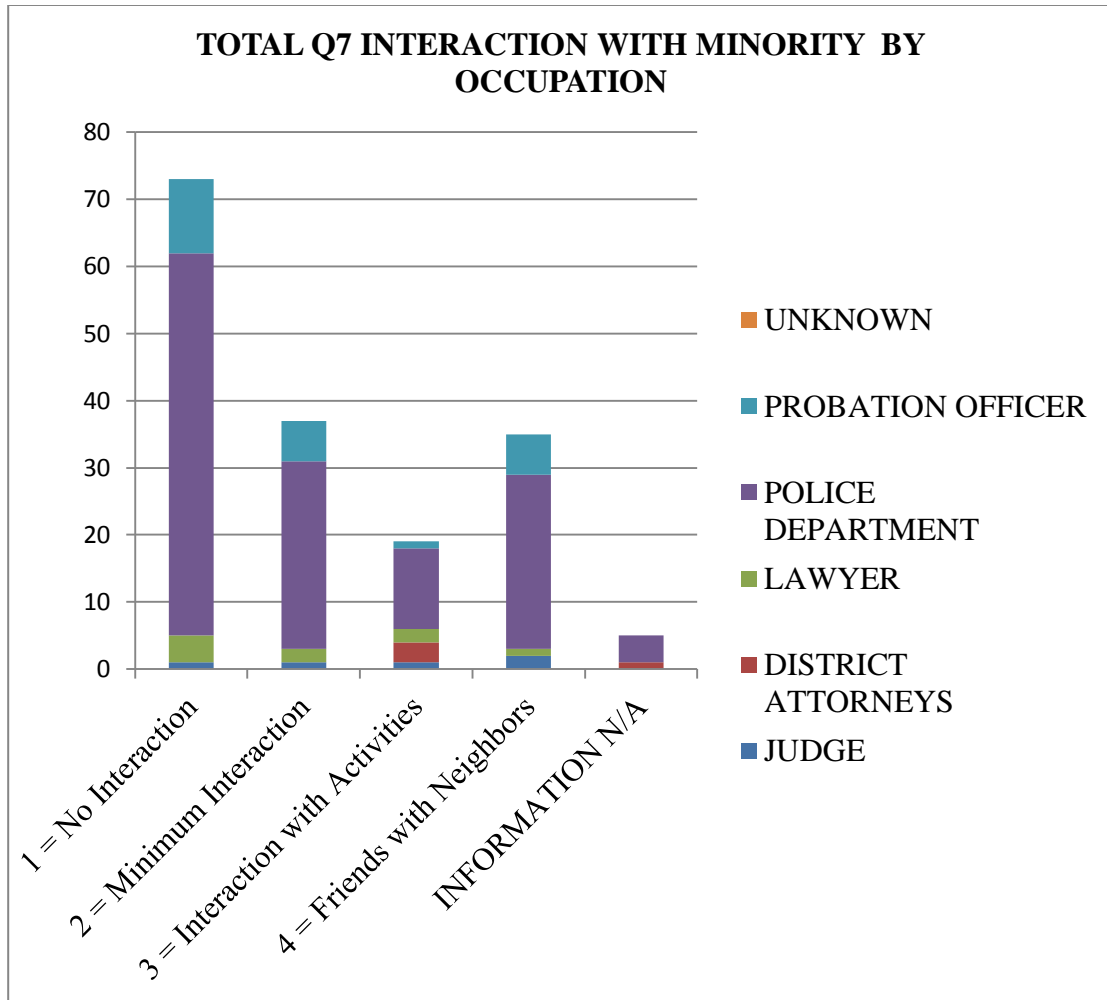


Figure 23. Q7 by Interaction with Minority by Occupation This graph is asking question 7 of the participants' Interaction with Minority Neighbors subdivided by occupation. Police Department participants show a significant representation in all categories but No Interaction nearly doubles all others combined. Interesting enough there are many minorities who do not have Interaction with Minority Neighbors

Table 23. Q7 by Interaction with Minority by Occupation

	JUDGE	D.A.	LAWYER	POLICE	PROBATION OFFICER	UN
1 = No Interaction	1	0	4	57	11	0
2 = Minimum Interaction	1	0	2	28	6	0
3 = Interaction with Activities	1	3	2	12	1	0
4 = Friends with Neighbors	2	0	1	26	6	0
INFORMATION N/A	0	1	0	4	0	0

Most participants are from Predominantly White Neighborhoods, regardless of city, gender, occupation or race. Whites while most answering that they were of Predominantly White Neighborhood, the second most given answer was Mixed Neighborhoods. Whites were more numerous in numbers in interviews but more whites stated as children living in Mostly or Predominantly Minority Neighborhoods any other race. Whites were the only representation of participant's who did not fully answer the question.

Black participants most grew up in All/Predominantly White Neighborhoods. The only other answer given was Mixed.

All Hispanic males came from Predominantly Minority or Mostly Minority Neighborhoods. All but one is now in a Predominantly White Neighborhood. Childhood SECs were either Poor or Working Class. Currently all were Middle Class. One participant was Friends with Neighbors as Children while the remaining participants stated they had Interaction with Neighbors. Currently it was split with half having a

Minimum Interaction with Neighbors and being Friends with Neighbors. Also split was interaction with Minority Neighbors between No Interaction and Being Friends.

Figure 24. Q1 by Race

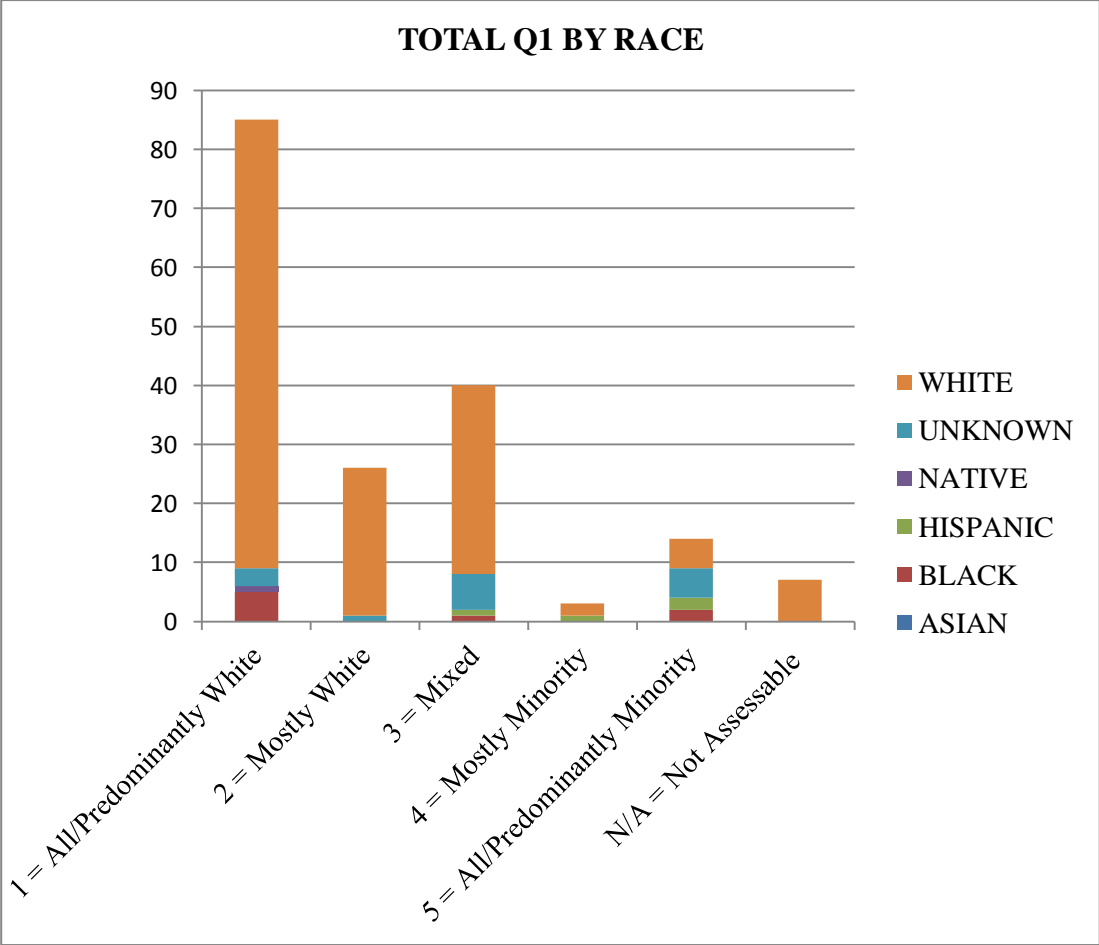


Table 24. Q1 by Race

	ASIAN	BLACK	HISPANIC	NATIVE	UN	WHITE
1 = All/Predominantly White	0	5	0	1	3	76
2 = Mostly White	0	0	0	0	1	25
3 = Mixed	0	1	1	0	6	32
4 = Mostly Minority	0	0	1	0	0	2
5 = All/Predominantly Minority	0	2	2	0	5	5
N/A = Not Assessable	0	0	0	0	0	7

Summary of Q2: Current Neighborhoods Racial Makeup (Figure 1 - 31)

Most whites continued to live in Predominantly White Neighborhoods. There were many whites who answered they lived in Mixed Neighborhoods. However, if you were to add the third most given answer “Mostly White” to the white answers they still place all but fifteen white of 141 participants on one half of the spectrum.

Most black participants stated they lived in Predominantly White Neighborhoods. A few stated Mixed.

Summary of Q3: What was the Socioeconomic Class when you were growing up?

(Figure 1 - 31)

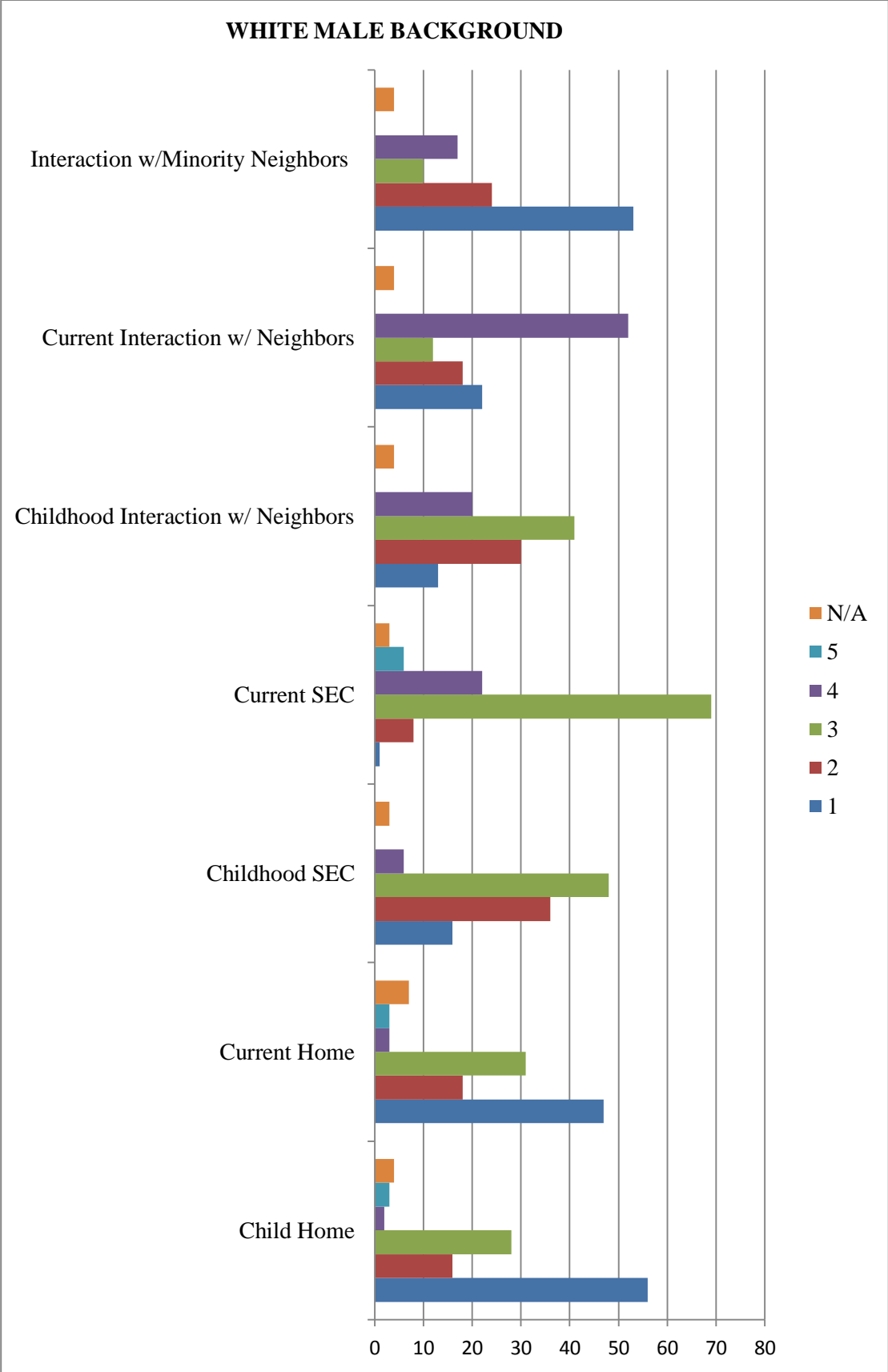


Figure 25. Background of Whites by Gender This graph is the Background of white male interviewees. White males showed a correlation with Bonilla-Silva's explanation of the White habitus and its leading to the refining of Race Frames. They grew up in and stayed in White Neighborhoods and Interacting with Minorities the least. This allowed for the continuing of Race Frames to be built and refined.

Table 25. Background of Whites by Gender

	1	2	3	4	5	N/A	
Child Home		56	16	28	2	3	4
Current Home		47	18	31	3	3	7
Childhood SEC		16	36	48	6		3
Current SEC		1	8	69	22	6	3
Childhood Interaction w/ Neighbors		13	30	41	20	0	4
Current Interaction w/ Neighbors		22	18	12	52	0	4
Interaction w/Minority Neighbors		53	24	10	17	0	4

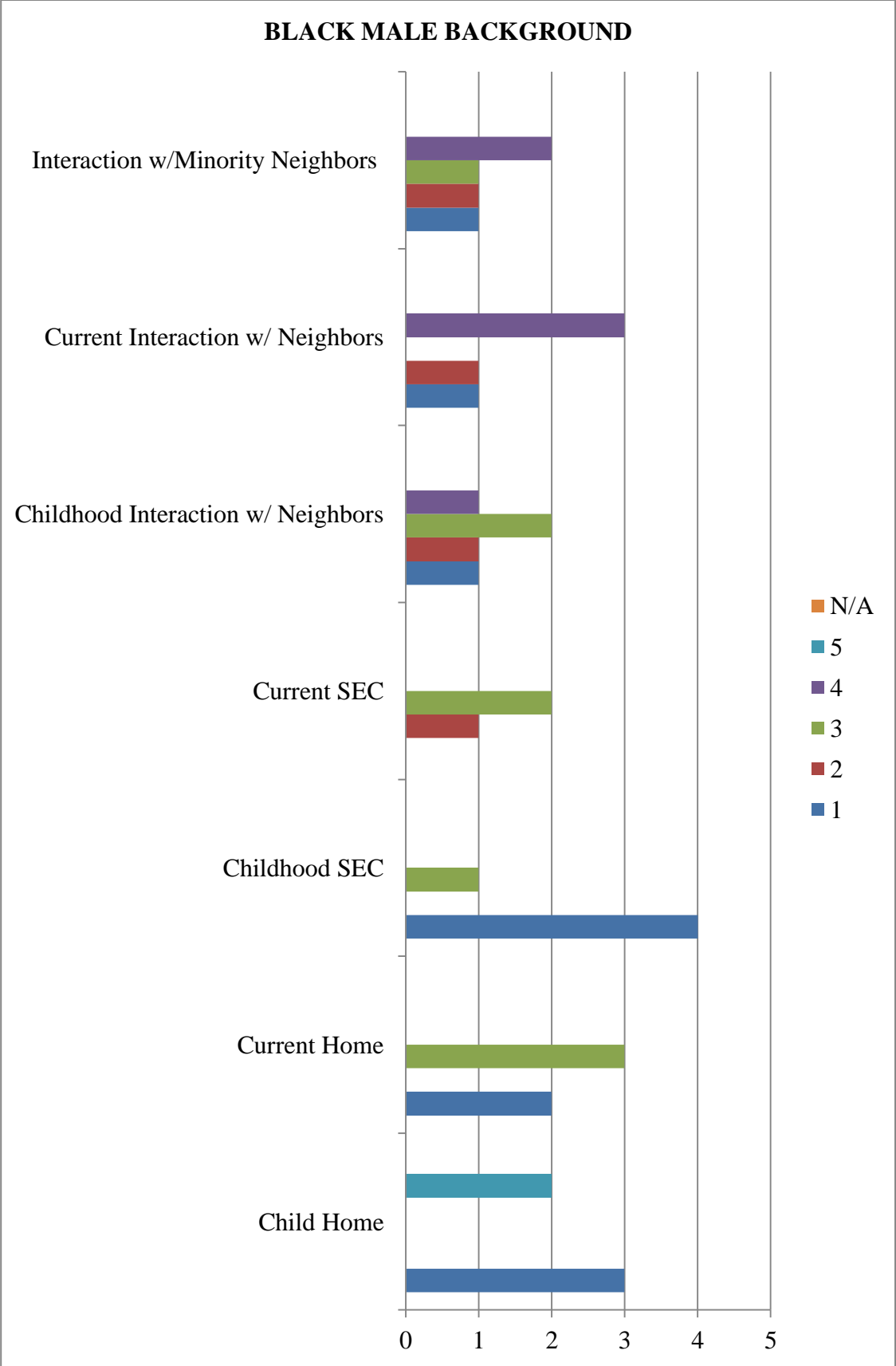


Figure 26. Background Blacks by Gender

Black male participants showed an upward mobility from their childhood SEC as adults. Many grew up and stayed in predominantly white neighborhoods. The White Dominate Group would show preferences in power jobs (Virley, 2013). We are able to see correlation to this theory as the many black males have taken jobs in the authority jobs. This choice in occupation and interaction is also in line with the Bonilla-Silva’s earlier work that there the White Dominant Group’s beliefs are internalized by all of society including non-dominate groups. (Bonilla-Silva, Embrick & Goar, 2006)

Table 26. Background Blacks by Gender

	1	2	3	4	5	N/A	
Child Home		3	0	0	0	2	0
Current Home		2	0	3	0	0	0
Childhood SEC		4	0	1	0	0	0
Current SEC		0	1	2	0	0	0
Childhood Interaction w/ Neighbors		1	1	2	1	0	0
Current Interaction w/ Neighbors		1	1	0	3	0	0
Interaction w/Minority Neighbors		1	1	1	2	0	0

Most whites responded they grew up middle class or lower. Only eight whites stated they were above Middle Class Growing up.

This question split black respondents up more than any background question. The number one answer was Poor for both genders at two answer each. One Male answered Middle Class. Two males answered wealthy.

Summary of Q4: Current Socioeconomic Class (Figure 1 - 31)

Whites mostly stayed Middle Class with some moving into Upper Middle Class. The Professional class was most stated by Professional Professions such as Lawyer.

Childhood was almost equal between all genders.

Black participants stated they were either Middle Class or Lower Middle Class equally regardless of gender. One black male stated he was Wealthy.

Summary of Q5: Childhood Interaction with Neighbors (Figure 1 - 31)

Most whites rather male or female stated they had Interactions with Activities with their neighbors. Whites in Police and Probation occupations accounted for the highest answers in this question. However whites also had a Minimum or no Interaction with neighbors. Five whites would not even fully answer the question.

Black males and females stated as children that they either had Interaction with Activities or were Friends with Neighbors. One black male did state No Interaction.

Summary of Q6: Current Interaction with Neighbors (Figure 1- 31)

Most whites stated they are Friends with Neighbors, however trending in the other direction was Minimum Interaction the second most given answer by whites and a majority of those who had No Interaction with Neighbors were white.

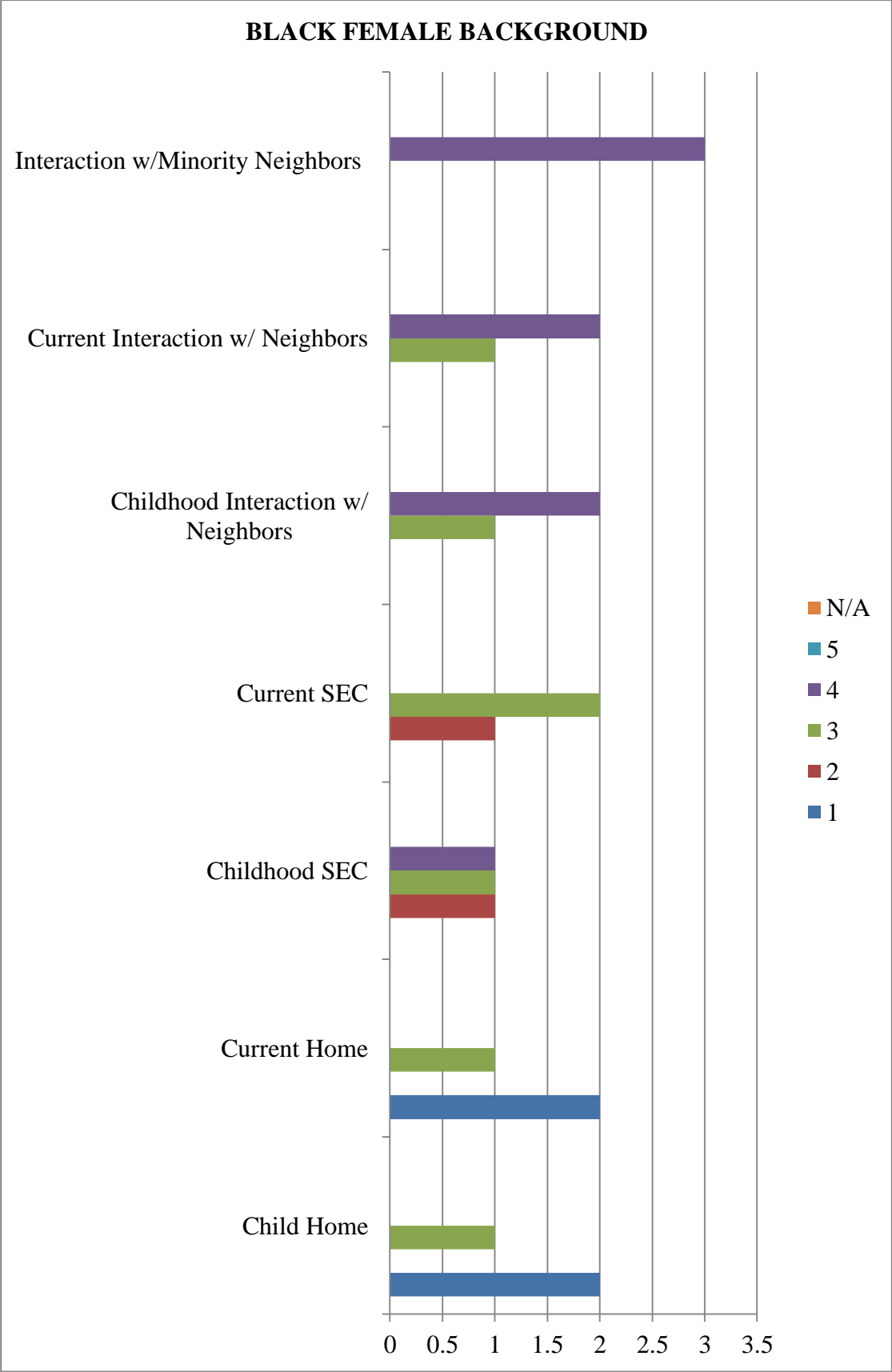


Figure 27. Background Black Females For the first question asked in the interviews about Childhood Neighborhoods Racial Make-Up subdivided by black female interviewees Black males and females stated that they either had Interaction with Activities or were Friends.

Table 27. Background Black Females

	1	2	3	4	5	N/A	
Child Home		2	0	1	0	0	0
Current Home		2	0	1	0	0	0
Childhood SEC		0	1	1	1	0	0
Current SEC		0	1	2	0	0	0
Childhood Interaction w/ Neighbors		0	0	1	2	0	0
Current Interaction w/ Neighbors		0	0	1	2	0	0
Interaction w/Minority Neighbors		0	0	0	3	0	0

Summary of Q7: Current Interaction with Minority Neighbors (Figure 1 - 31)

Most whites had No Interaction with Minority Neighbors. It was the number one answer for whites in the occupations of Probation Officers, Police Departments and Lawyers. Whites split their second most given answers with Minimum Interaction and Interaction with Activities. Minimum Interaction was still mostly Police white Interaction with Activities was mostly Probation Officers. Judges while mostly white answered they had the most Minority Friends.

Black males and females stated that they either had Interaction with Activities or were Friends with Minority Neighbors.

In the background questions whites are found to have been limited in their exposure to minorities. White participants continue to keep being alone or to themselves. Bonilla-Silva explains that Race Frames are made by whites within their own worlds (Bonilla-

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Silva, Embrick & Goar, 2006). Here they are able to make and refine their stories with little or no contradictory information (Bonilla-Silva, Embrick & Goar, 2006). While all the occupations in Oklahoma Juvenile Justice are authoritative in nature, the amount of whites in these roles and in the Police Department, the most direct enforcement of the white dominant groups power, aligns with the Virley's Social Dominance Theory and Garland's examination of Durkheim and Marx's (Garland, 1999). The Dominant Group will continue to guard its values and use symbolic power with visible enforcers (Garland, 1999).

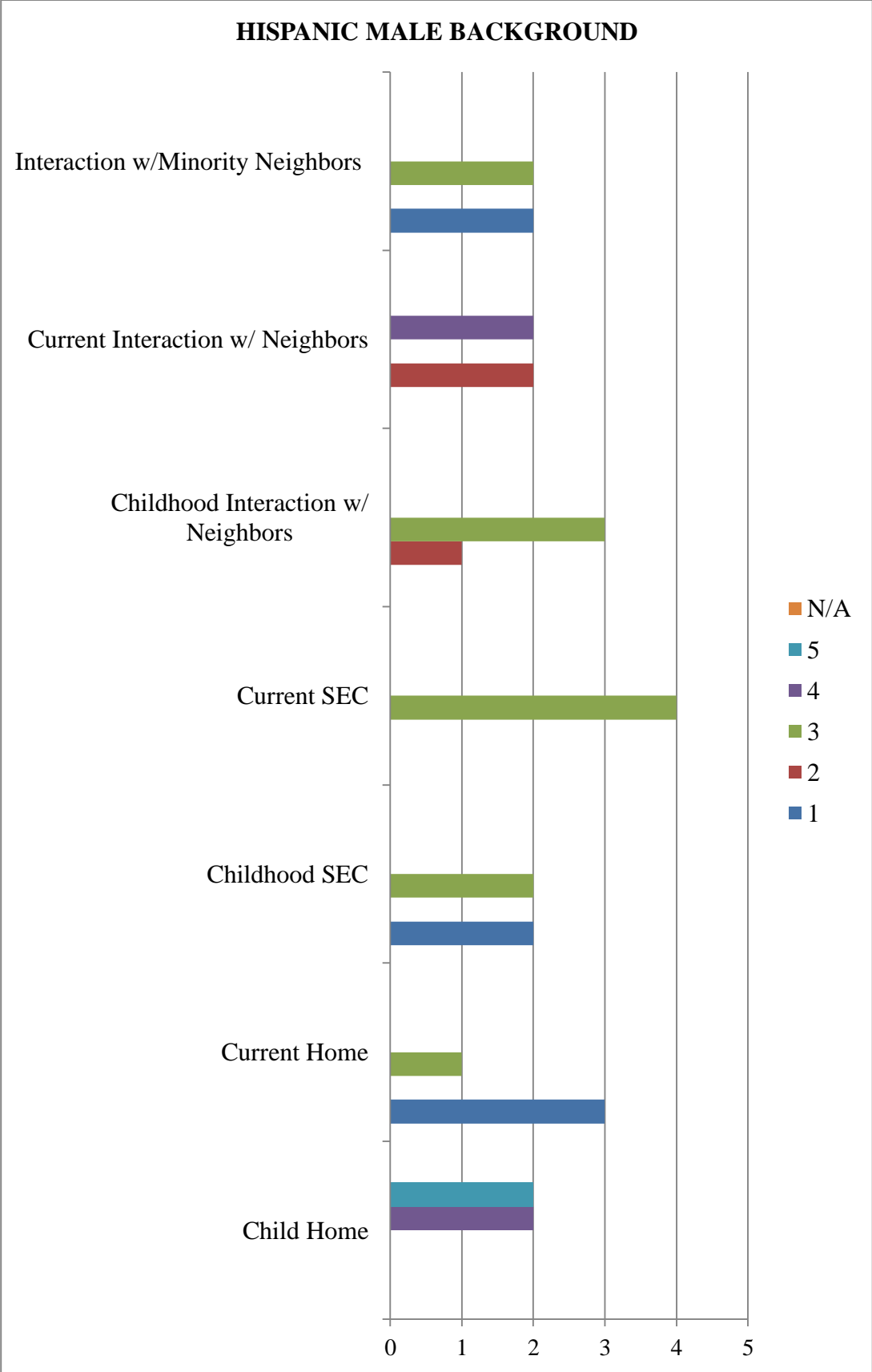


Figure 28. Background by Hispanics This graph is Hispanic Male’s Background. There are four in this interview process. Hispanic males showed with time and their occupation they achieved upward mobility and less Interaction with Neighbors rather minority or not.

Table 28. Background by Hispanics

	1	2	3	4	5	N/A	
Child Home		0	0	0	2	2	0
Current Home		3	0	1	0	0	0
Childhood SEC		2	0	2	0	0	0
Current SEC		0	0	4	0	0	0
Childhood Interaction w/ Neighbors		0	1	3	0	0	0
Current Interaction w/ Neighbors		0	2	0	2	0	0
Interaction w/Minority Neighbors		2	0	2	0	0	0

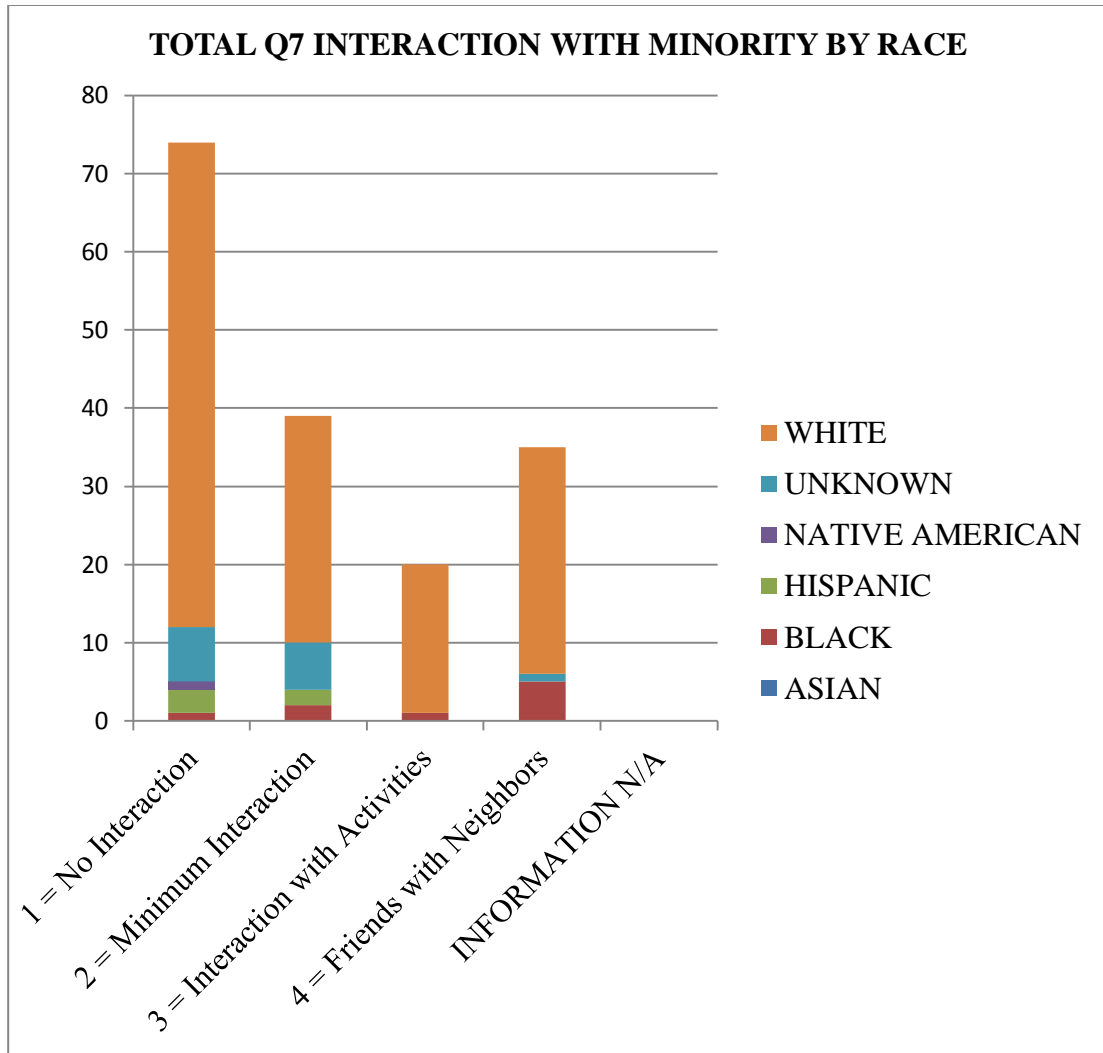


Figure 29. Q7 by Interaction with Minority by Race

	ASIAN	BLACK	HISPANIC	NATIVE	UN	WHITE
1 = No Interaction	0	1	3	1	7	62
2 = Minimum Interaction	0	2	2	0	6	29
3 = Interaction with Activities	0	1	0	0	0	19
4 = Friends with Neighbors	0	5	0	0	1	29
INFORMATION N/A	0	0	0	0	0	0

Table 29. Q7 by Interaction with Minority

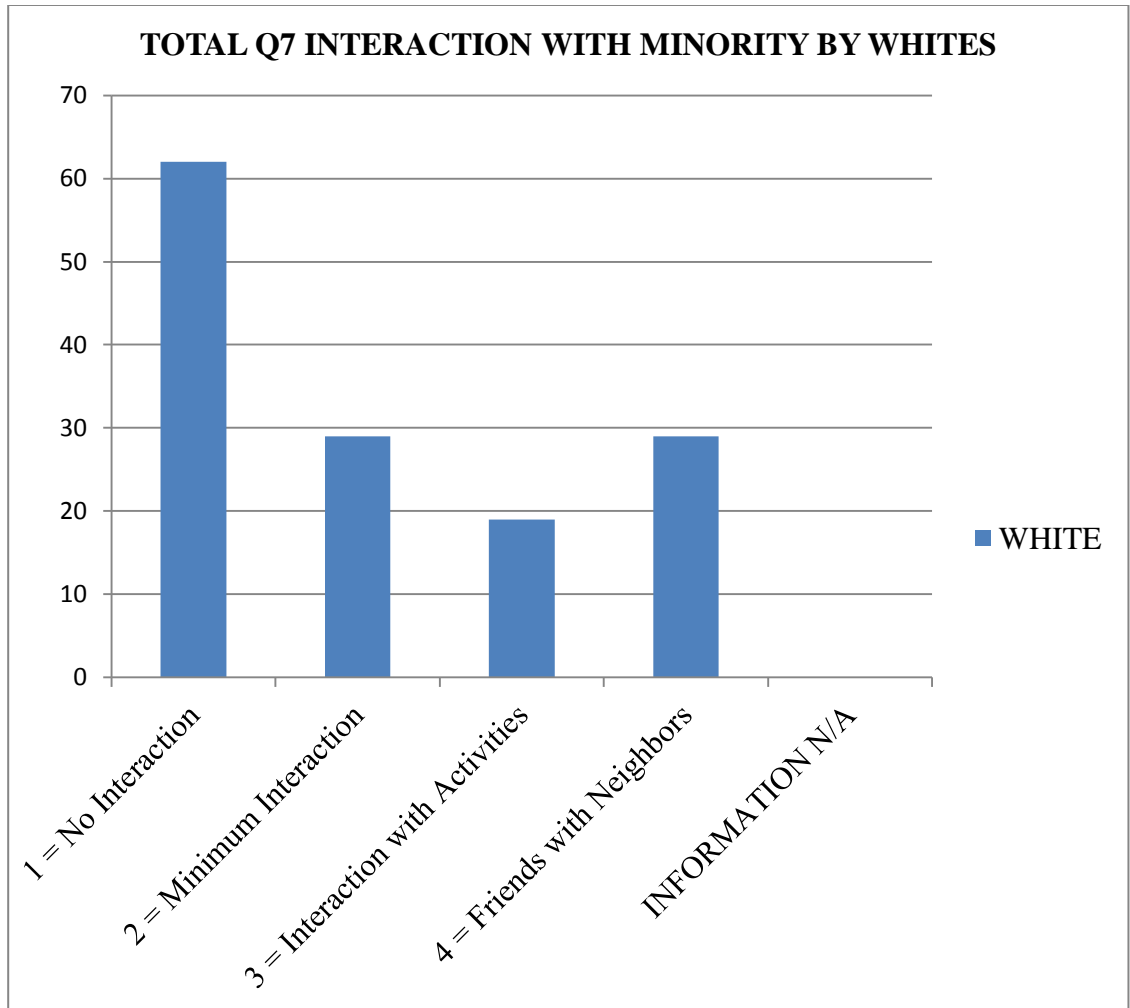


Figure 30. Q7 by Interaction with Minority by Whites

WHITE	
1 = No Interaction	62 = 44.6%
2 = Minimum Interaction	29 = 20.8%
3 = Interaction with Activities	19 = 13.6%
4 = Friends with Neighbors	29 = 20.8%
INFORMATION N/A	0

Table 30. Q7 by Interaction with Minority by Whites

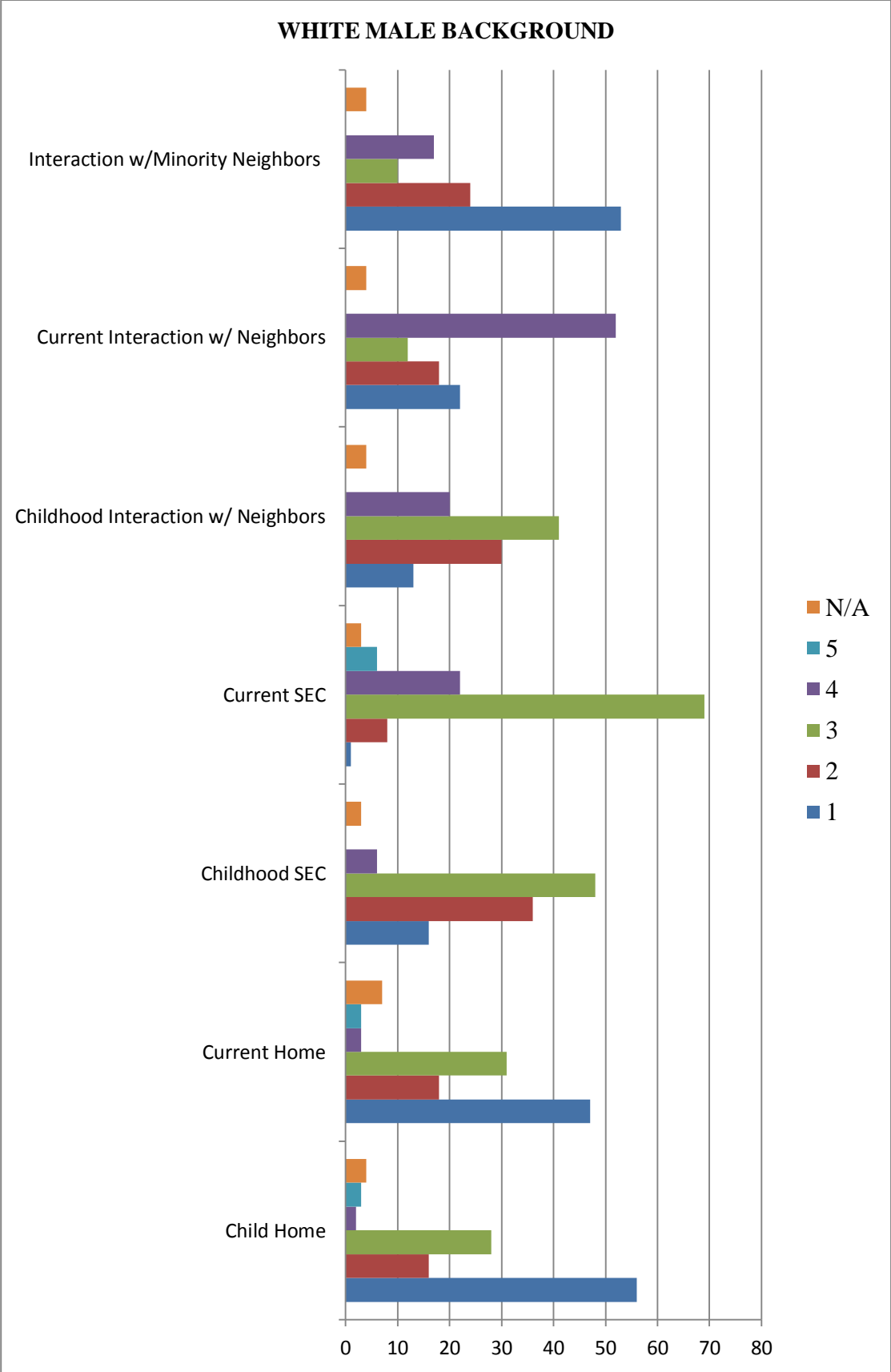


Figure 31. Background of Whites by Gender This graph is the Background of white male participants. White males showed a correlation with Bonilla-Silva’s explanation of the White habitus and it’s leading to the refining of Race Frames. They grew up in and stayed in White Neighborhoods and Interacting with Minorities the least. This allowed for the continuing of Race Frames to be built and refined.

Table 31. Background of Whites by Gender

	1	2	3	4	5	N/A	
Child Home		56	16	28	2	3	4
Current Home		47	18	31	3	3	7
Childhood SEC		16	36	48	6		3
Current SEC		1	8	69	22	6	3
Childhood Interaction w/ Neighbors		13	30	41	20	0	4
Current Interaction w/ Neighbors		22	18	12	52	0	4
Interaction w/Minority Neighbors		53	24	10	17	0	4

Question 8 (Q8 in Figures and Tables) Asking “Do most people have an accurate picture of the scope and significance of juvenile delinquency and crime?”

Public Perception of Juvenile Delinquency: The answers to this question were typically straight forward. Brief explanations were given and correlated with the original response. When participants answered “both” or “yes and no” it was recorded as 2 = somewhat.

1 = YES/OVERESTIMATED

2 = SOMEWHAT

3 = NOT AT ALL/UNDERESTIMATED

4 = NOT SURE/NOT APPLICABLE

Summary of Q8: Public Perception of Juvenile Justice? (Figure 32- 35)

Most whites, blacks and Hispanic believed that the Public Perception of Juvenile Justice is Not At All/Underestimated.

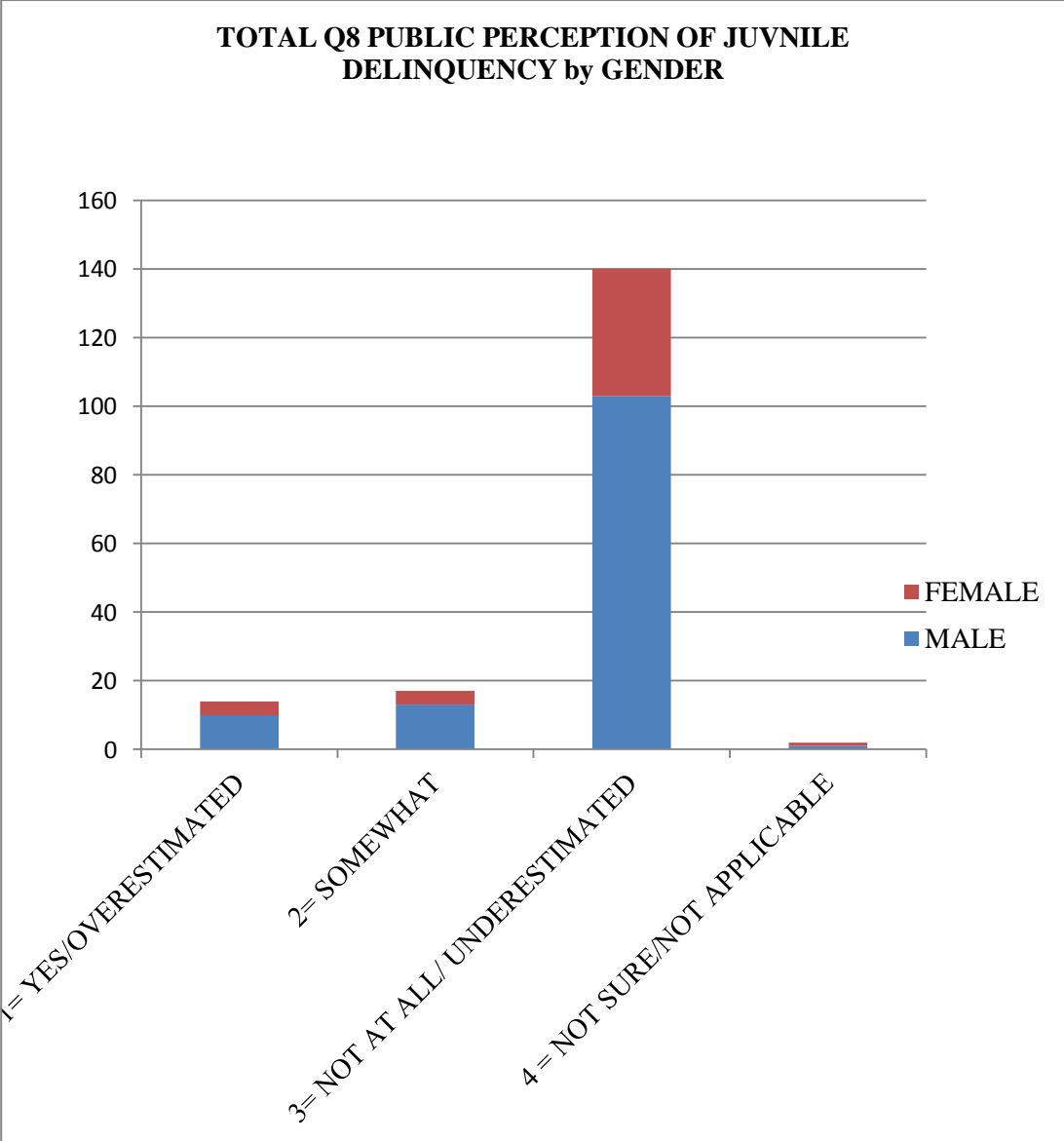


Figure 32. Q8 by Public Perception by Gender This graph is for question 8 asking participants about the accuracy of the Public Perception of Juvenile Delinquency subdivided by gender. (1) Yes/Overestimated was the least given answer. (2) Somewhat was the second most given answer. (3) Not At All/Underestimated was the most given answer overall and for both genders. One female and male were either unsure or did not fully answer the question.

Table 32. Q8 by Public Perception by Gender

	MALE	FEMALE
1= YES/OVERESTIMATED	10	4
2= SOMEWHAT	13	4
3= NOT AT ALL/ UNDERESTIMATED	103	37
4 = NOT SURE/NOT APPLICABLE	1	1

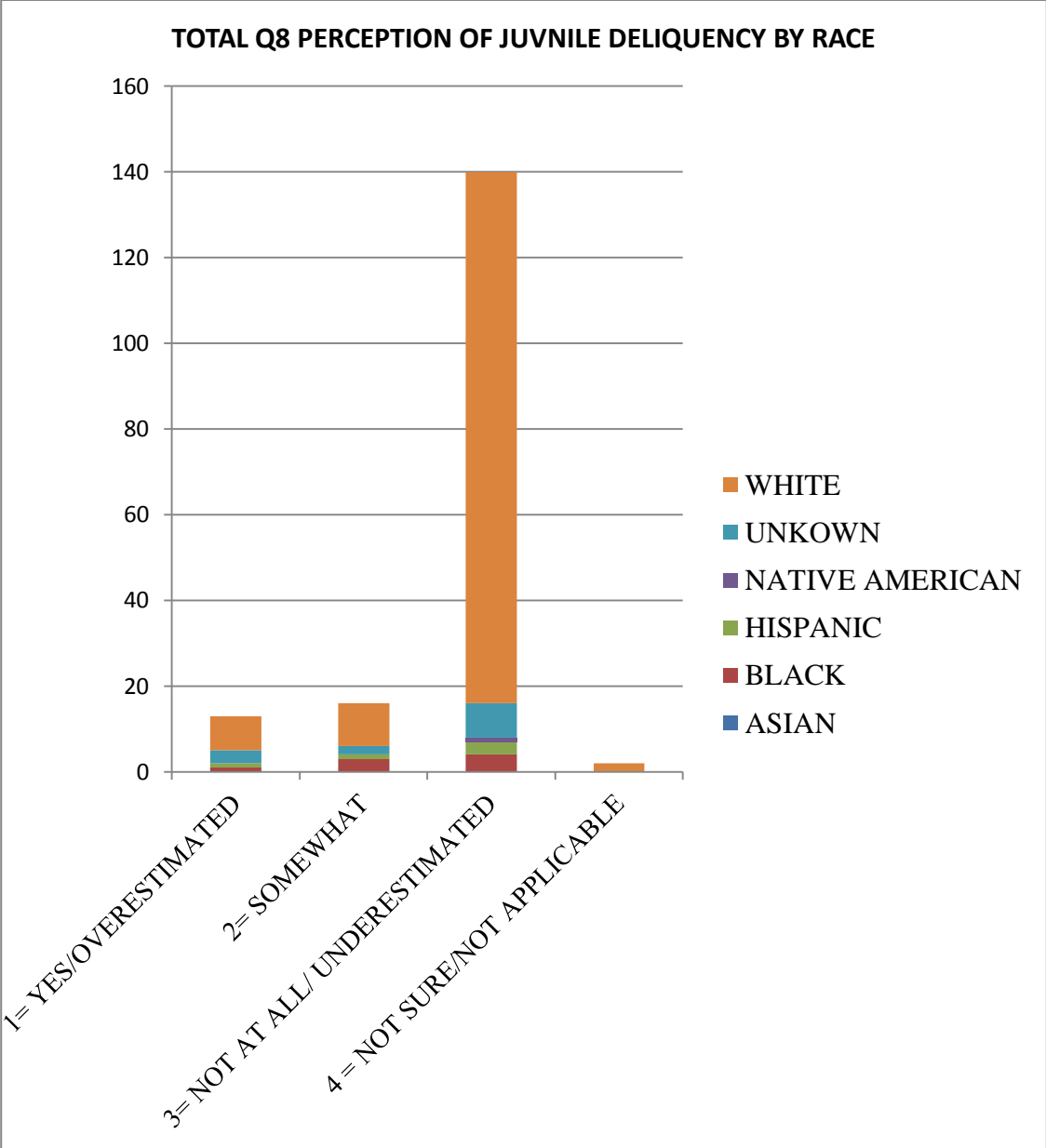


Figure 33. Q8 by Public Perception by Race This graph is for question 8 asking interviewees about the accuracy of the Public Perception of Juvenile Delinquency subdivided by race. (1) Yes/Overestimated was the least given answer. (2) Somewhat was the second most given answer. (3) Not At All/Underestimated was the most given answer overall and for all races. Two whites answered either unsure or did not fully answer the question.

Table 33. Q8 by Public Perception by Race

	ASIAN	BLACK	HISPANIC	NATIVE UN	WHITE	
1= YES/OVERESTIMATE D	0	1	1	0	3	8
2= SOMEWHAT	0	3	1	0	2	10
3= NOT AT ALL/ UNDERESTIMATED	0	4	3	1	8	124
4 = NOT SURE/NOT APPLICABLE	0	0	0	0	0	2

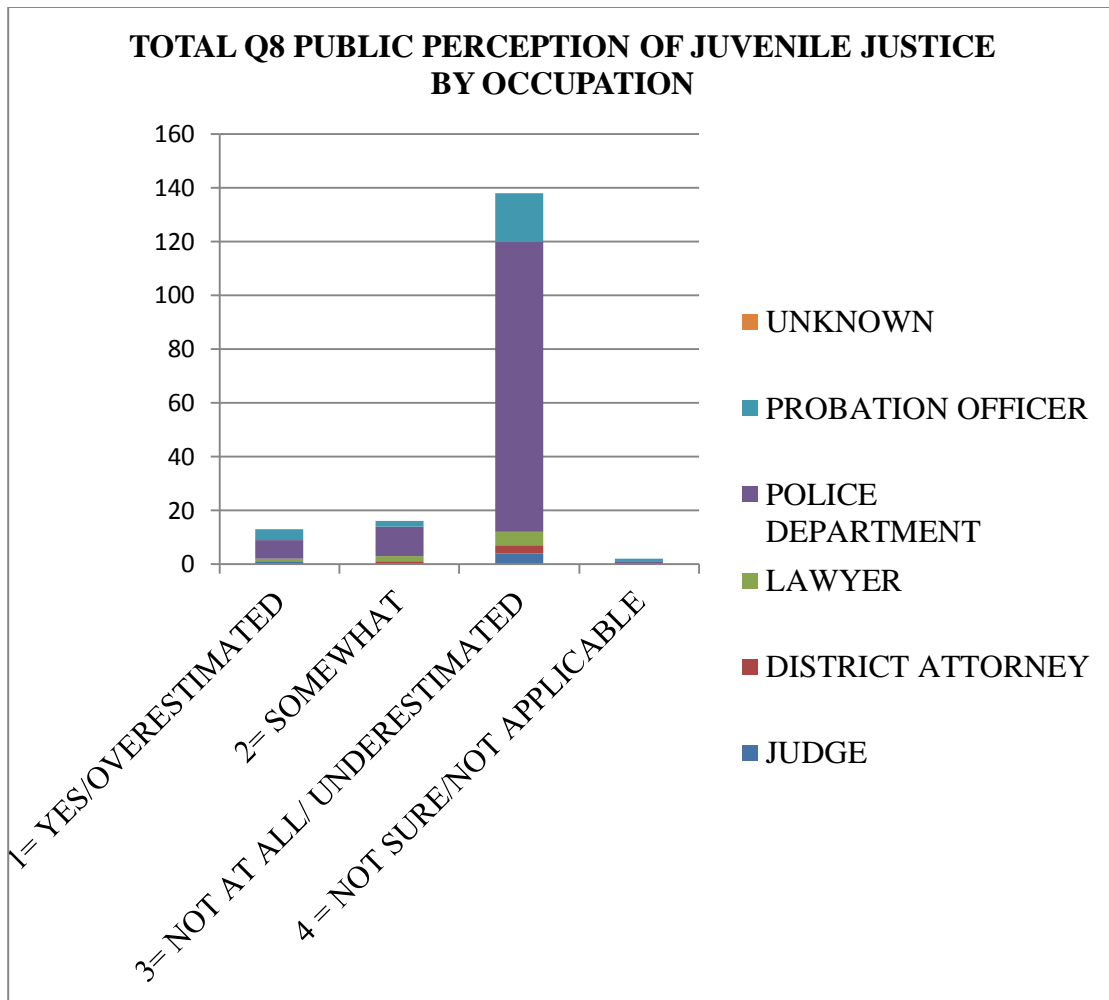


Figure 34. Q8 Public Perception by Occupation This graph is for question 8 asking participants about the accuracy of the Public Perception of Juvenile Delinquency subdivided by occupation. (1) Yes/Overestimated was the least given answer. (2) Somewhat was the second most given answer. (3) Not At All/Underestimated was the most given answer overall and for all occupations. One Probation Officer and Police Department were either unsure or did not fully answer the question.

Table 34. Q8 Public Perception by Occupation

	JUDGE	D.A.	LAWYER	POLICE	PROBATION OFFICER	UN
1= YES/OVERESTIMATED	1	0	1	7		4
2= SOMEWHAT	0	1	2	11		2
3= NOT AT ALL/ UNDERESTIMATED	4	3	5	108		18
4 = NOT SURE/NOT APPLICABLE	0	0	0	1		0

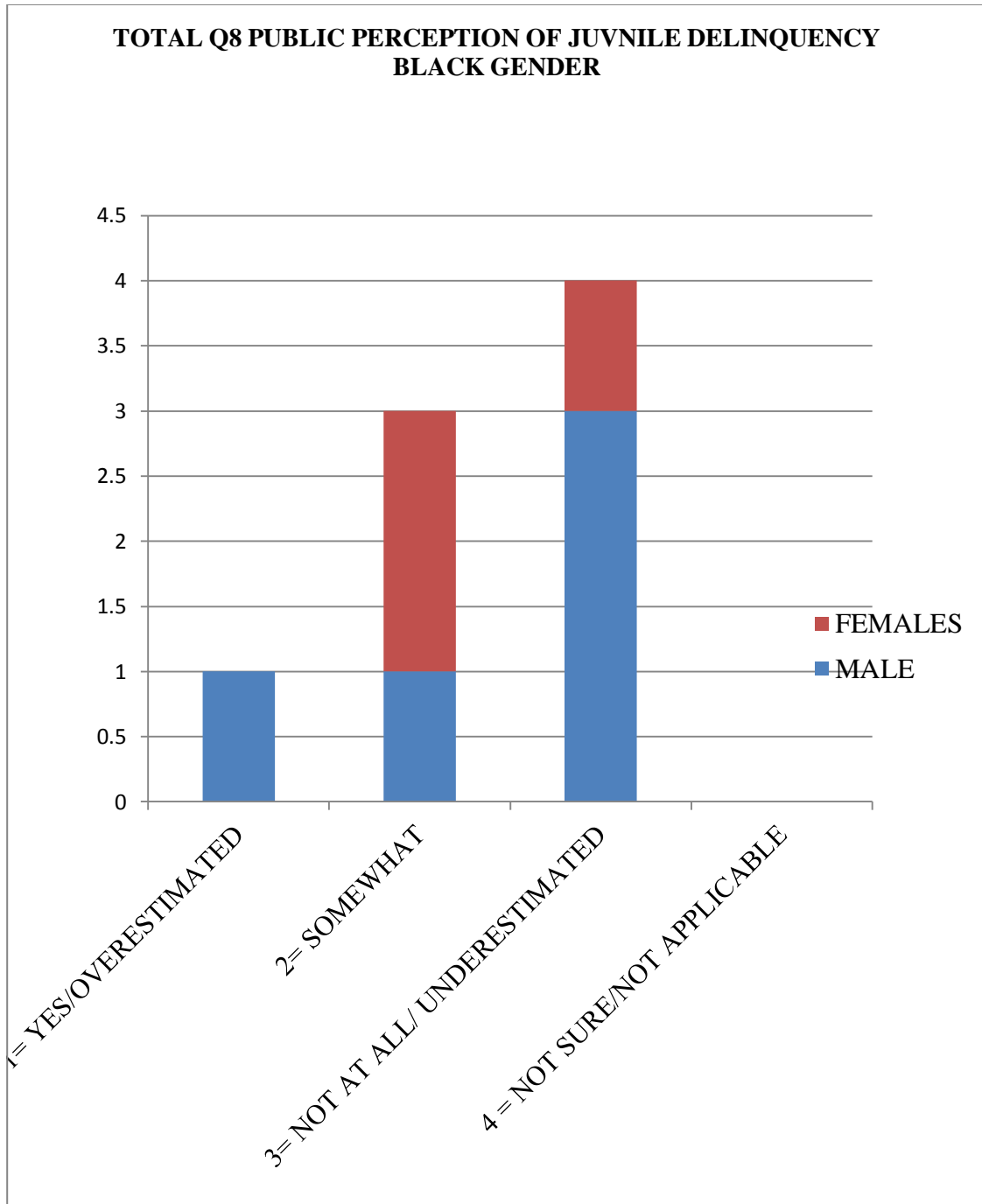


Figure 35. Q8 Blacks by Gender This graph is for question 8 asking participants about the accuracy of the Public Perception of Juvenile Delinquency subdivided by black's gender. (1) Yes/Overestimated was the least given answer. (2) Somewhat was the second most given answer. (3) Not At All/Underestimated was the most given answer overall and for both genders.

Table 35. Q8 Blacks by Gender

	MALE	FEMALES
1= YES/OVERESTIMATED	1	0
2= SOMEWHAT	1	2
3= NOT AT ALL/ UNDERESTIMATED	3	1
4 = NOT SURE/NOT APPLICABLE	0	0

Question 9 (Q9 and Q9 pt. 2) in Figures and Tables) Asking “Pretending for a moment that you had the ability, funding and support to do so (think magic or miracle if need be), what one change would you make to minimize the need for the juvenile justice system?”

Miracle Power/Wish: Participants answered this different ways. The exact Power/Wish was sometimes drawn out over long explanations.

1 = FAMILY/ PARENTS/ HOME LIFE = These answers were to the point.

2 = COMMUNITY = if a participant answered, neighborhoods, places that they grow up in, then this answer was recorded.

3 = SCHOOLS/ EDUCAION = This answer could sometimes be very similar to the Special Programs/ Facilities when participants stated the need for programs in schools or an updating of school facilities. If the respondent mentioned either programs or facilities as “in school”, a three was given.

4 = SPECIAL PROGRAMS/ FACILITIES = Participants given this answer sometimes explained what a program should teach, or a set learning objective needing to be the Power/Wish without or later stating it as a program. Facilities could vary from a

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community center or an outreach for help. Incarceration facilities were also included here.

5 = MORE POWER TO OJJ/ TOUGHER SENTENCES/ TIRED AS ADULTS =

These answers were direct. The answer of power was sometimes listed in an explanation of what OJJ should be able to do or how to do something in OJJ.

6 = OTHER/ LEGAL REPRESENTATION/ BUREACUCRACY/ POLITICS =

participants who answered as the controlling factors or behind the scenes as the problems were placed in this category.

7 = WOULDN'T CHANGE ANYTHING = A direct answer with little explanation.

In addition to Wish: In answering the Power/Wish question, some respondents answered with a second answer to go with the first. Or they answered them together as "I would change where they live and their home life." This type of answer would get a 2 in the Power/Wish and then a 3 in the "Additional Power/Wish".

1 = FAMILY/ PARENTS/ HOME LIFE = These answers were to the point.

2 = COMMUNITY = if a participant answered, neighborhoods, places that they grow up in, then this answer was recorded.

3 = SCHOOLS/ EDUCAION = This answer could sometimes be very similar to the Special Programs/ Facilities when participants stated the need for programs in schools or an updating of school facilities. If the respondent mentioned either programs or facilities as "in school", a three was given.

DMC in OJJ

4 = SPECIAL PROGRAMS/ FACILITIES = Participants given this answer sometimes explained what a program should teach, or a set learning objective needing to be the Power/Wish without or later stating it as a program. Facilities could vary from a community center or an outreach for help. Incarceration facilities were also included here.

5 = MORE POWER TO OJJ/ TOUGHER SENTENCES/ TIRED AS ADULTS = These answers were direct. The answer of power was sometimes listed in an explanation of what OJJ should be able to do or how to do something in OJJ.

6 = OTHER/ LEGAL REPRESENTATION/ BUREACUCRACY/ POLITICS = participants who answered as the controlling factors or behind the scenes as the problems were placed in this category.

7 = WOULDN'T CHANGE ANYTHING = A direct answer with little explanation.

Summary of Q9: Miracle Question (Figure 36-41)

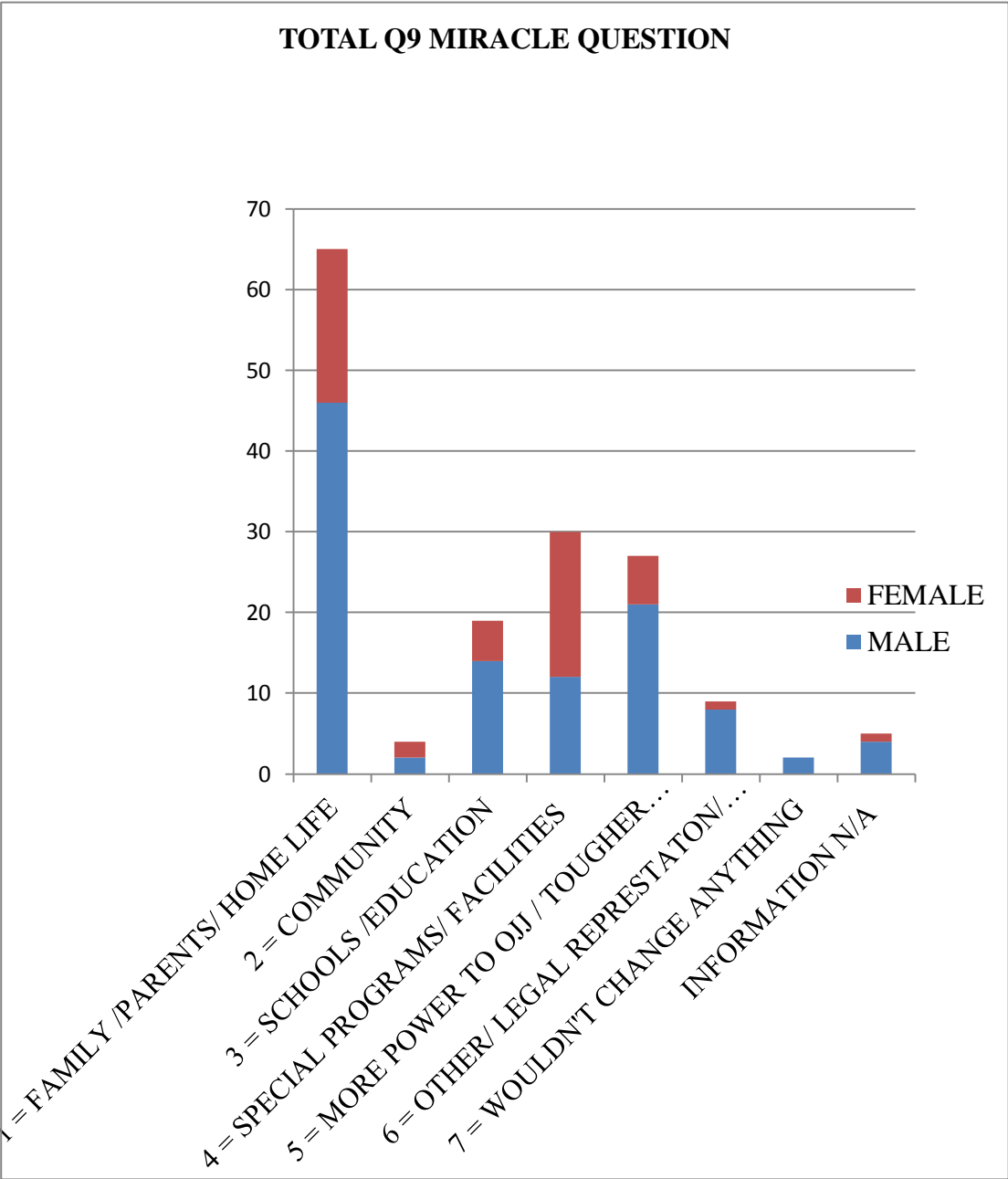


Figure 36. Q9 Miracle Question by Gender Graph 44 asks the participants if they had a special power/wish to minimize the need for Juvenile Justice what would it be. The gender shows that with women there was an uptick in the wish for more special programs.

Table 36. Q9 Miracle Question by Gender

	MALE	FEMALE
1 = FAMILY /PARENTS/ HOME LIFE	46	19
2 = COMMUNITY	2	2
3 = SCHOOLS /EDUCATION	14	5
4 = SPECIAL PROGRAMS/ FACILITIES	12	18
5 = MORE POWER TO OJJ / TOUGHER SENTENCES/TRIED AS ADULTS	21	6
6 = OTHER/ LEGAL REPRESENTATION/ BEAURCRACY/POLITICS	8	1
7 = WOULDN'T CHANGE ANYTHING	2	0
INFORMATION N/A	4	1

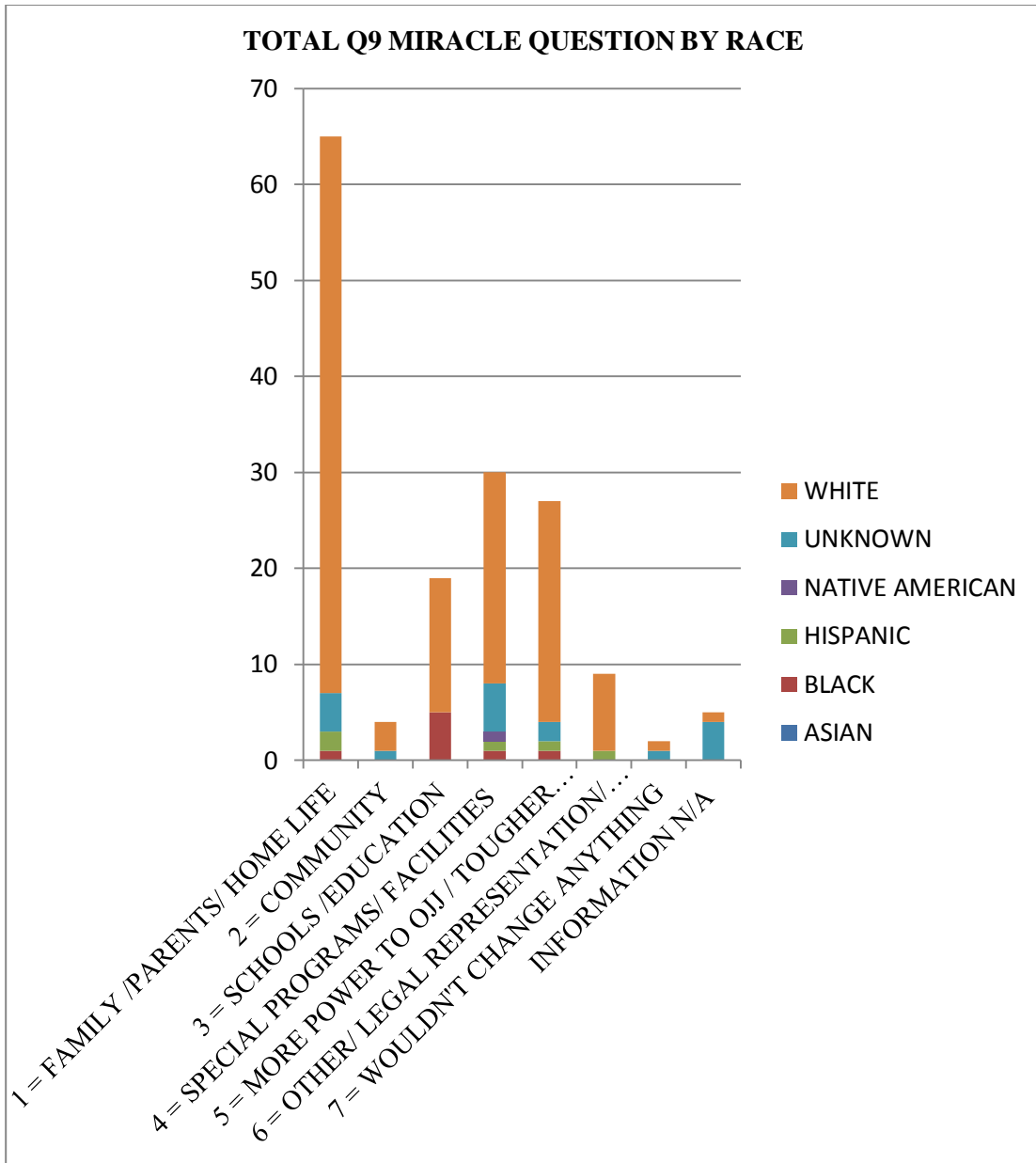


Figure 37. Q9 Miracle Question by Race This graph asks the participants if they had a special power/wish to minimize the need for Juvenile Justice what would it be. This graph is subdivided by race. The White Dominant Group shows a preference to directly blame the non-dominate group through focusing on Family. Unknown races push Special Programs to second. The White Dominant Group shows a preference to Power institutes to impose their values with their answer of (5) More Power to OJJ/Tougher Sentence/Tried as Adults.

Table 37. Q9 Miracle Question by Race

	ASIAN	BLACK	HISPANIC	NATIVE	UN	WHITE
1 = FAMILY /PARENTS/ HOME LIFE	0	1	2	0	4	58
2 = COMMUNITY	0	0	0	0	1	3
3 = SCHOOLS /EDUCATION	0	5	0	0	0	14
4 = SPECIAL PROGRAMS/ FACILITIES	0	1	1	1	5	22
5 = MORE POWER TO OJJ / TOUGHER SENTENCES/TRIED AS ADULTS	0	1	1	0	2	23
6 = OTHER/ LEGAL REPRESENTATION/ BUREAUCRACY/POLITICS	0	0	1	0	0	8
7 = WOULDN'T CHANGE ANYTHING	0	0	0	0	1	1
INFORMATION N/A	0	0	0	0	4	1

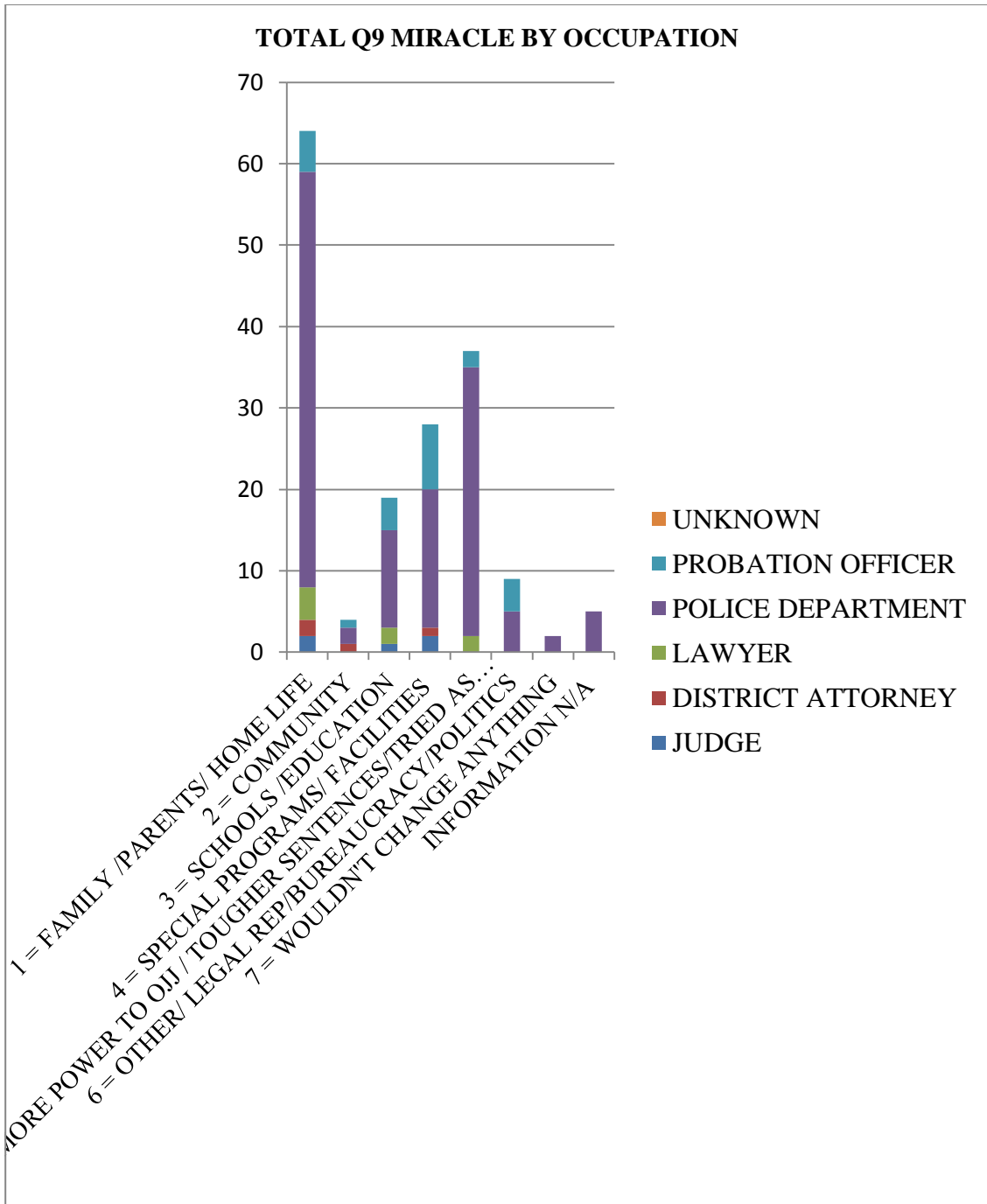


Figure 38. Q9 Miracle Question by Occupation This graph asks the participants if they had a special power/wish to minimize the need for Juvenile Justice what would it be. The Police Department has the most white participants and reflects the trend of blaming the non-dominant groups family and inner circle and advocating more power to the institutions as their top answers.

Table 38. Q9 Miracle Question by Occupation

	JUDGE	D.A.	LAWYER	POLICE	PROBATION OFFICER	UNKNOWN
1 = FAMILY /PARENTS/ HOME LIFE	2	2	4	51	5	0
2 = COMMUNITY	0	1	0	2	1	0
3 = SCHOOLS /EDUCATION	1	0	2	12	4	0
4 = SPECIAL PROGRAMS/ FACILITIES	2	1	0	17	8	0
5 = MORE POWER TO OJJ / TOUGHER SENTENCES/TRIED AS ADULTS	0	0	2	33	2	0
6 = OTHER/ LEGAL REPRESENTATION/ BUREAUCRACY /POLITICS	0	0	0	5	4	0
7 = WOULDN'T CHANGE ANYTHING	0	0	0	2	0	0
INFORMATION N/A	0	0	0	5	0	0

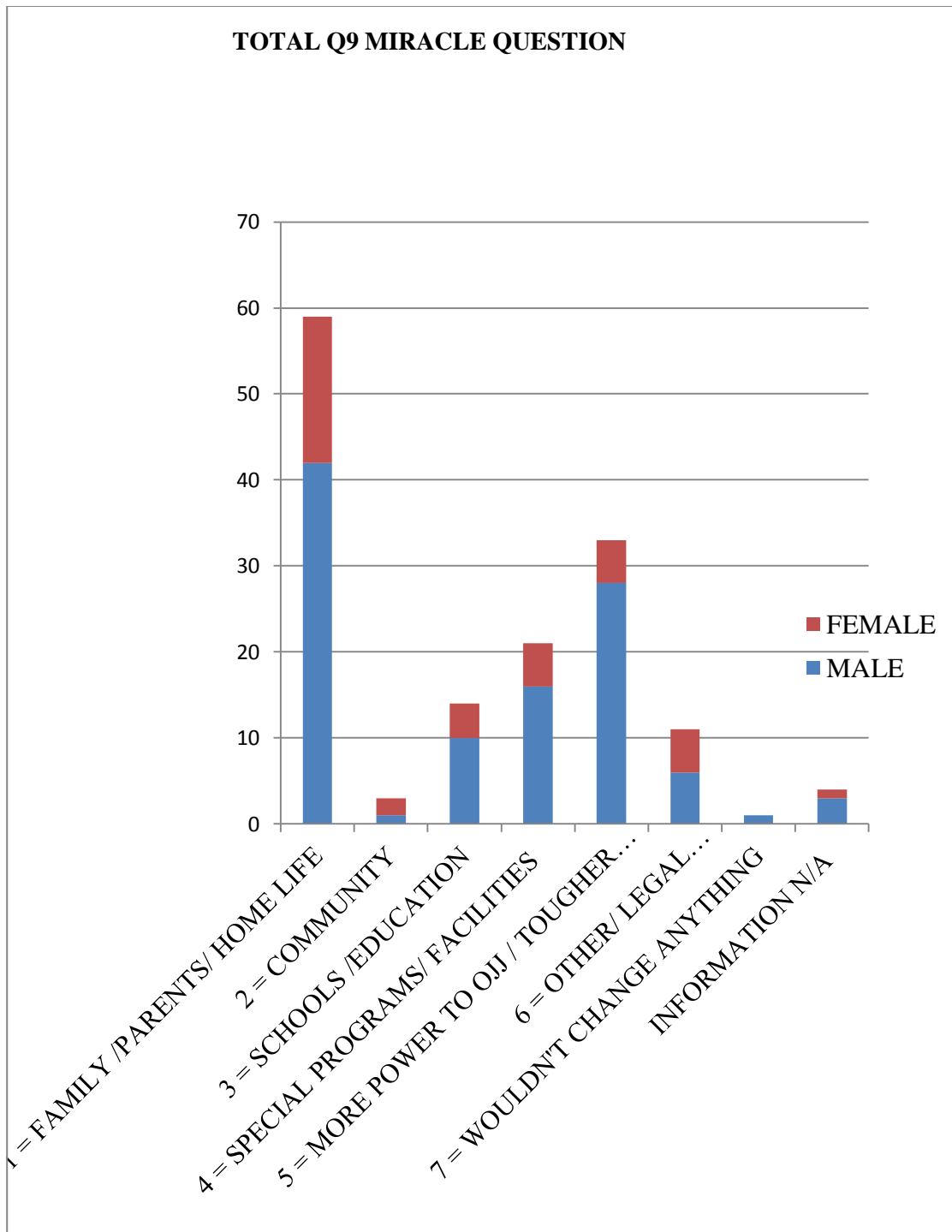


Figure 39. Q9 of Whites by Gender This graph asks the participants if they had a special power/wish to minimize the need for Juvenile Justice what would it be. This graph is subdivided by white's gender. (1) Family/Parents/Home Life was the most given answer overall and for both genders. (2) Community was given by only two males and one female. (5) More Power to OJJ/Tougher Sentence/Tried as Adults was the second most given answer for males.

Table 39. Q9 of Whites by Gender

	MALE	FEMALE
1 = FAMILY /PARENTS/ HOME LIFE	42	17
2 = COMMUNITY	1	2
3 = SCHOOLS /EDUCATION	10	4
4 = SPECIAL PROGRAMS/ FACILITIES	16	5
5 = MORE POWER TO OJJ / TOUGHER SENTENCES/TRIED AS ADULTS	28	5
6 = OTHER/ LEGAL REPRESENTATION/ BUREAUCRACY/POLITICS	6	5
7 = WOULDN'T CHANGE ANYTHING	1	0
INFORMATION N/A	3	1

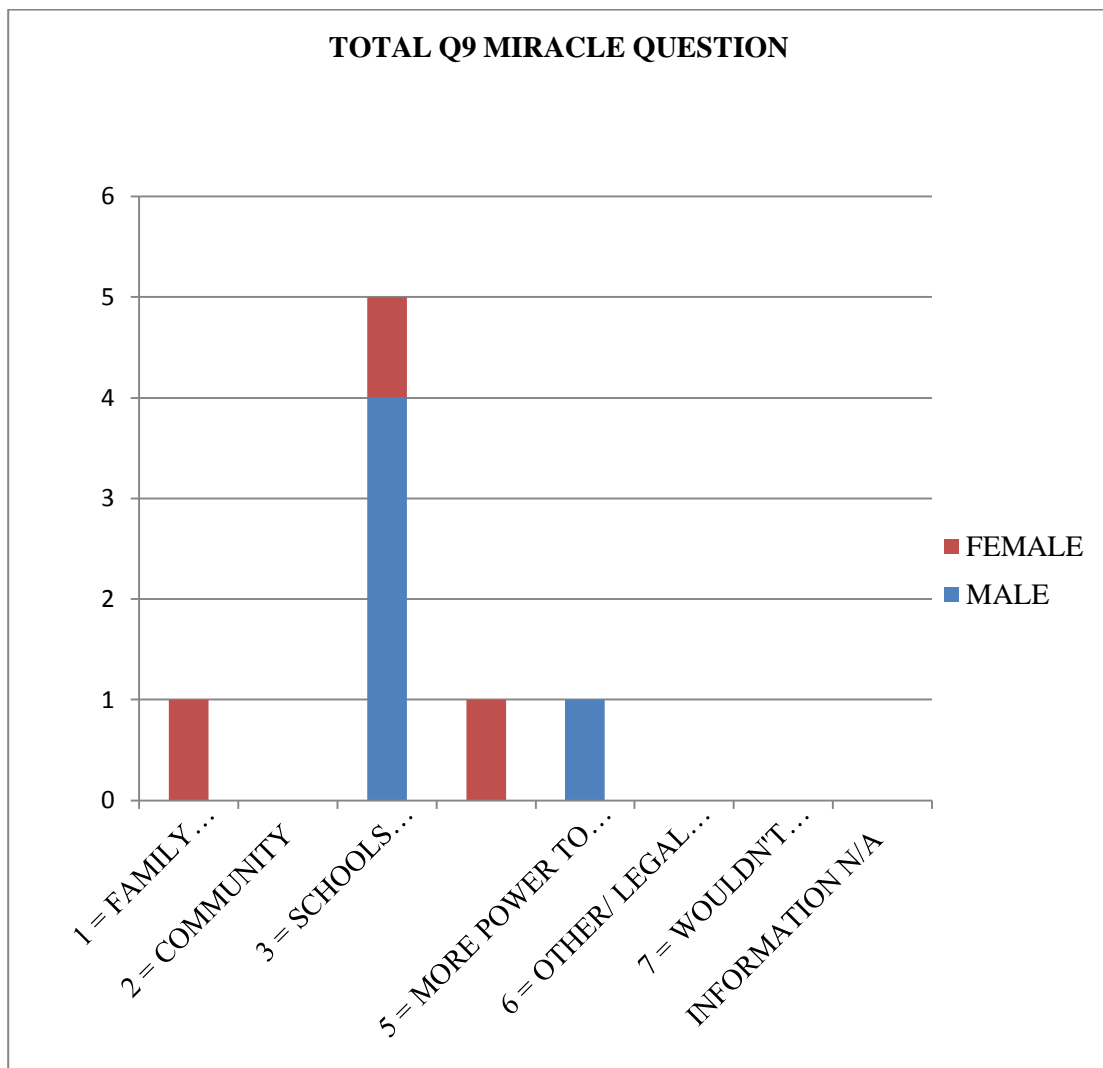


Figure 40. Q9 Blacks by Gender This graph ask the participants if they had a special power/wish to minimize the need for Juvenile Justice what would it be. This graph is subdivided by black’s gender. Black participants overwhelmingly expressed (3) Schools/Education as to minimize the need for Juvenile Justice. There is one male who stated (5) More Power to OJJ/Tougher Sentence/Tried as Adults was given once by a female. This is another reference to the integrating of the White Dominant Groups vales into the non-dominant group.

Table 40. Q9 Blacks by Gender

	MALE	FEMALE
1 = FAMILY /PARENTS/ HOME LIFE	0	1
2 = COMMUNITY	0	0
3 = SCHOOLS /EDUCATION	4	1
4 = SPECIAL PROGRAMS/ FACILITIES	0	1
5 = MORE POWER TO OJJ / TOUGHER SENTENCES/TRIED AS ADULTS	1	0
6 = OTHER/ LEGAL REPRESENTATION/ BUREAUCRACY/POLITICS	0	0
7 = WOULDN'T CHANGE ANYTHING	0	0
INFORMATION N/A	0	0

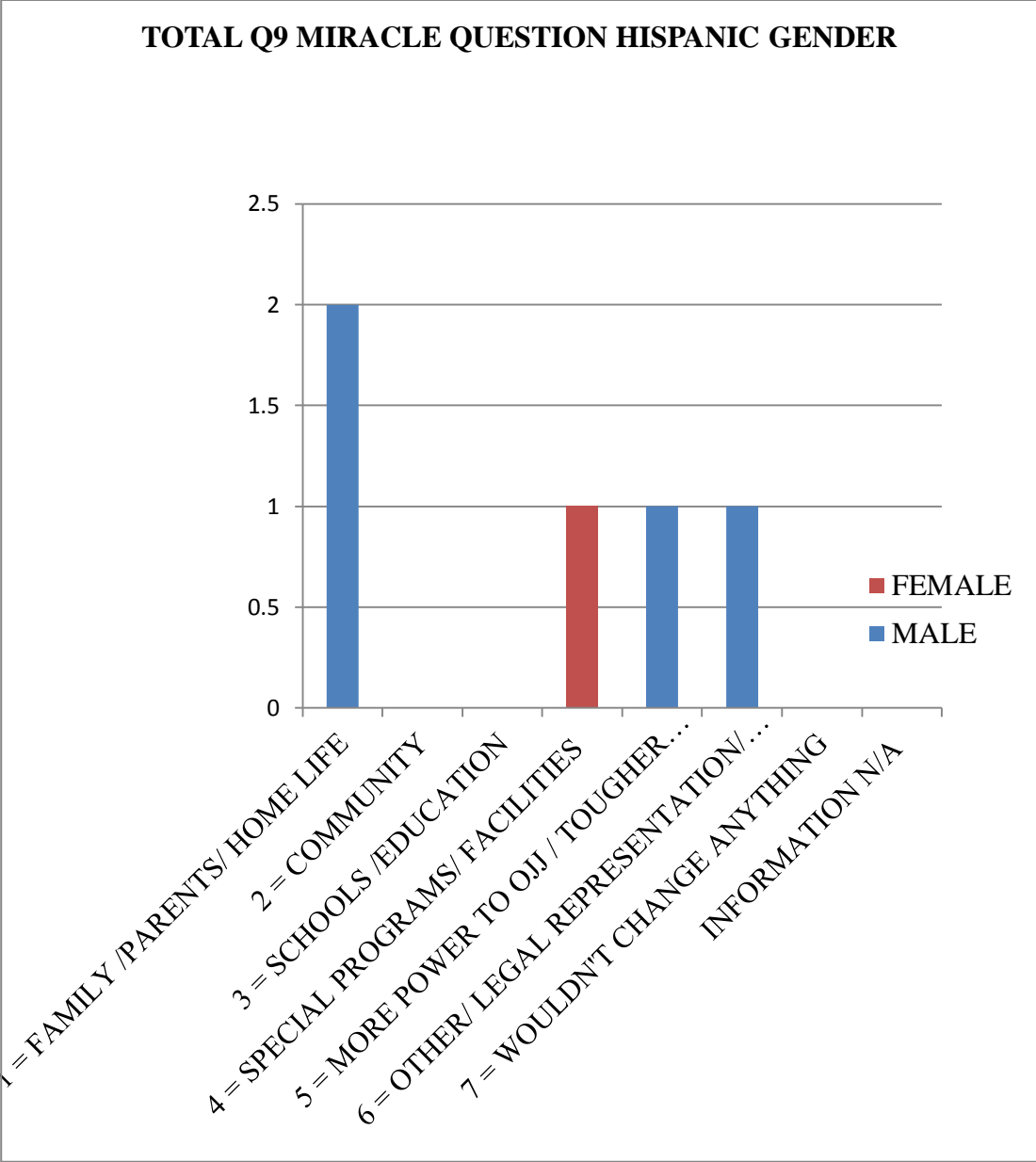


Figure 41. Q9 Hispanics by Gender This graph ask the participants if they had a special power/wish to minimize the need for Juvenile Justice what would it be. This graph is subdivided by gender. Trends correlated with the White Dominant Group (Bonilla-Silva, 2017).

Table 41. Q9 Hispanics by Gender

	MALE	FEMALE
1 = FAMILY /PARENTS/ HOME LIFE	2	0
2 = COMMUNITY	0	0
3 = SCHOOLS /EDUCATION	0	0
4 = SPECIAL PROGRAMS/ FACILITIES	0	1
5 = MORE POWER TO OJJ / TOUGHER SENTENCES/TRIED AS ADULTS	1	0
6 = OTHER/ LEGAL REPRESENTATION/ BUREAUCRACY/POLITICS	1	0
7 = WOULDN'T CHANGE ANYTHING	0	0
INFORMATION N/A	0	0

Whites regardless of gender or occupation choose Family/Parents/Home Life as the number one answer. The second most was More Power to OJJ/Tougher Sentence/Tried as Adults by whites and in particular males employed by the Police Department. White males and females stated that Family/Parents/Home life were the change made if they had the special power to reduce the need for Oklahoma Juvenile Justice. White females stated Special Programs/Facilities as their most given answer.

Education was the number one given answer by blacks regardless of gender. One female stated More Power, one female stated Family. Family/Parents/Home was given the most overall Hispanics. Wouldn't Change was the second most given. More Power was given once. And the sole female answered Special Programs/Facilities.

Summary of Q9 Pt. 2: Miracle Question (Figure 42 - 47)

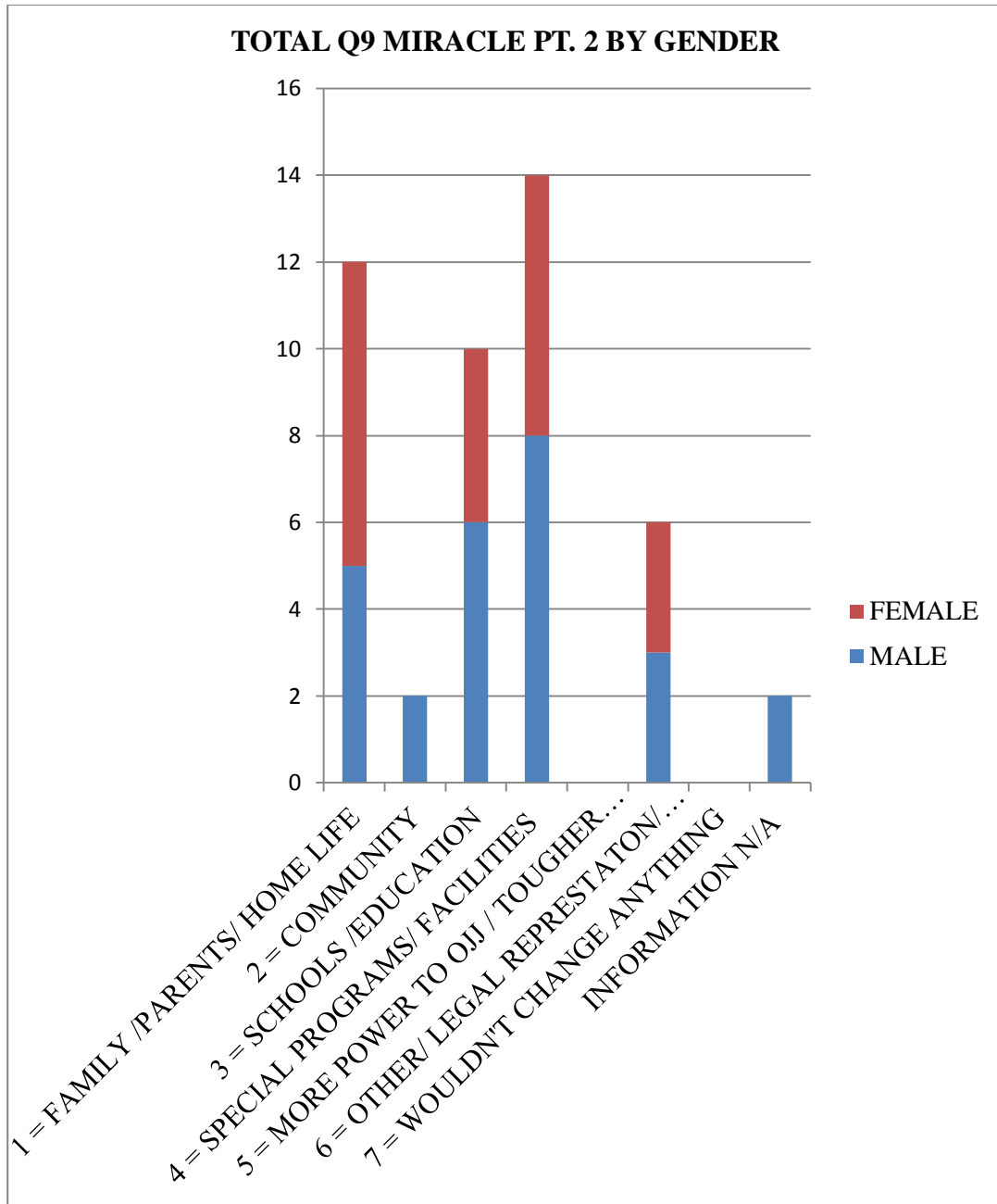


Figure 42. Q9 Miracle Question Pt. 2 by Gender Graph 48 is additional answers added when asking the participants if they had a special power/wish to minimize the need for Juvenile Justice what would it be. NOT ALL participants added to their original answers. This graph is subdivided by gender.

Table 42. Q9 Miracle Question Pt. 2 by Gender

	MALE	FEMALE
1 = FAMILY /PARENTS/ HOME LIFE	5	7
2 = COMMUNITY	2	0
3 = SCHOOLS /EDUCATION	6	4
4 = SPECIAL PROGRAMS/ FACILITIES	8	6
5 = MORE POWER TO OJJ / TOUGHER SENTENCES/TRIED AS ADULTS	0	0
6 = OTHER/ LEGAL REPRESENTATION/ BUREAUCRACY/POLITICS	3	3
7 = WOULDN'T CHANGE ANYTHING	0	0
INFORMATION N/A	2	0

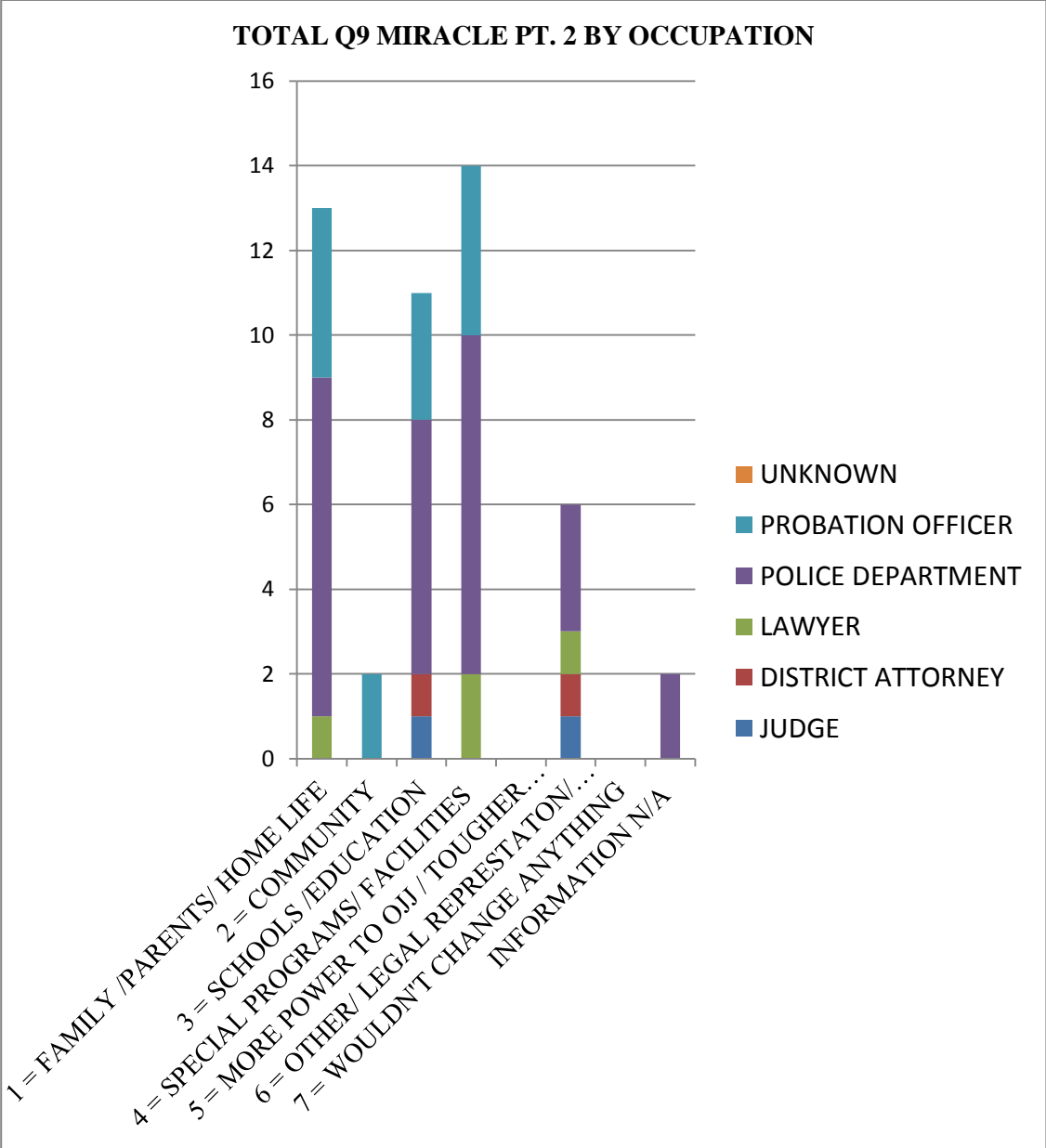


Figure 43. Q9 Miracle Question Pt. 2 by Occupation This graph is additional answers added when asking the participants if they had a special power/wish to minimize the need for Juvenile Justice what would it be. NOT ALL participants added to their original answers.

Table 43. Q9 Miracle Question Pt. 2 by Occupation

	JUDGE	D. A	LAWYER	POLICE	PROBATION OFFICER	U N
1 = FAMILY /PARENTS/ HOME LIFE	0	0	1	8	4	0
2 = COMMUNITY	0	0	0	0	2	0
3 = SCHOOLS /EDUCATION	1	1	0	6	3	0
4 = SPECIAL PROGRAMS/ FACILITIES	0	0	2	8	4	0
5 = MORE POWER TO OJJ / TOUGHER SENTENCES/TRIED AS ADULTS	0	0	0	0	0	0
6 = OTHER/ LEGAL REPRESENTATION / BUREAUCRACY/ POLITICS	1	1	1	3	0	0
7 = WOULDN'T CHANGE ANYTHING	0	0	0	0	0	0
INFORMATION N/A	0	0	0	2	0	0

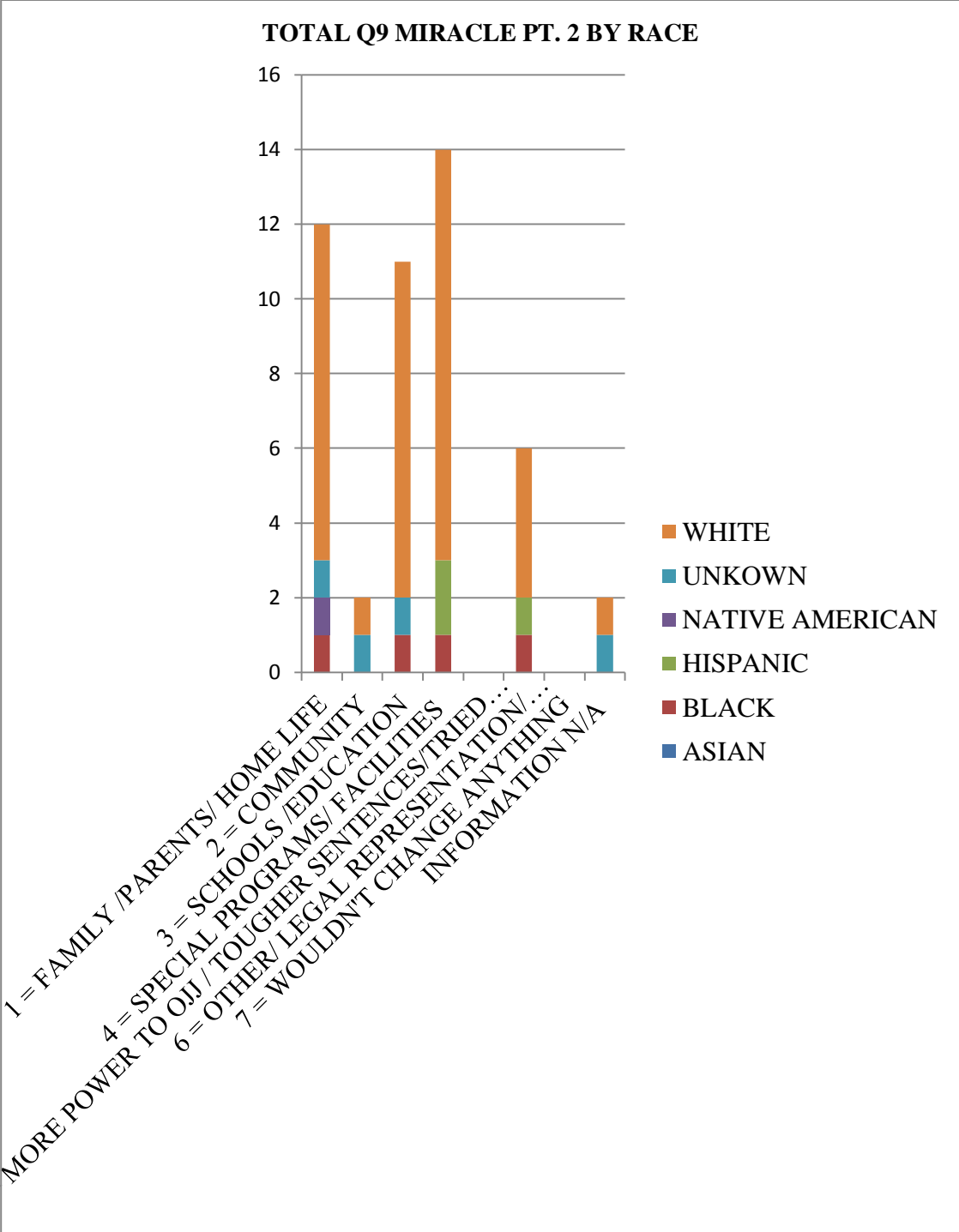


Figure 44. Q9 Miracle Pt.2 by Race This graph is additional answers added when asking the participants if the had a special power/wish to minimize the need for Juvenile Justice what would it be. NOT ALL interviewees added to their original answers.

Figure 44. Q9 Miracle Pt.2 by Race

	ASIAN	BLACK	HISPANIC	NATIVE	UN	WHITE
1 = FAMILY /PARENTS/ HOME LIFE	0	1	0	1	1	9
2 = COMMUNITY	0	0	0	0	1	1
3 = SCHOOLS /EDUCATION	0	1	0	0	1	9
4 = SPECIAL PROGRAMS/ FACILITIES	0	1	2	0	0	11
5 = MORE POWER TO OJJ / TOUGHER SENTENCES/T RIED AS ADULTS	0	0	0	0	0	0
6 = OTHER/ LEGAL REPRESTATO N/ BUREAUCRAC Y/POLITICS	0	1	1	0	0	4
7 = WOULDN'T CHANGE ANYTHING INFORMATION N/A	0	0	0	0	0	0
	0	0	0	0	1	1

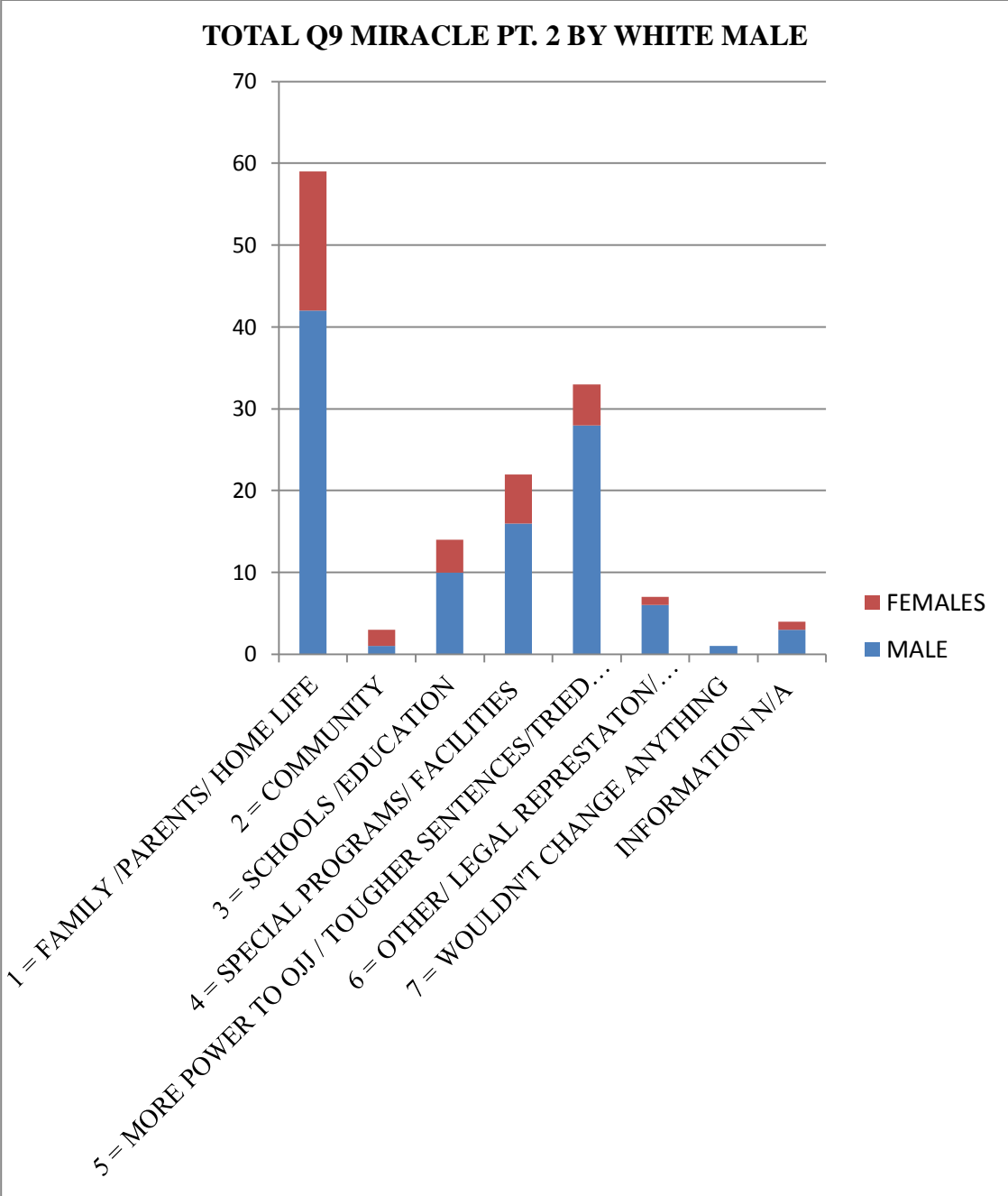


Figure 45. Q9 Pt.2 Whites by Gender This graph is additional answers added when asking the participants if the had a special power/wish to minimize the need for Juvenile Justice what would it be. NOT ALL interviewees added to their original answers.

Table 45. Q9 Pt.2 Whites by Gender

	MALE	FEMALES
1 = FAMILY /PARENTS/ HOME LIFE	42	17
2 = COMMUNITY	1	2
3 = SCHOOLS /EDUCATION	10	4
4 = SPECIAL PROGRAMS/ FACILITIES	16	6
5 = MORE POWER TO OJJ / TOUGHER SENTENCES/TRIED AS ADULTS	28	5
6 = OTHER/ LEGAL REPRESENTATION/ BUREAUCRACY/POLITICS	6	1
7 = WOULDN'T CHANGE ANYTHING	1	0
INFORMATION N/A	3	1

Not all participants gave a second part to the Miracle Question, they were not asked to do so, but some took it upon themselves to add to their answer. Most whites answered Special Programs/Facilities was the most given answer. The second most given answer was Family/Parents/Home. In all 76 of the white participants included Family/Parents/Home as part of their answer. Participants were not asked for additional answers to the Miracle Question, but many gave additional information. Family/Parents/Home Life was the most given answer again. More Power to OJJ/Tougher Sentences/Tried as Adults was second.

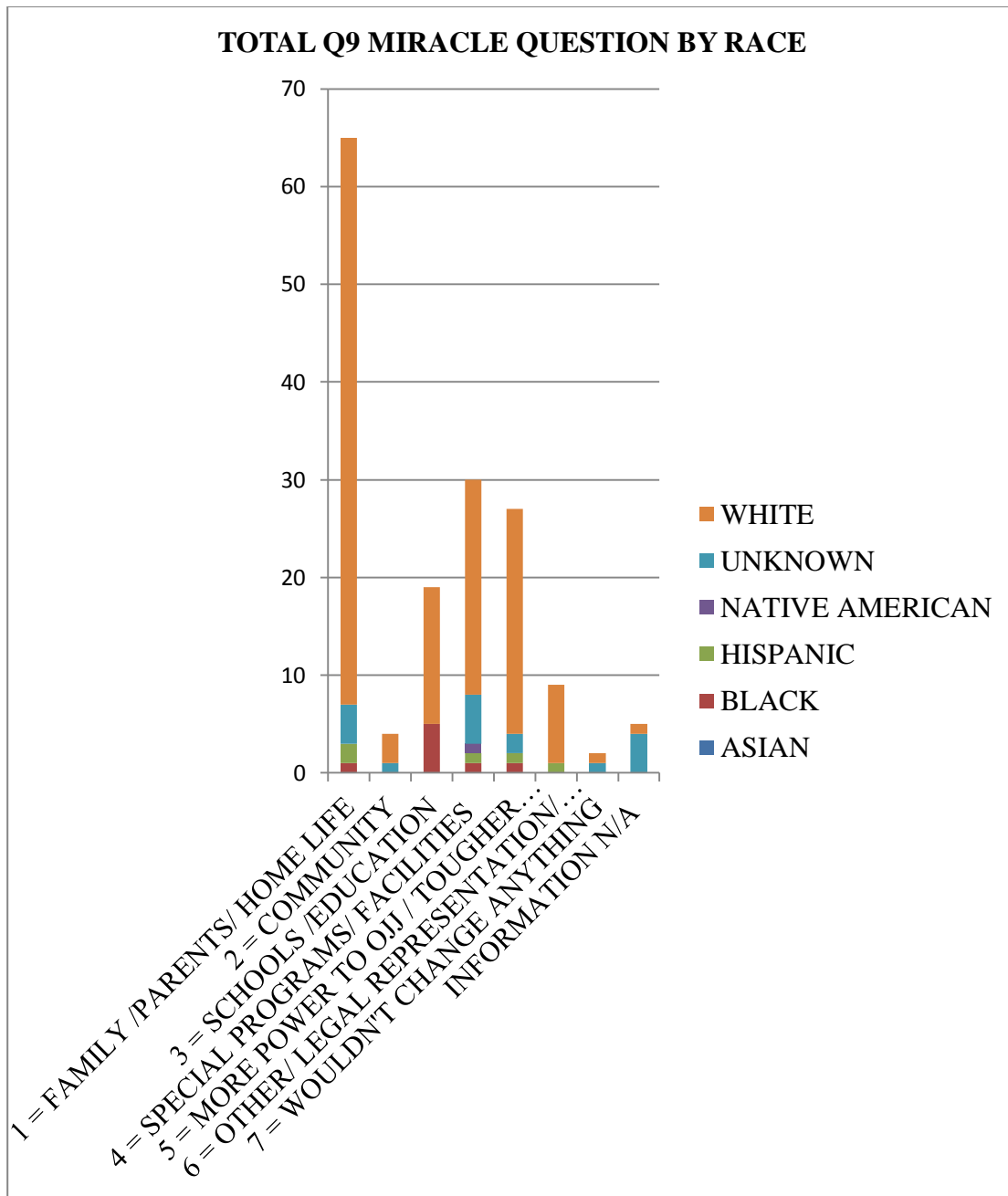


Figure 46. Q9 Miracle Question by Race

	ASIAN	BLACK	HISPANIC	NATIVE	UN	WHITE
1 = FAMILY /PARENTS/ HOME LIFE	0	1	2	0	4	58
2 = COMMUNITY	0	0	0	0	1	3
3 = SCHOOLS /EDUCATION	0	5	0	0	0	14
4 = SPECIAL PROGRAMS/ FACILITIES	0	1	1	1	5	22
5 = MORE POWER TO OJJ / TOUGHER SENTENCES/TRIED AS ADULTS	0	1	1	0	2	23
6 = OTHER/ LEGAL REPRESENTATIVE/ BUREAUCRACY/POLITICS	0	0	1	0	0	8
7 = WOULDN'T CHANGE ANYTHING	0	0	0	0	1	1
INFORMATION N/A	0	0	0	0	4	1

Table 46. Q9 Miracle Question by Race

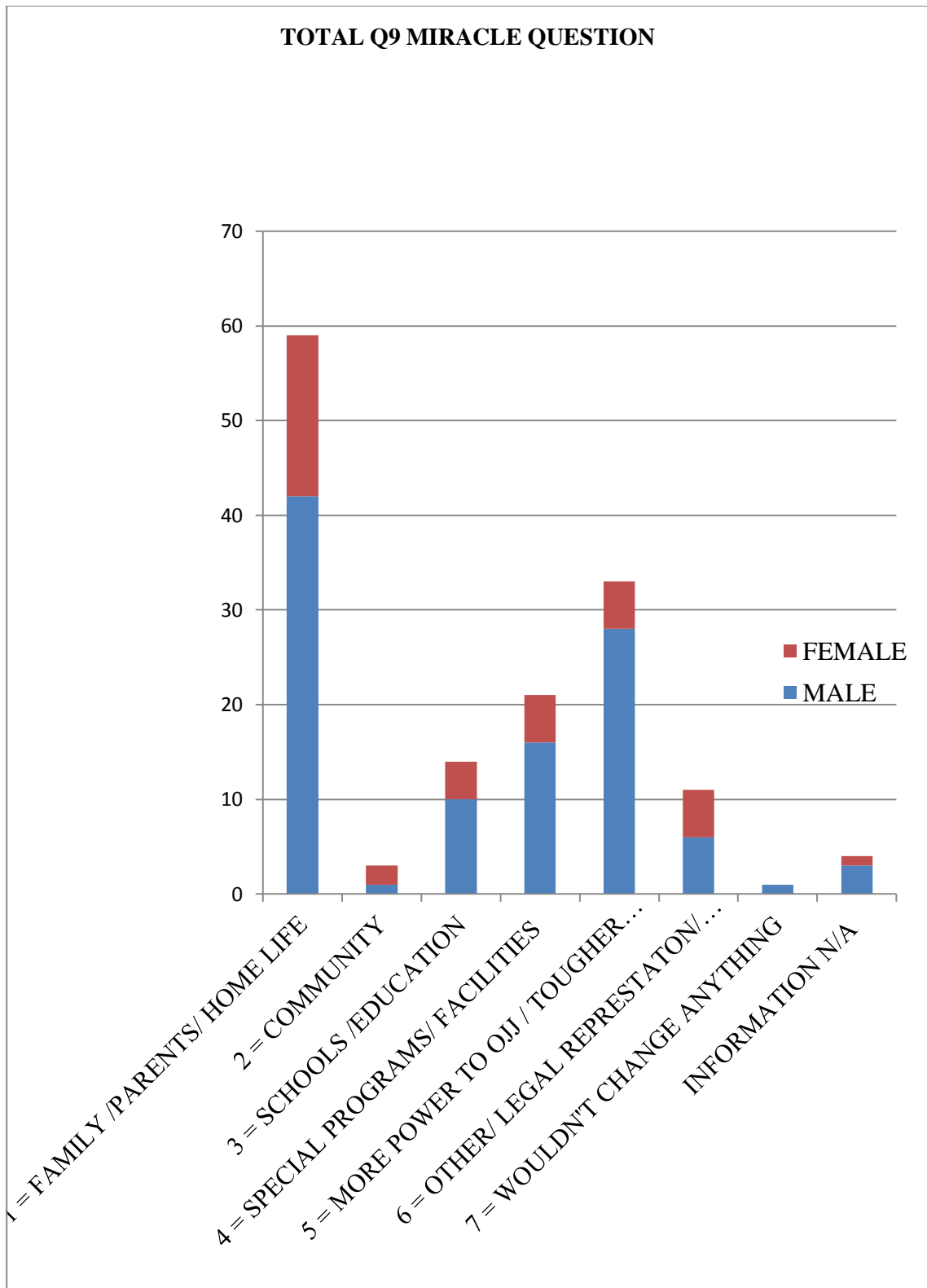


Figure 47. Q9 Miracle Question by Whites

	MALE	FEMALE	TOTAL
1 = FAMILY /PARENTS/ HOME LIFE	42	17	= 42.4%
2 = COMMUNITY	1	2	= 2.1%
3 = SCHOOLS /EDUCATION	10	4	= 10.07%
4 = SPECIAL PROGRAMS/ FACILITIES	16	5	= 15.1%
5 = MORE POWER TO OJJ / TOUGHER SENTENCES/TRIED AS ADULTS	28	5	= 23.7%
6 = OTHER/ LEGAL REPRESENTATION/ BUREACRACY/POLITICS	6	5	= 7.9%
7 = WOULDN'T CHANGE ANYTHING	1	0	= 0.7%
INFORMATION N/A	3	1	= 2.87%

Table 47. Q9 Miracle Question by Whites

Question 10 (Q10 in Figures and Tables) Asking, “Are there legitimate reasons for being selectively harsh on a particular juvenile offender, such as stacking multiple offenses for one incident?”

Importance of Juveniles Past Record: Participants would often give examples of crimes, crime severity, or quantity of crimes to explain their answer.

1 = NOT IMPORTANT

2 = SOMEWHAT IMPORTANT

3 = VERY IMPORTANT

Summary of Q10: Importance of Juvenile Record (Figure 48 - 50)

For whites the Importance of a Juvenile’s Record mattered. For most it was Very Important but for others it was only a Little Important and even fewer answered somewhat. However, no white person stated that it was Not Important. There was

significant difference in interaction with youth as there was either A Little or Constantly were given as the top two answers. Very Important was given the most by Hispanics.

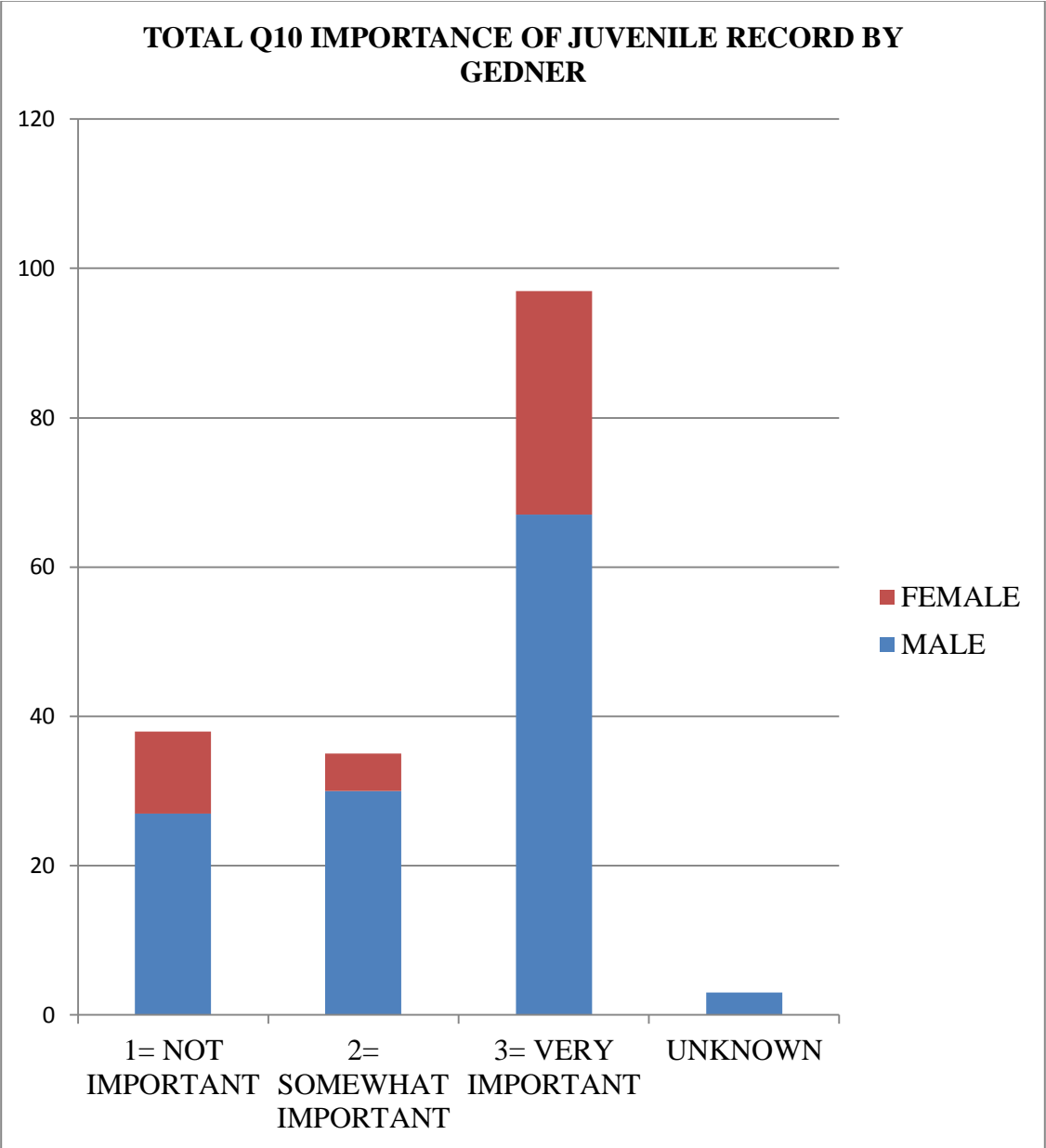


Figure 48. Q10 Importance of Record by Gender The graph is for question 10 about the Importance of Juvenile Record. It is subdivided by gender

Table 48. Q10 Importance of Record by Gender

	MALE	FEMALE
1= NOT IMPORTANT	27	11
2= SOMEWHAT IMPORTANT	30	5
3= VERY IMPORTANT	67	30
UNKNOWN	3	0

Question 11 (Q11 in Figures and Tables) Asked, “Does Your Position Interact with the Youth?”

Position Interacts with Youth: Difficulty in the answering of this question arose when participants worked in a field that was under the Juvenile Justice umbrella, but did not mean that they themselves interacted with the youth. Another difficulty was quantifying the interaction. Word/Phrases are listed below:

0 = NOT APPLICABLE = My job/position does not interact with them. Someone else in the department interacts with them.

1 = A LITTLE = My area has a particular crime that juveniles often commit. I only interact with juveniles at a certain stage in process.

2 = SOMEWHAT = My job/position is connected or over juvenile crimes, rather they committed the crime or was the victim. I police a school or schools. I participate in special programs dealing with youth.

3 = CONSTANTLY = My job/position deals exclusively with juveniles. I know almost all or all the kids at the school I work at and their parents. I have had deep conversations with juveniles about their situation. I gather evidence from juveniles to form cases;

rather it is testimony or DNA. I am in constant contact with the juvenile's surroundings.

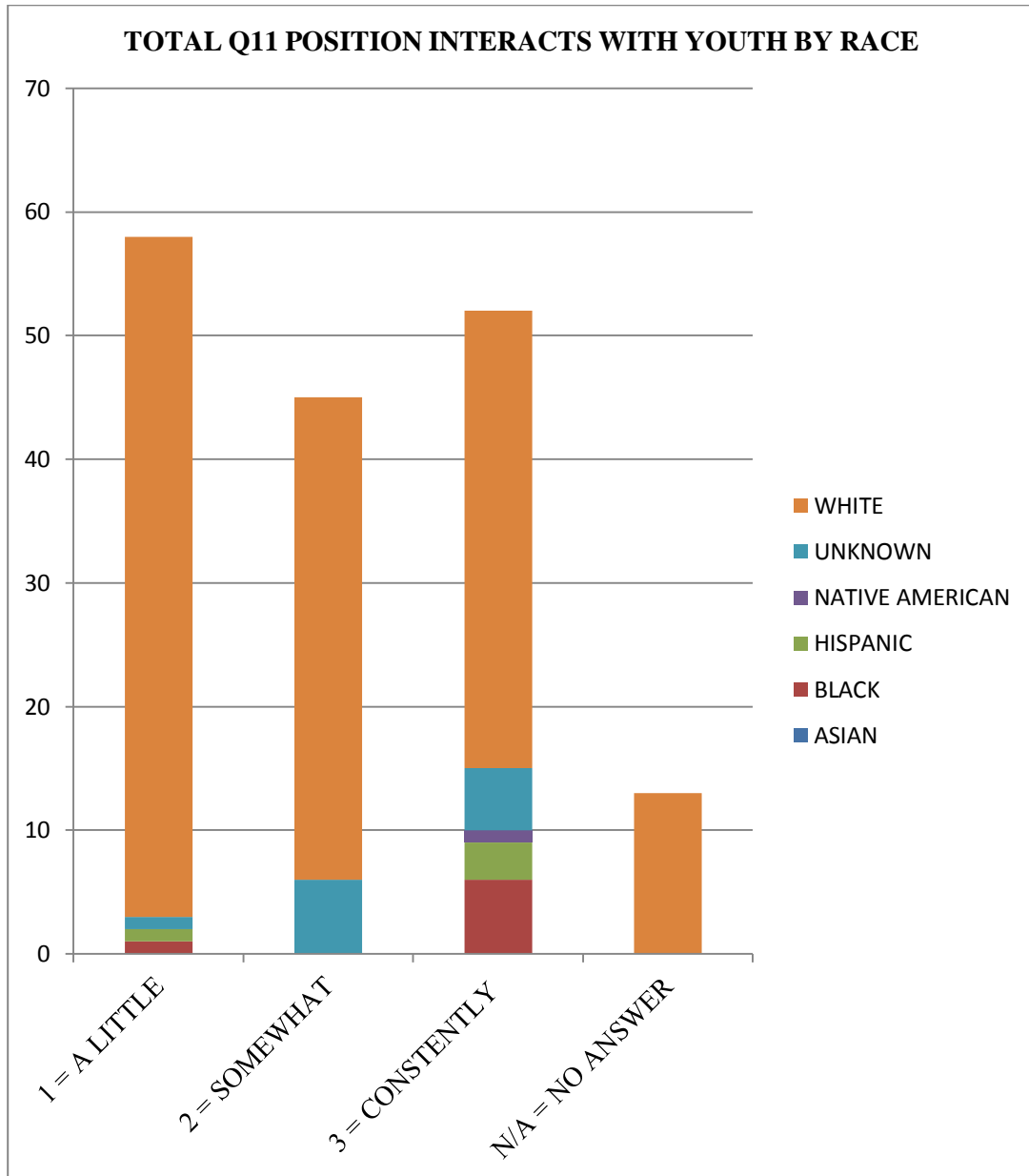


Figure 49. Q11 Importance of Record by Race This graph is for question 11 about the Interaction with Juvenile. It is subdivided by race. White participants largely did not see themselves interacting with the youth. This is concerning as a majority of whites were officers. Most black participants were cops and their answers were Constantly. This is a stark contrast to their white peers.

Table 49. Q11 Position Interacts with Youth by Race

	ASIAN	BLACK	HISPANIC	NATIVE UN	WHITE	
1 = A LITTLE	0	1	1	0	1	55
2 = SOMEWHAT	0	0	0	0	6	39
3 = CONSTANTLY	0	6	3	1	5	37
N/A = NO ANSWER	0	0	0	0	0	13

Summary of Q11: Whites regardless of job stated Interacting with the Youth Somewhat or, A Little as their top answers. Thirteen whites stated interaction with the youth was Not Applicable to their job and six did not fully answer the question. Interacting with the youth was Constant by both black genders. Not At All was given the second most by two participants, a male and female.

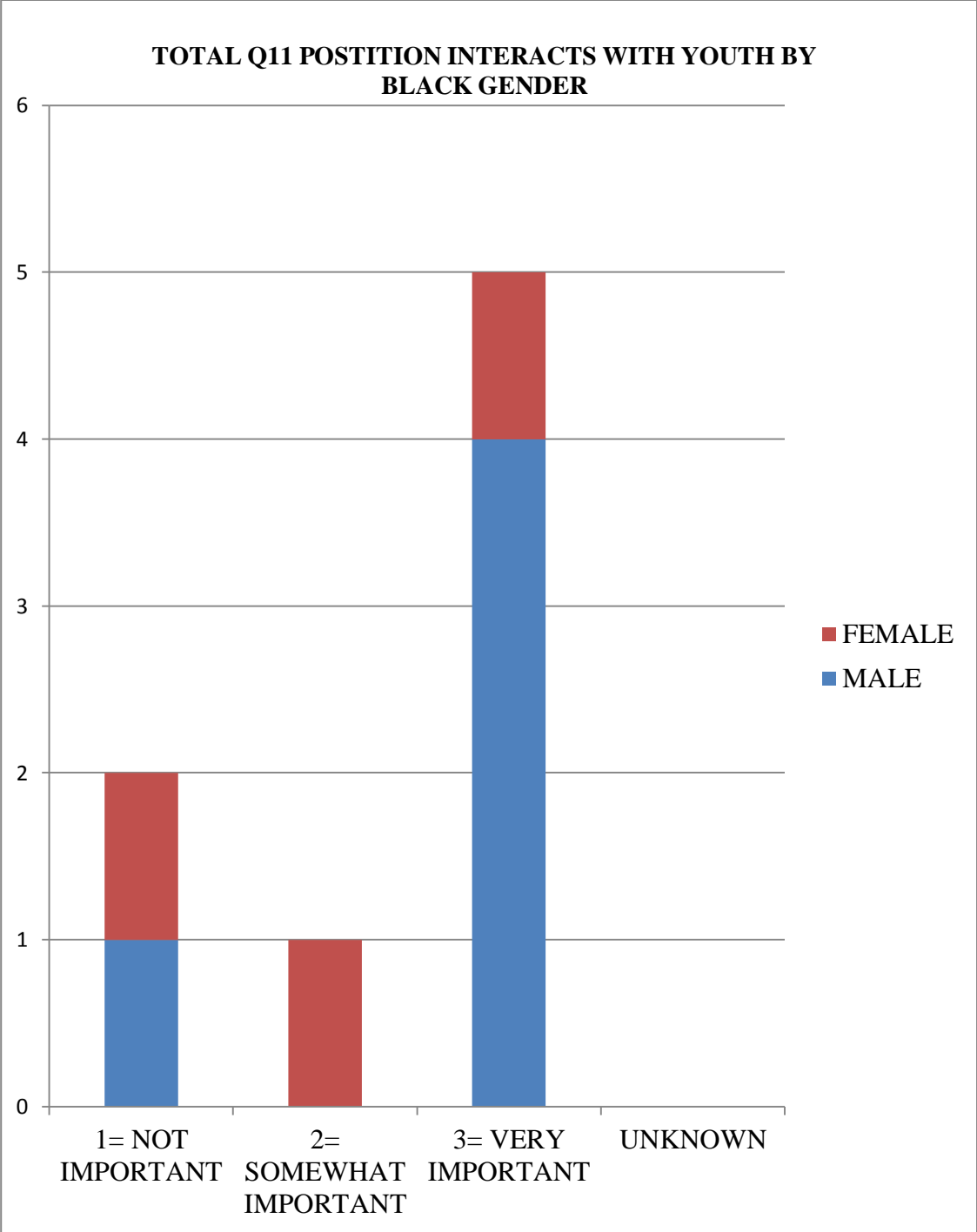


Figure 50. Q11 Position Interacts with Youth Blacks by Gender This graph is for question 11 if the Position Interacts with Youth. It is subdivided by race. (0 N/A or Not Applicable was given to thirteen all by whites.

Table 50. Q11 Blacks by Gender

	MALE	FEMALE
1= NOT IMPORTANT	1	1
2= SOMEWHAT IMPORTANT	0	1
3= VERY IMPORTANT	4	1
UNKNOWN	0	0

Question 12 (Q12 in Figures and Tables) Asked, "Do you know the Youth in Contact?"

Knowing the Youth in Contact With: When these questions are asked of the participants it is outside of their direct handling of the youth. It can be referring to how the respondent interaction outside of work, if applicable.

0 = NOT APPLICABLE = I do not know nor do not interact with the youth.

1 = A LITTLE = I have repeat offenders I know on a first name basis. I have juveniles I have meet say "hello" or come shake my hand when they see me.

2 = SOMEWHAT = I know repeat offenders, their family, neighborhood and issues effecting them. I have meet the family of the juvenile.

3 = CONSTANTLY = I know the juveniles' family in depth rather because of the juvenile or the family's past problems. I know almost all or all the kids at the school I work at and their parents.

Summary of Q12: Knowing the Youth (Fig. 51-52)

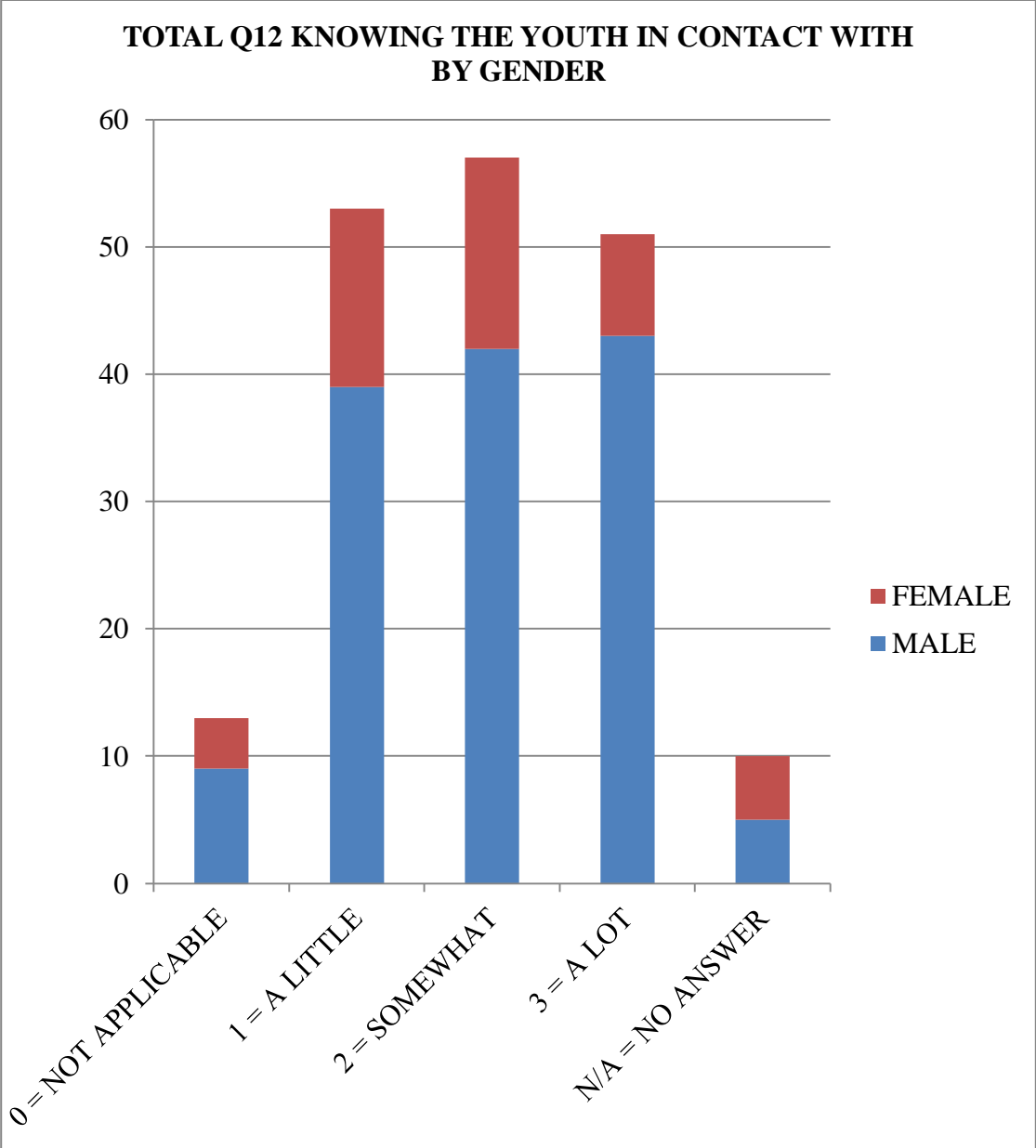


Figure 51. Q12 Knowing the Youth by Gender This graph is for question 12 rather the participant is Knowing the Youth in Contact. It is subdivided by gender. (0) Not Applicable to one’s position was the least given answer.

Table 51. Q12 Knowing the Youth by Gender

	MALE	FEMALE
0 = NOT APPLICABLE	9	4
1 = A LITTLE	39	14
2 = SOMEWHAT	42	15
3 = A LOT	43	8
N/A = NO ANSWER	5	5

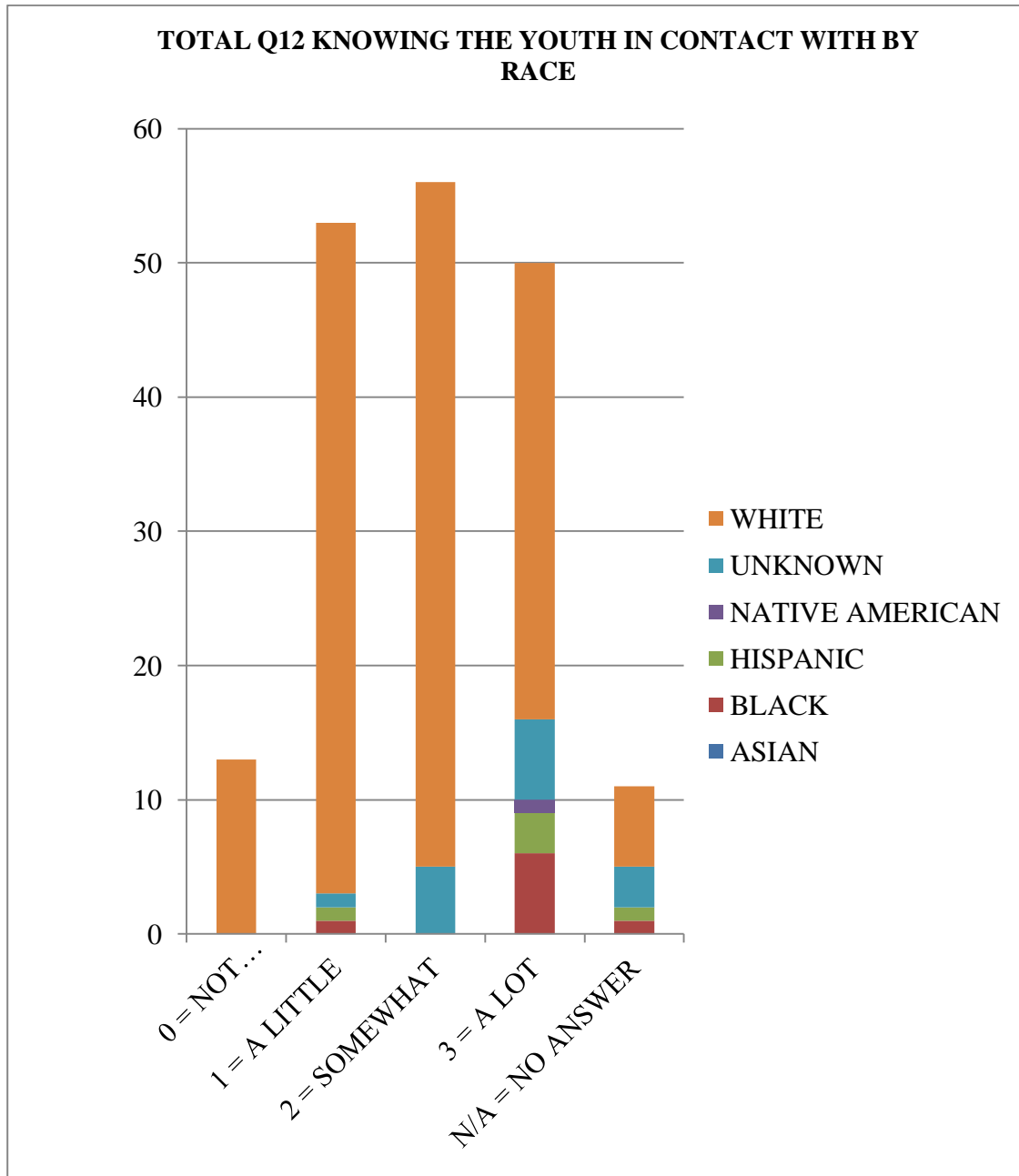


Figure 52. Q12 Knowing the Youth by Race

This graph was for question 12 asking the participant if they were Knowing the Youth in Contact With. The graph is subdivided by race.

Table 52. Q12 Knowing the Youth by Race

	ASIAN	BLACK	HISPANIC	NATIVE AMERICAN	UN	WHITE
0 = NOT APPLICABLE	0	0	0	0	0	13
1 = A LITTLE	0	1	1	0	1	50
2 = SOMEWHAT	0	0	0	0	5	51
3 = A LOT	0	6	3	1	6	34
N/A = NO ANSWER	0	1	1	0	3	6

DMC in OJJ

Question 13 (Q13 in Figures and Tables) Asked, “In the time that you have worked in juvenile court, has the focus on juveniles or the juvenile justice system changed in any way?”

Has Focus of Juvenile Courts Changed: This is a direct answer. The participants may elaborate or explain in depth, but the response is not changed.

Y = Yes

N = No

Summary of Q13: Do You Record Race? (Fig.53)

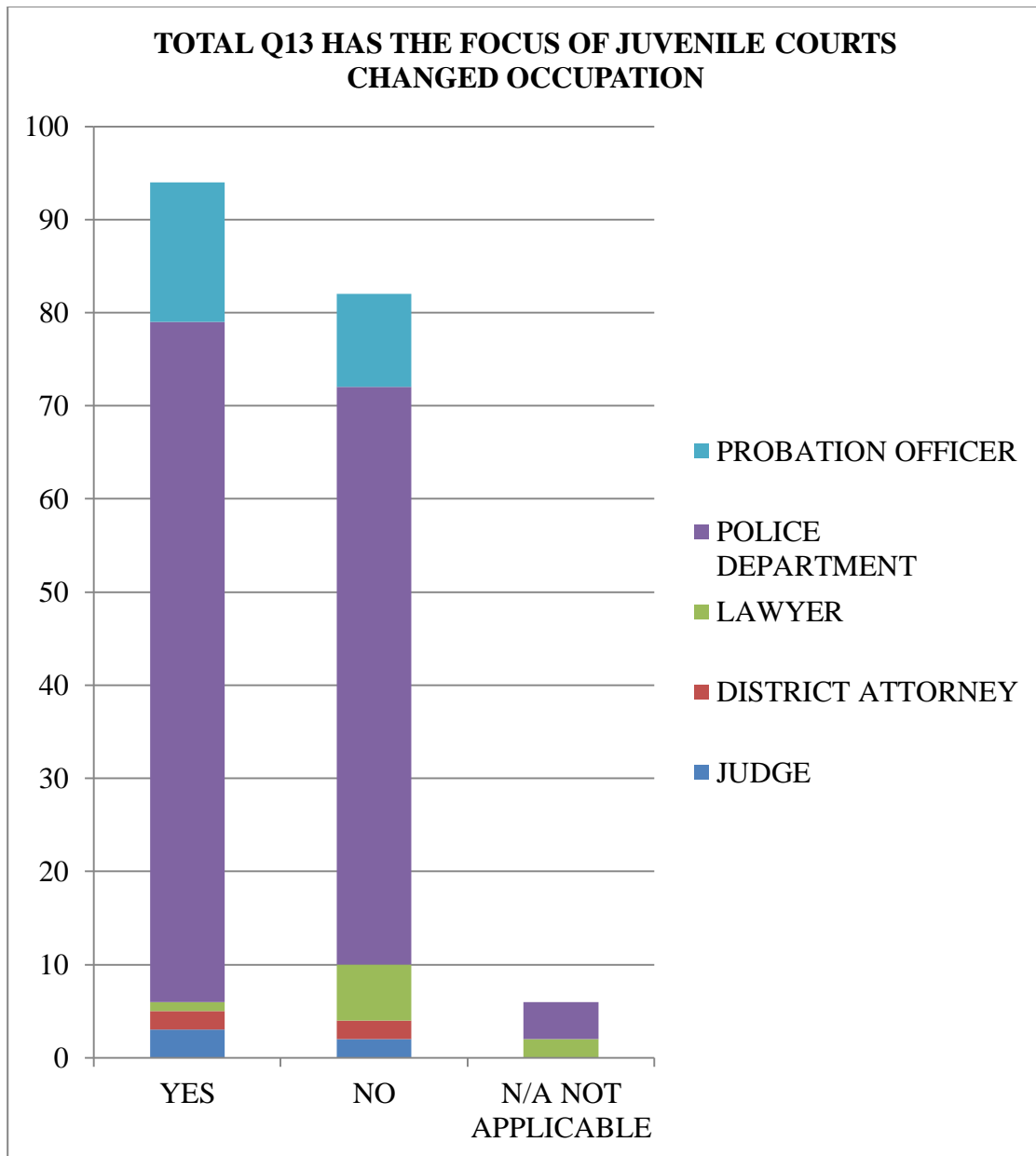


Figure 53. Q13 Has the Focus of Juvenile Justice Changed by Occupation This graph is for question 13 asking the participants Has the Focus of Juvenile Justice Changed. It is subdivided by occupation. All of the positions in Juvenile Justice are positions of power, yet regardless of occupation there was no concise belief in the Focus of Juvenile Justice by occupation.

Table 53. Q13 Has the Focus of Juvenile Justice Changed by Occupation

	JUDGE	D.A.	LAWYER	POLICE	PROBATION OFFICER
YES	3	2	1	73	15
NO	2	2	6	62	10
N/A NOT APPLICABLE	0	0	2	4	0

Question 14 (Q14 in Figures and Tables) Asked. If you had to record a juvenile's race or ethnicity, how do you choose which race or ethnicity to list?

Recording of Juvenile's Race: The participants would state rather their occupation recorded the race of the Juveniles in arrest or custody or no they did not record the juvenile's race. For participants who stated yes, further questioning was made as to rather the participant asked the juvenile what race they identified as or if the participant guessed.

1 = YES AND WE ASK = I ask the juvenile their race or I only ask when it isn't obvious.

2 = YES AND WE GUESS = I can look at the juvenile and tell or put what I think.

3 = NO = I do not record race and am sure if others record race. A simple "No". If the race of the juvenile is marked on a form of ID I have, I use the ID's race category to record the juvenile's race.

4 = SOMEONE ELSE RECORDS RACE = Someone, or some other department records race.

Summary of Q14: Has the Focus of OJJ Changed(Fig.54-55)

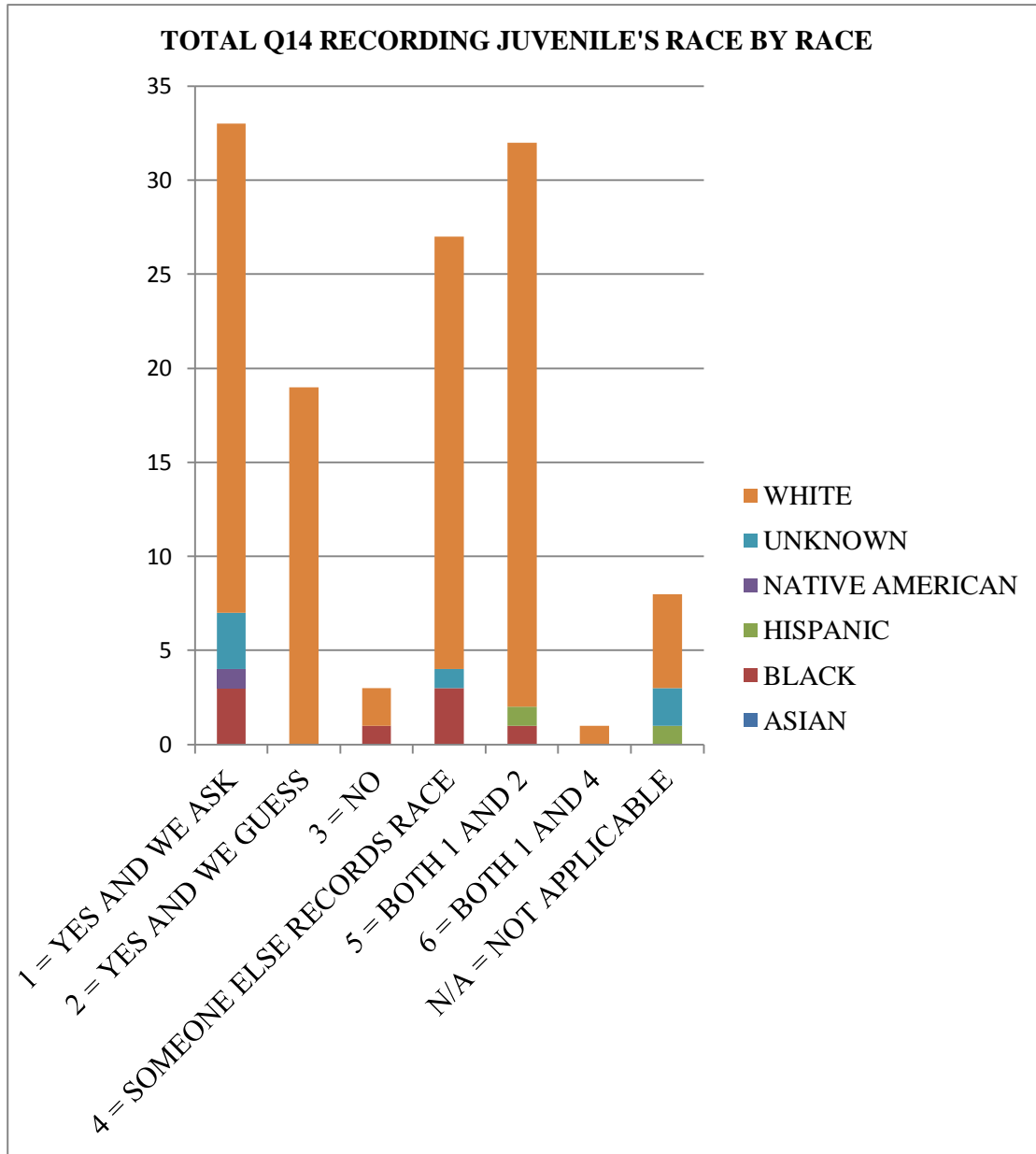


Figure 54. Q14 Recording the Youth’s Race by Race This graph is for question 14 that ask participants if their position is responsible for Recording Juvenile’s Race. There were many variables in this question that leads to no correlations to be drawn for race and the question

Table 54. Q14 Knowing the Youth by Race by Race

	ASIAN	BLACK	HISPANIC	NATIVE	UN	WHITE
1 = YES AND WE ASK	0	3	0	1	3	26
2 = YES AND WE GUESS	0	0	0	0	0	19
3 = NO	0	1	0	0	0	2
4 = SOMEONE ELSE RECORDS RACE	0	3		0	1	23
5 = BOTH 1 AND 2	0	1	1	0	0	30
6 = BOTH 1 AND 4	0	0	0	0	0	1
N/A = NOT APPLICABLE	0	0	1	0	2	5

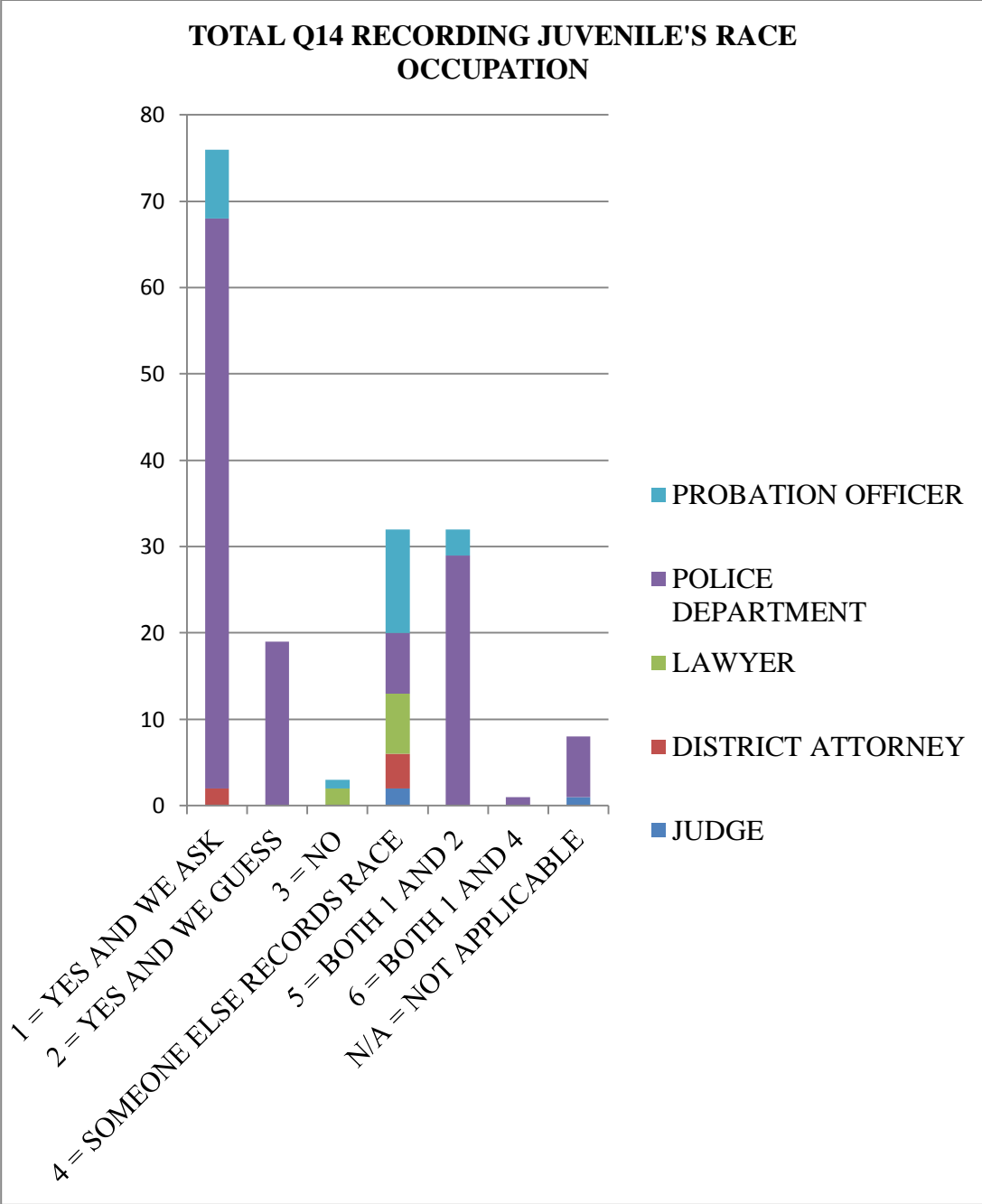


Figure 55. Q14 Recording Juvenile’s Race by Occupation This graph is for question 14 that ask participants if their position is responsible for Recording Juvenile’s Race. It is subdivided by occupation.

Table 55. Q14 Recording Juvenile's Race by

	JUDGE	D.A.	LAWYER	POLICE DEPARTMENT	PROBATION OFFICER
1 = YES AND WE ASK	0	2	0	66	8
2 = YES AND WE GUESS	0	0	0	19	0
3 = NO 4 = SOMEONE ELSE RECORDS RACE	0	0	2	0	1
5 = BOTH 1 AND 2	2	4	7	7	12
6 = BOTH 1 AND 4	0	0	0	29	3
N/A = NOT APPLICABLE	0	0	0	1	0
	1	0	0	7	0

When a juvenile is in custody their race is recorded. White answered that yes they reordered and most asked although some participants seemed unsure as they answered that yes they asked and guessed. This trend aligned with the number of Police Officers interviewed.

Yes and We Ask and Someone Else Records Race were tied for most given answers black participants and Hispanics.

Question 15 (Q15 in Figures and Tables) Asked, "From your experience, are minority youths overrepresented in official contact with your department?"

DMC in OJJ

Is There Overrepresentation?: The answers to this question were typically straight forward. Brief explanations were given and correlated with the original response. No participants answered both.

Y = YES

N = NO

Summary of Q15:Is there an Overrepresentation of Minorities in Juvenile Justice?

(Figure 56 - 58)

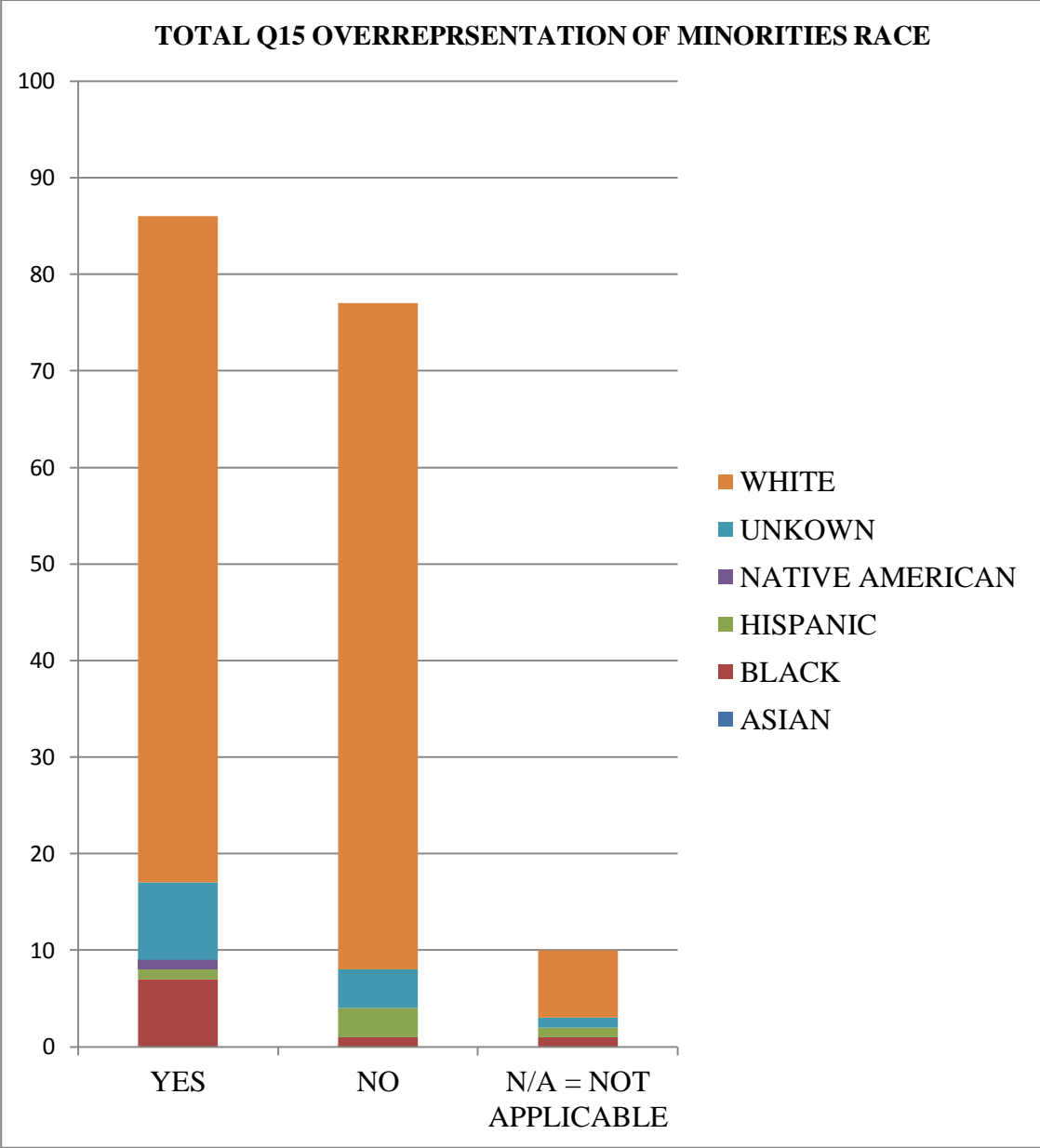


Figure 56. Q15 Overrepresentation of Minorities by Race This graph is for question 15 asking participants if there is an Overrepresentation of Minorities in the juvenile justice system. The question split whites evenly. However minorities mostly answered yes. This seems to be one area that despite occupying positions of power blacks still saw themselves as overrepresented in the justice system. No research in the studies gave additional insight on this occurrence.

Table 56. Q15 Overrepresentation of Minorities by Race

	ASIAN	BLACK	HISPANIC	NATIVE	UN	WHITE
YES	0	7	1	1	8	69
NO	0	1	3	0	4	69
N/A = NOT APPLICABLE	0	1	1	0	1	7

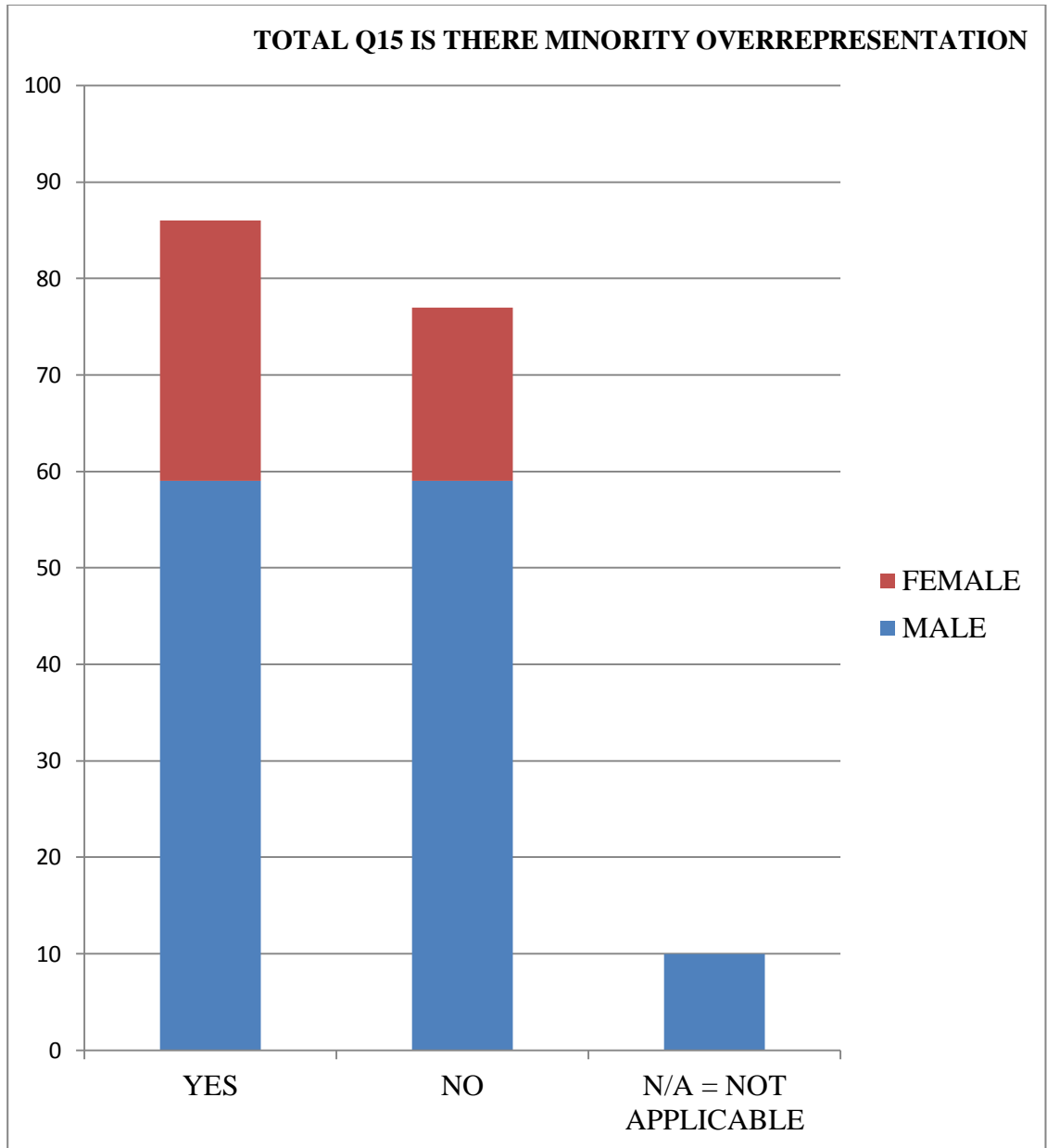


Figure 57. Q15 Is there Overrepresentation by Race

This graph is for question 15 asking participants if there is there Overrepresentation of Minorities in the juvenile justice system. It is subdivided by gender. Men were evenly split on the question.

Table 57. Q15 Is there Overrepresentation by Race

	MALE	FEMALE
YES	59	27
NO	59	18
N/A = NOT APPLICABLE	10	0

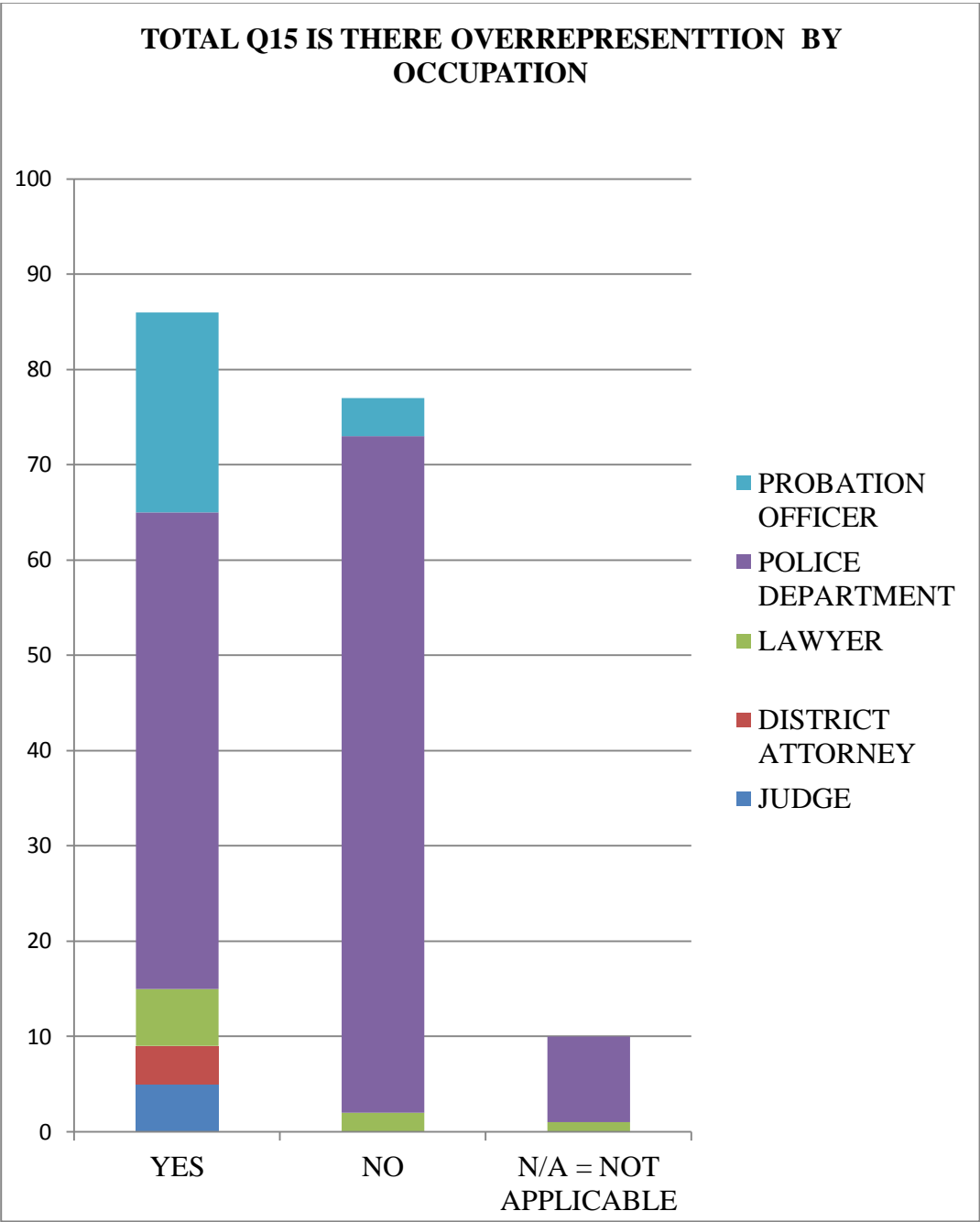


Figure 58. Q15 Overrepresentation in Juvenile Justice by Occupation

This graph is for question 15 asking participants if there is an Overrepresentation of Minorities in the juvenile justice system. It is subdivided by occupation. The Police Department has the most contact with juveniles yet they the majority did not believe

there was Overrepresentation. This correlates with the implicit bias found in police work (Butler, 2017).

Table 58. Q15 Overrepresentation in Juvenile Justice by Occupation

	JUDGE	D.A	LAWYER	POLICE DEPARTMENT	PROBATION OFFICER	
YES	5	4		6	50	21
NO	0	0		2	71	4
N/A = NOT APPLICABLE	0	0		1	9	0

No question split white participants more than rather there is an Overrepresentation of Minorities in Juvenile Justice. An equal number of whites said yes and no. The most striking difference was among professions. Probation Officers, Lawyers, District Attorneys and some officers stated Yes. Most Police Department participants stated No. The question also broke evenly between males regardless of race. As the questions preceding the Overrepresentation of Minorities question, were to designed for elaboration, the splitting continued with contradiction.

All but one black participant answered Yes there is Overrepresentation of Minorities. For Hispanic participants, Yes was given the most overall and with the lone female. No had three answers, making it a close second.

Question 16 (Q16 in Figures and Tables) Asked, “Which group or groups are most represented?”

Which Race is Most Overrepresented?: The Answers to this question were typically straight forward. All participants stated a race being overrepresented, several races being overrepresented or that there was no overrepresentation of any race. Some

DMC in OJJ

participants gave additional insight as to why a race was overrepresented, but for the purposes of coding any race or all races stated by the participant were recorded.

1 = ASIAN

2 = BLACK

3 = HISPANIC

4 = NATIVE AMERICAN

5 = WHITE

6 = OTHER/MULTI-RACE

7 = NO OVERREPRESENTATION

Summary of Q16: What is Race is Most Overrepresented? (Figure 59 – 64)

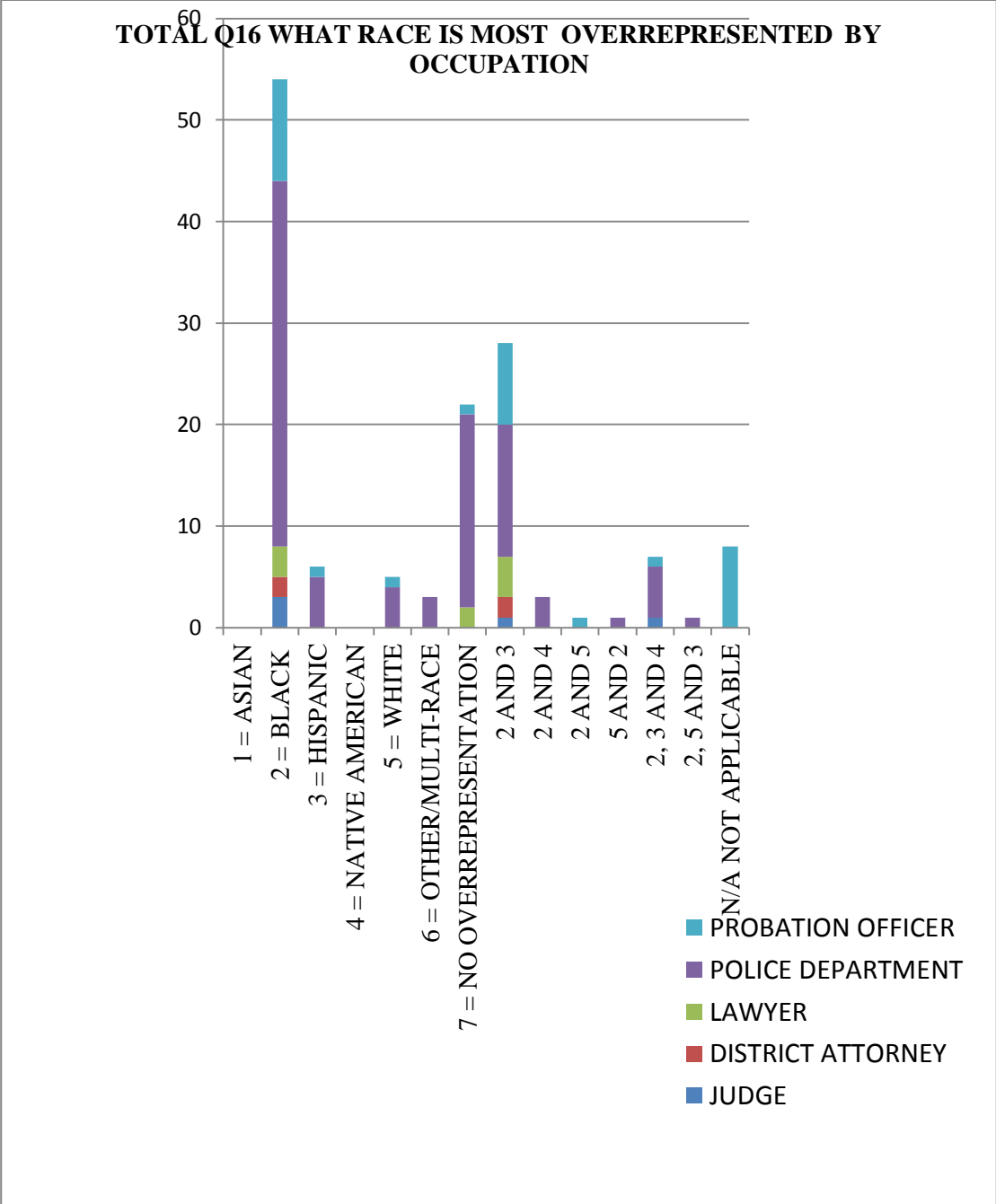


Figure 59. Q16 Overrepresentation in Juvenile Justice by Occupation This graph is for question 16 asking participants if there is an over representation of minorities in the juvenile justice system, What Race is Most Overrepresented. It is subdivided by occupation. The implicit bias is detailed in this graph as the yes answers are elaborated. The Police Department showed a strong belief in black and/or black/Hispanic overrepresentation, but yet showed a strong belief that there was no overrepresentation.

Table 59. Q16 Overrepresentation in Juvenile Justice by Occupation

	JUDGE	D.A.	LAWYER	POLICE	PROBATION OFFICER
1 = ASIAN	0	0	0	0	0
2 = BLACK	3	2	3	36	10
3 = HISPANIC	0	0	0	5	1
4 = NATIVE AMERICAN	0	0	0	0	0
5 = WHITE	0	0	0	4	1
6 = OTHER/MULTI-RACE	0	0	0	3	0
7 = NO OVERREPRESENTATION	0	0	2	19	1
2 AND 3	1	2	4	13	8
2 AND 4	0	0	0	3	0
2 AND 5	0	0	0	0	1
5 AND 2	0	0	0	1	0
2, 3 AND 4	1	0	0	5	1
2, 5 AND 3	0	0	0	1	0
N/A NOT APPLICABLE	0	0	0	0	8

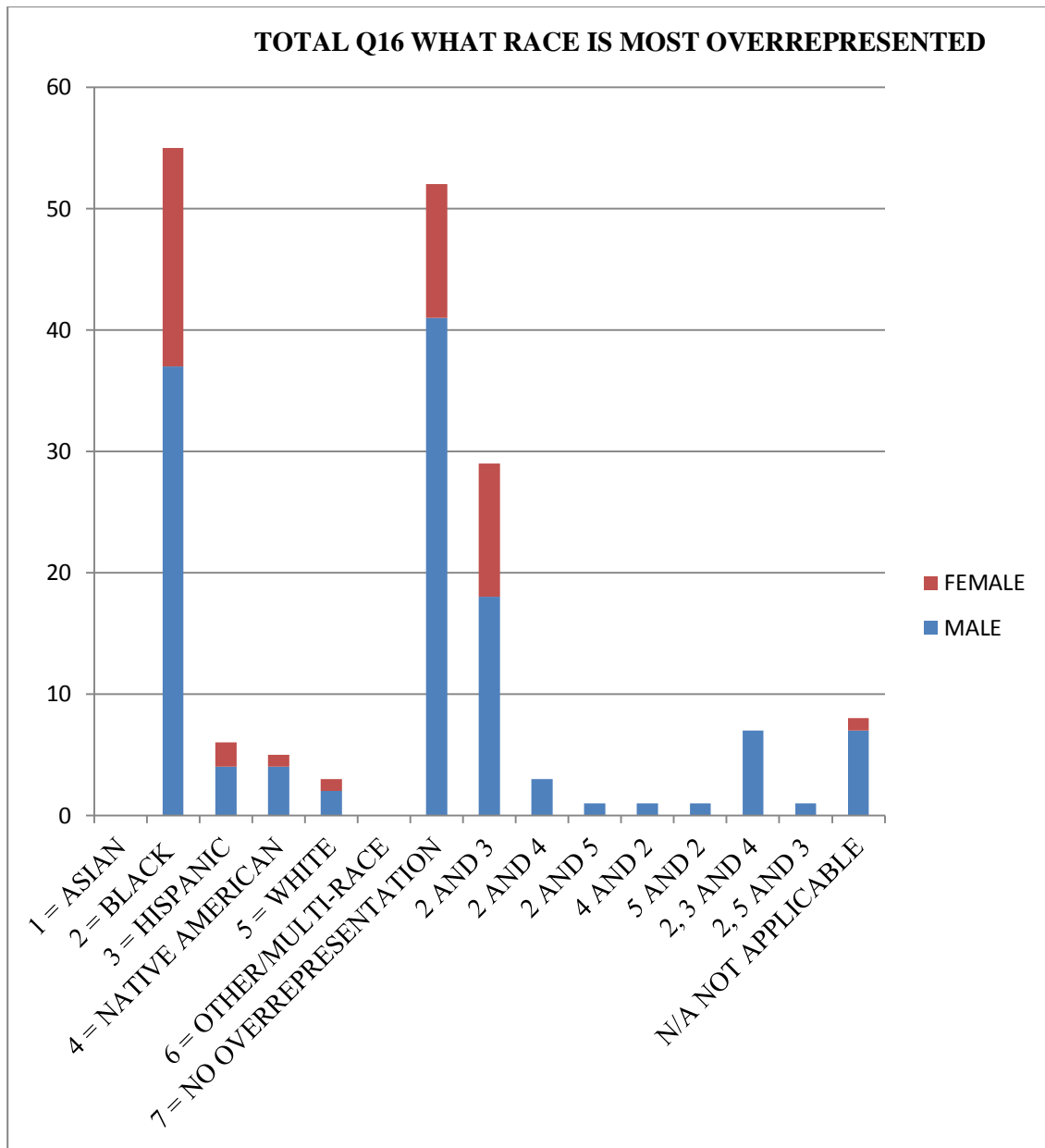


Figure 60. Q16 What Race is Most Overrepresented by Gender This graph is for question 16 asking participants if there is an over representation of minorities in the juvenile justice system, What Race is Most Overrepresented. It is subdivided by Gender. No correlations can be drawn from gender.

Table 60. Q16 What Race is Most Overrepresented

	MALE	FEMALE
1 = ASIAN	0	0
2 = BLACK	37	18
3 = HISPANIC	4	2
4 = NATIVE AMERICAN	4	1
5 = WHITE	2	1
6 = OTHER/MULTI-RACE	0	0
7 = NO OVERREPRESENTATION	41	11
2 AND 3	18	11
2 AND 4	3	0
2 AND 5	1	0
4 AND 2	1	0
5 AND 2	1	0
2, 3 AND 4	7	0
2, 5 AND 3	1	0
N/A NOT APPLICABLE	7	1

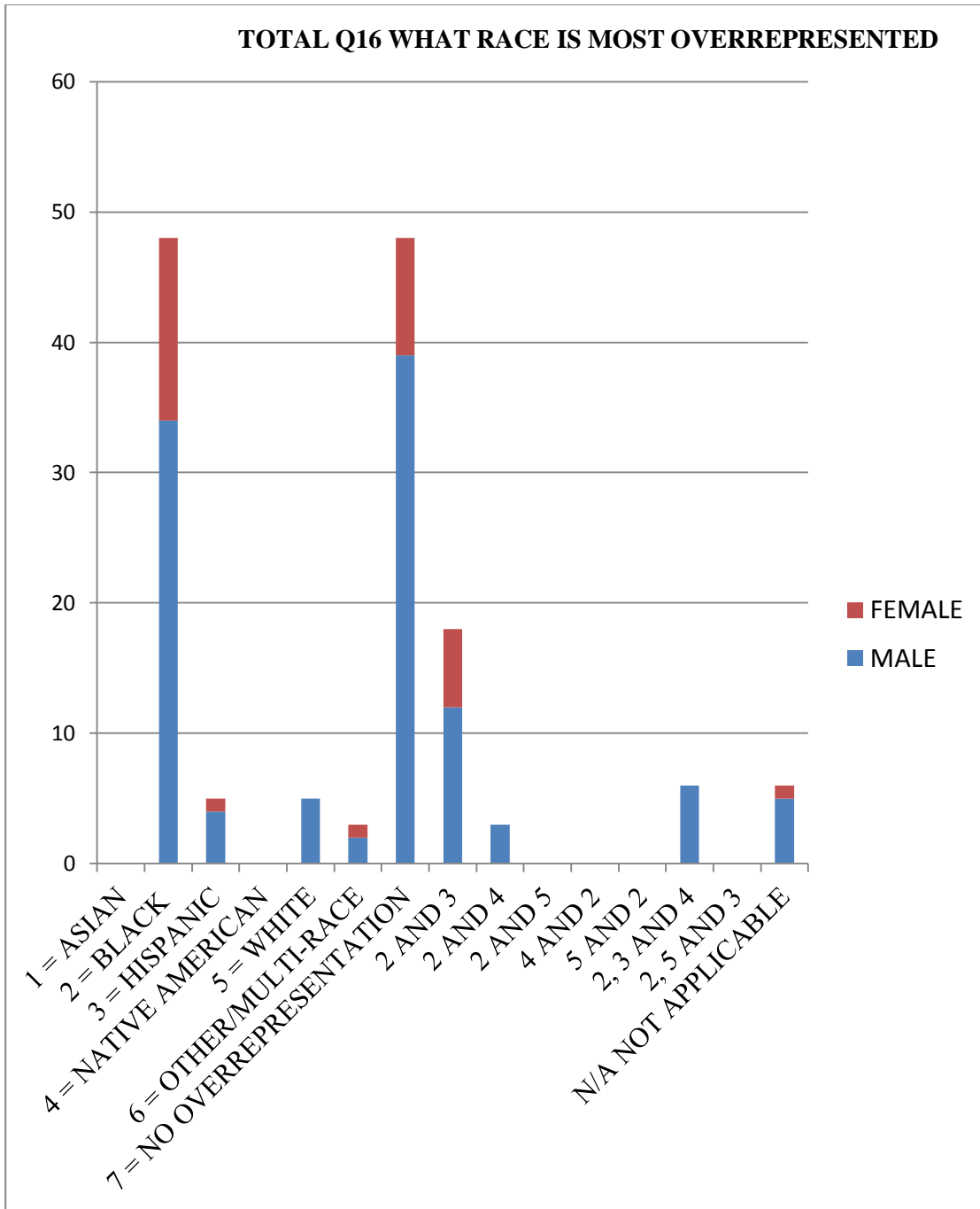


Figure 61. Q16 Whites by Gender This graph is for question 16 asking participants if there is an over representation of minorities in the juvenile justice system, What Race is Most Overrepresented. It is subdivided by white’s gender. Whites show another integrating of their dominant group beliefs as the overlooking of overrepresentation of minorities in the justice system despite later giving factors to explain DMC in later questions.

Table 61. Q16 Whites by Gender

	MALE	FEMALE
1 = ASIAN	0	0
2 = BLACK	34	14
3 = HISPANIC	4	1
4 = NATIVE AMERICAN	0	0
5 = WHITE	5	0
6 = OTHER/MULTI-RACE	2	1
7 = NO OVERREPRESENTATION	39	9
2 AND 3	12	6
2 AND 4	3	0
2 AND 5	0	0
4 AND 2	0	0
5 AND 2	0	0
2, 3 AND 4	6	0
2, 5 AND 3	0	0
N/A NOT APPLICABLE	5	1

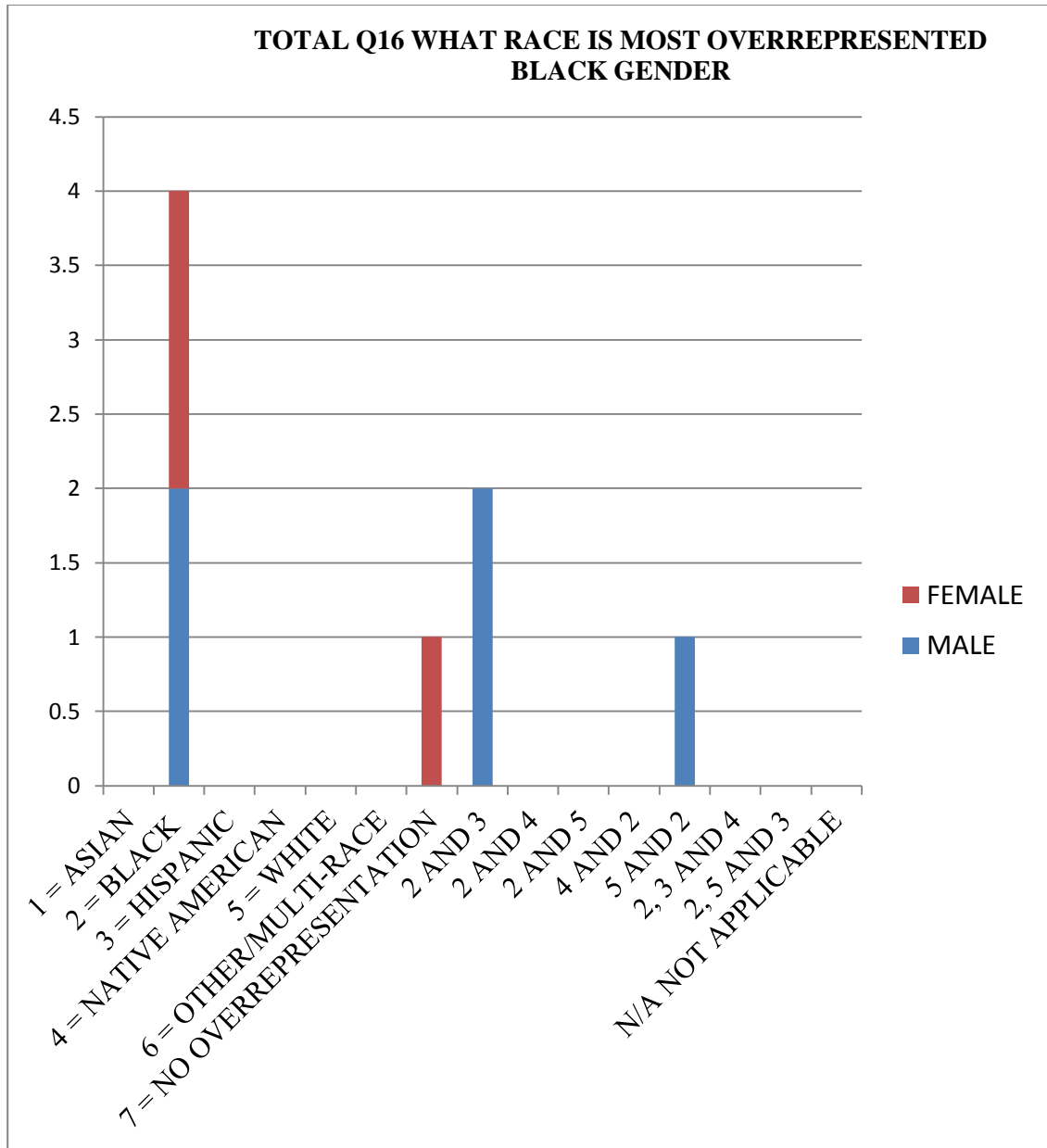


Figure 62. Q16 Blacks by Gender This graph is for question asking participants if there is an over representation of minorities in the juvenile justice system, What Race is Most Overrepresented. It is subdivided by blacks gender (2) Black was the second most given answer overall. It was the most given answer by both genders, and therefore breaking from the trend for whites' totals. (7) No Overrepresentation was given by a female participant.

Table 62. Q16 Blacks by Gender

	MALE	FEMALE
1 = ASIAN	0	0
2 = BLACK	2	2
3 = HISPANIC	0	0
4 = NATIVE AMERICAN	0	0
5 = WHITE	0	0
6 = OTHER/MULTI-RACE	0	0
7 = NO OVERREPRESENTATION	0	1
2 AND 3	2	0
2 AND 4	0	0
2 AND 5	0	0
4 AND 2	0	0
5 AND 2	1	0
2, 3 AND 4	0	0
2, 5 AND 3	0	0
N/A NOT APPLICABLE	0	0

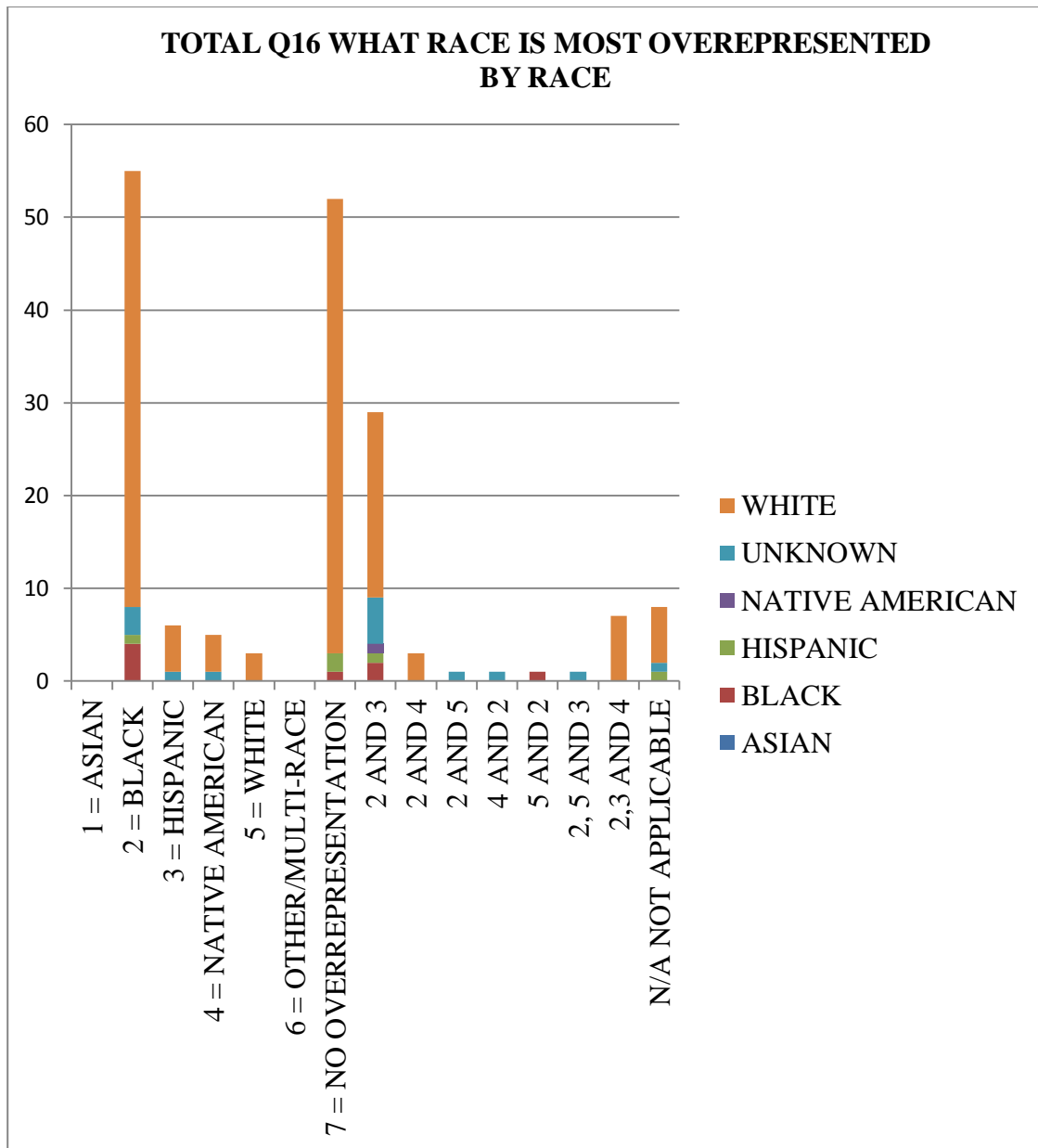


Figure 63. Q16 Which Race is most Overrepresented by Race

This graph is for question 16 asking interviewees if there is an over representation of minorities in the juvenile justice system, What Race is Most Overrepresented. It is subdivided by Race. The overrepresentation of a certain race was acknowledged by whites, but a No Overrepresentation answer was almost the number one answer by whites continuing the implicit bias (Butler, 2017).

Table 63. Q16 Which Race is most Overrepresented by Race

	ASIAN	BLACK	HISPANIC	NATIVE	UK	WHITE
1 = ASIAN	0	0	0	0	0	0
2 = BLACK	0	4	1	0	3	47
3 = HISPANIC	0	0	0	0	1	5
4 = NATIVE AMERICAN	0	0	0	0	1	4
5 = WHITE	0	0	0	0	0	3
6 = OTHER/MULTI-RACE	0	0	0	0	0	0
7 = NO OVERREPRESENTATION	0	1	2	0	0	49
2 AND 3	0	2	1	1	5	20
2 AND 4	0	0	0	0	0	3
2 AND 5	0	0	0	0	1	0
4 AND 2	0	0	0	0	1	0
5 AND 2	0	1	0	0	0	0
2, 5 AND 3	0	0	0	0	1	0
2,3 AND 4	0	0	0	0	0	7
N/A NOT APPLICABLE			1		1	6

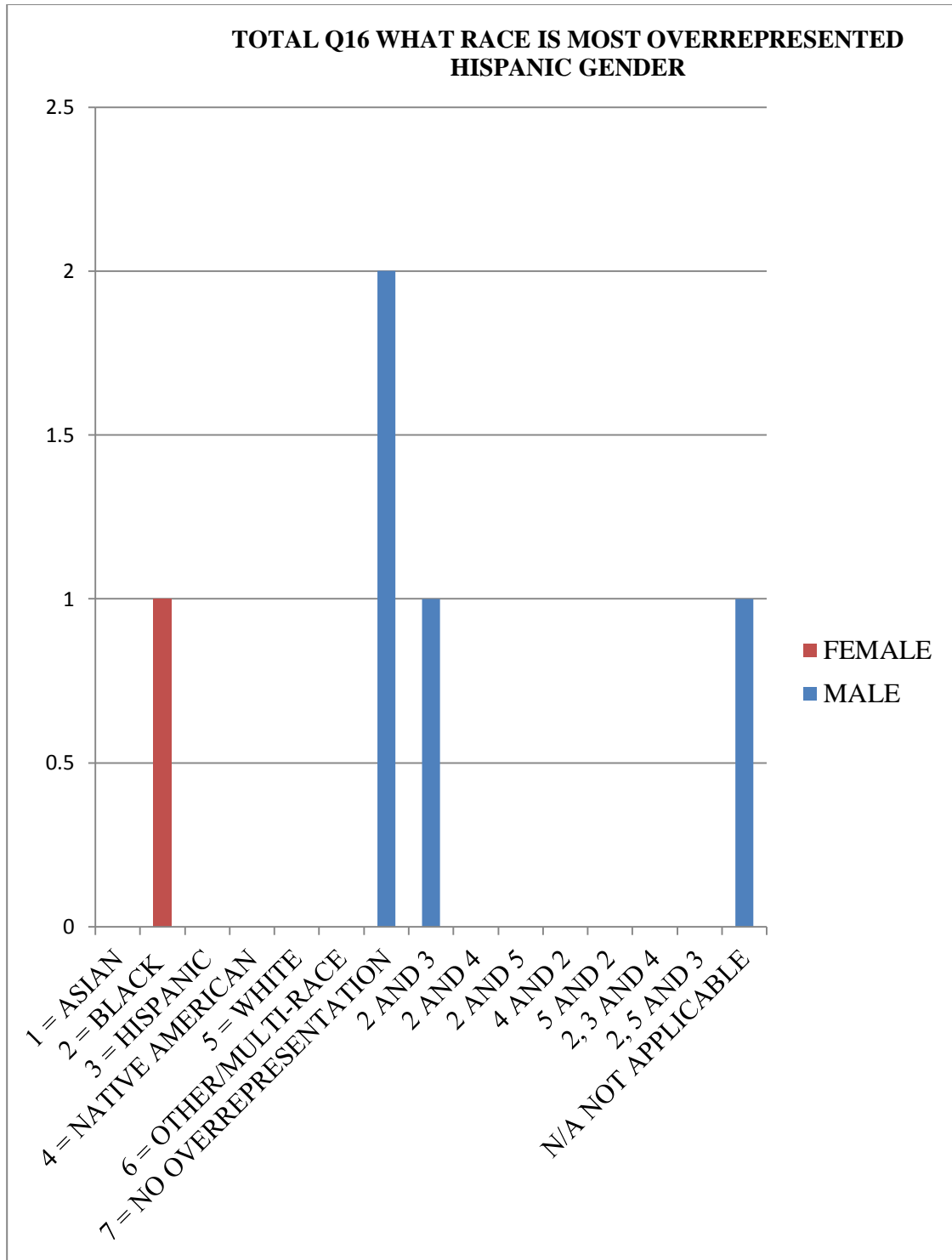


Figure 64. Q16 Hispanics by Gender This graph is for question 16 asking interviewees if there is an over representation of minorities in the juvenile justice system, What Race is Most Overrepresented. It is subdivided by gender. There were twice as many answers for No Overrepresentation as any other answer.

Table 64. Q16 Hispanics by Gender

	MALE	FEMALE
1 = ASIAN	0	0
2 = BLACK	0	1
3 = HISPANIC	0	0
4 = NATIVE AMERICAN	0	0
5 = WHITE	0	0
6 = OTHER/MULTI-RACE	0	0
7 = NO OVERREPRESENTATION	2	0
2 AND 3	1	0
2 AND 4	0	0
2 AND 5	0	0
4 AND 2	0	0
5 AND 2	0	0
2, 3 AND 4	0	0
2, 5 AND 3	0	0
N/A NOT APPLICABLE	1	0

Most whites did not believe there was a Race that was Most Overrepresented. Those who did believe there was a race or races overrepresented most answered Black followed by Black and Hispanic. Some whites even though whites were most overrepresented. A majority of whites, either gender did not think there was an overrepresentation of minorities. White was given as an answer by three participants, all white. At least one white participant answered that Whites in combination with Blacks, or Blacks and Hispanics were most overrepresented. No minority participants answered as such.

Black was the most given answer by black participants with Black and Hispanic the second most. Most Hispanic participants did not believe there was Overrepresentation in OJJ. The female participant thought Black was most overrepresented.

Question 17 (Q17 in Figures and Tables) Asked, “What effects, if any, have you seen a lack of quality educational resources play in DMC? What about the accompanying socioeconomic conditions such as poverty, substance abuse, or education?”

Factors Explaining DMC: The question of “What Factors Explain DMC”, were asked of the participant and the possible factors were read to the participant. A participant would answer yes or no to the four presented factor read to them. These factors were education, poverty, family and substance abuse. Some participants would attempt to justify or add to the responses. For the purposes of this paper, once the participant answered yes to a factor or spoke one of the other factors into their response, it was recorded. Some participants answered yes to multiple factors, these participants were given a 5 for a combination of the four factors. Some participants stated yes to all four given factors and these participants were given a 6 for All of the Above. Finally there were some participants who stated no to all four of the presented factors. Some participants stated their own factors that could not be categorized into the four presented factors. For these participants who either stated no or offered factors that could not be classified, a 7 was given as Other/None.

1 = EDUCATION

2 = POVERTY

3 = FAMILY

4 = SUBSTANCE ABUSE

5 = COMINATION OF THE 4

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6 = ALL OF THE ABOVE

7 = OTHER/NONE

Summary of Q17: What Factors Explain Disproportionate Contact? (Fig. 65 - 72)

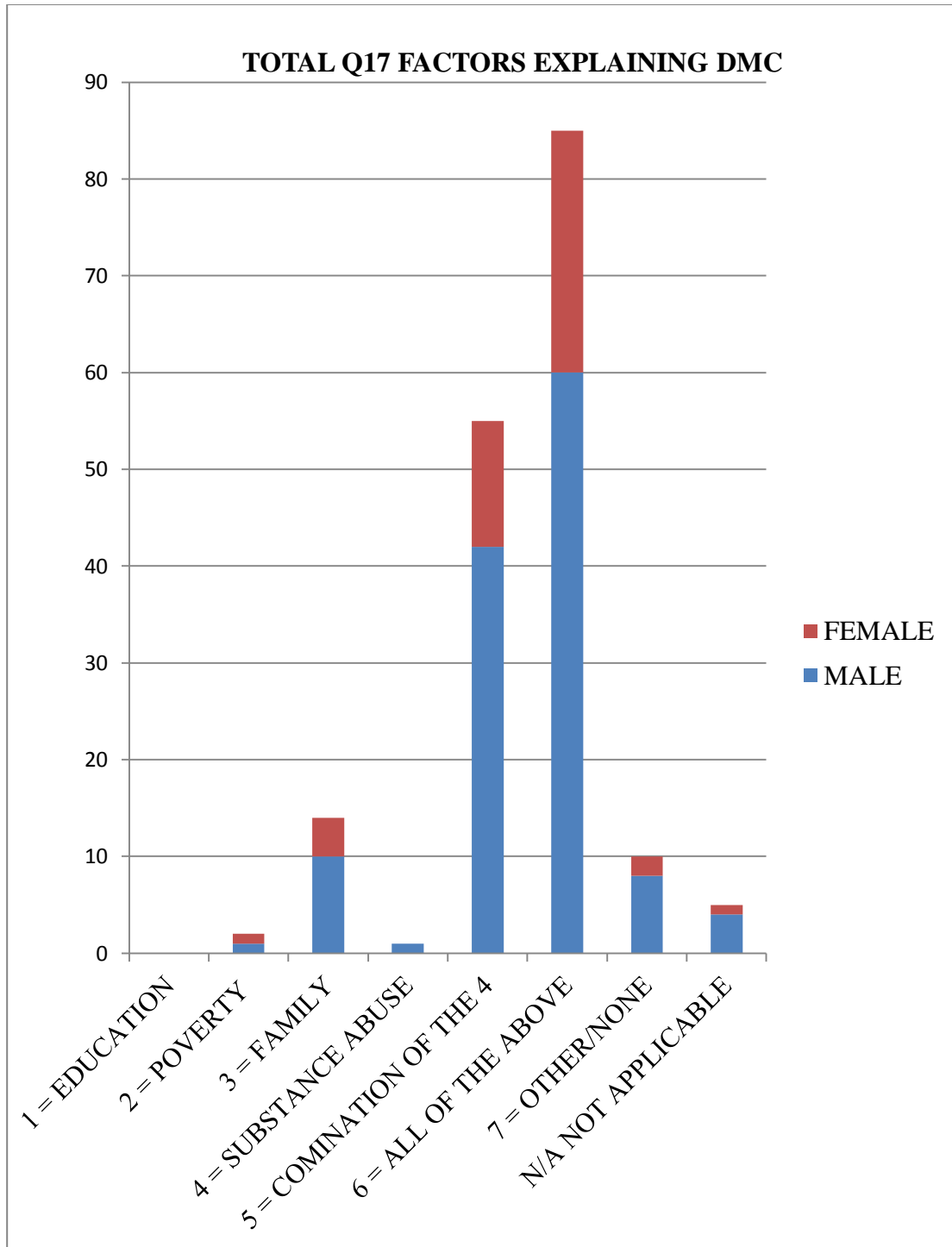


Figure 65. Q17 What Factors Explain DMC by Whites Gender This graph is illustrating question 17 What Factors Explaining DMC. It is subdivided by Gender. In a startling contrast few people answered Other/None (10), yet all other respondents listed that there are Factors to explain DMC.

Table 65. Q17 What Factors Explain DMC by Race

	MALE	FEMALE
1 = EDUCATION	0	0
2 = POVERTY	1	1
3 = FAMILY	10	4
4 = SUBSTANCE ABUSE	1	0
5 = COMINATION OF THE 4	42	13
6 = ALL OF THE ABOVE	60	25
7 = OTHER/NONE	8	2
N/A NOT APPLICABLE	4	1

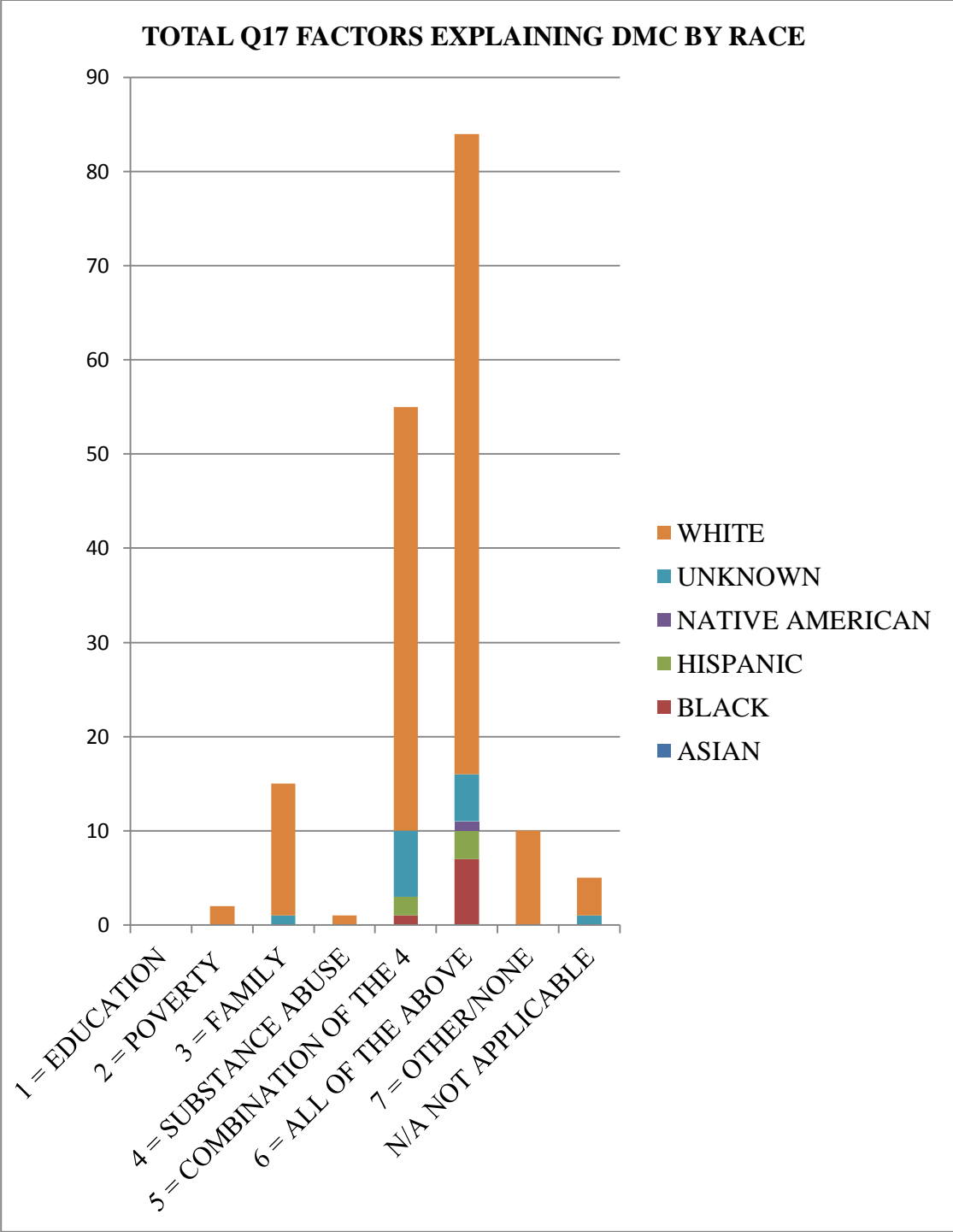


Figure 66. Q17 Factors Explaining DMC by Race

This graph was for question 17 asking interviewees what Factors Explaining DMC. It is sub-divided by race. Whites were the only race to believe there were no factors to explain DMC.

Table 66. Q17 Factors Explaining DMC by Race

	ASIAN	BLACK	HISPANIC	NATIVE	UK	WHITE
1 = EDUCATION	0	0	0	0	0	0
2 = POVERTY	0	0	0	0	0	2
3 = FAMILY	0	0	0	0	1	14
4 = SUBSTANCE ABUSE	0	0	0	0	0	1
5 = COMBINATION OF THE 4	0	1	2	0	7	45
6 = ALL OF THE ABOVE	0	7	3	1	5	68
7 = OTHER/NONE	0	0	0	0	0	10
N/A NOT APPLICABLE	0	0	0	0	1	4

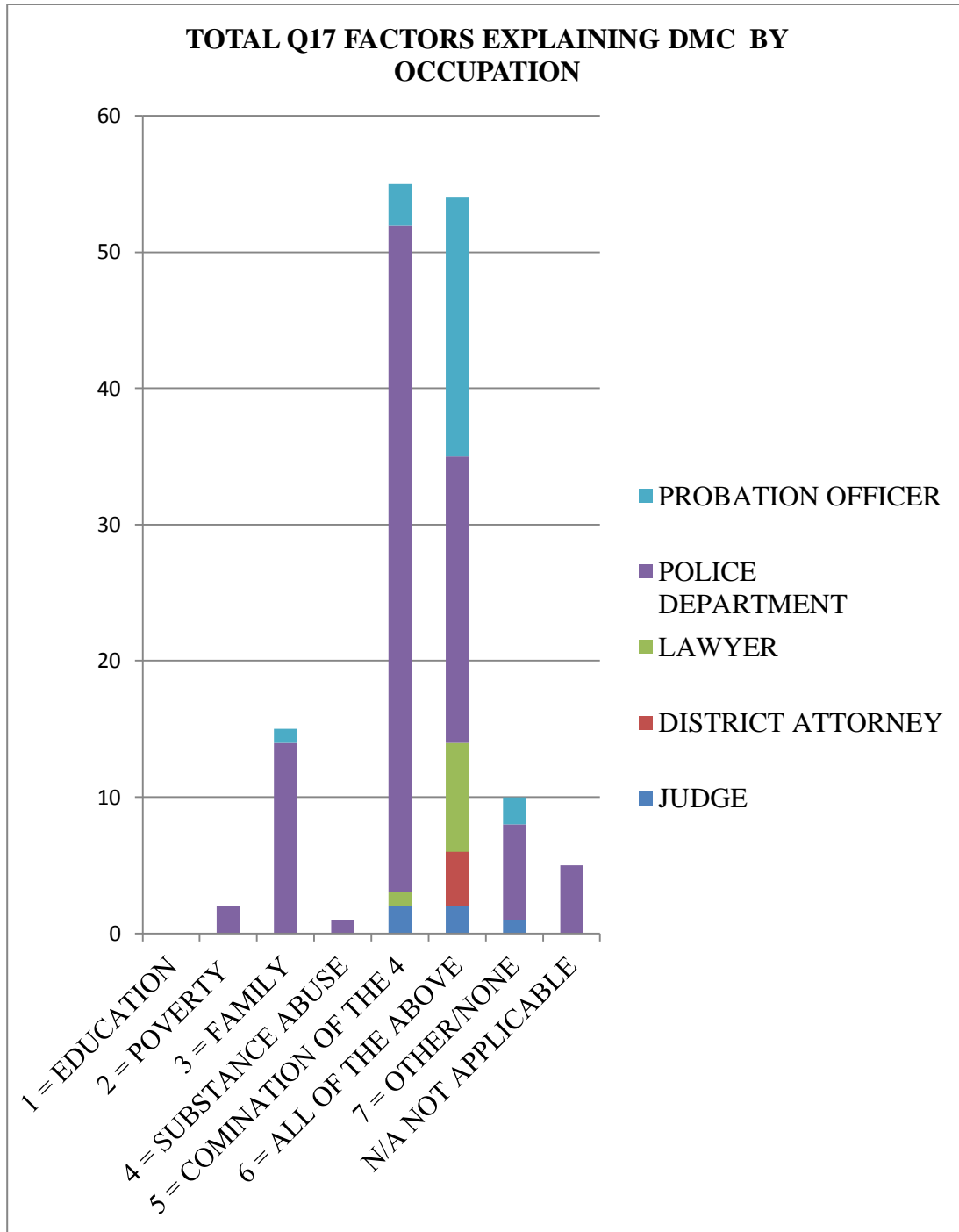


Figure 67. Q17 What Factors Explaining DMC by Occupation This graph is for question 17 asking participants What Factors Explaining DMC. It is subdivided by occupation. Of whites who answered other/none almost all were cops

Table 67. Q17 What Factors Explaining DMC by

	JUDGE	DISTRICT ATTORNE Y	LAWYER	POLICE	PROBATION OFFICER
1 = EDUCATION	0	0	0	0	0
2 = POVERTY	0	0	0	2	0
3 = FAMILY	0	0	0	14	1
4 = SUBSTANCE ABUSE	0	0	0	1	0
5 = COMINATION OF THE 4	2	0	1	49	3
6 = ALL OF THE ABOVE	2	4	8	21	19
7 = OTHER/NONE	1	0	0	7	2
N/A NOT APPLICABLE	0	0	0	5	0

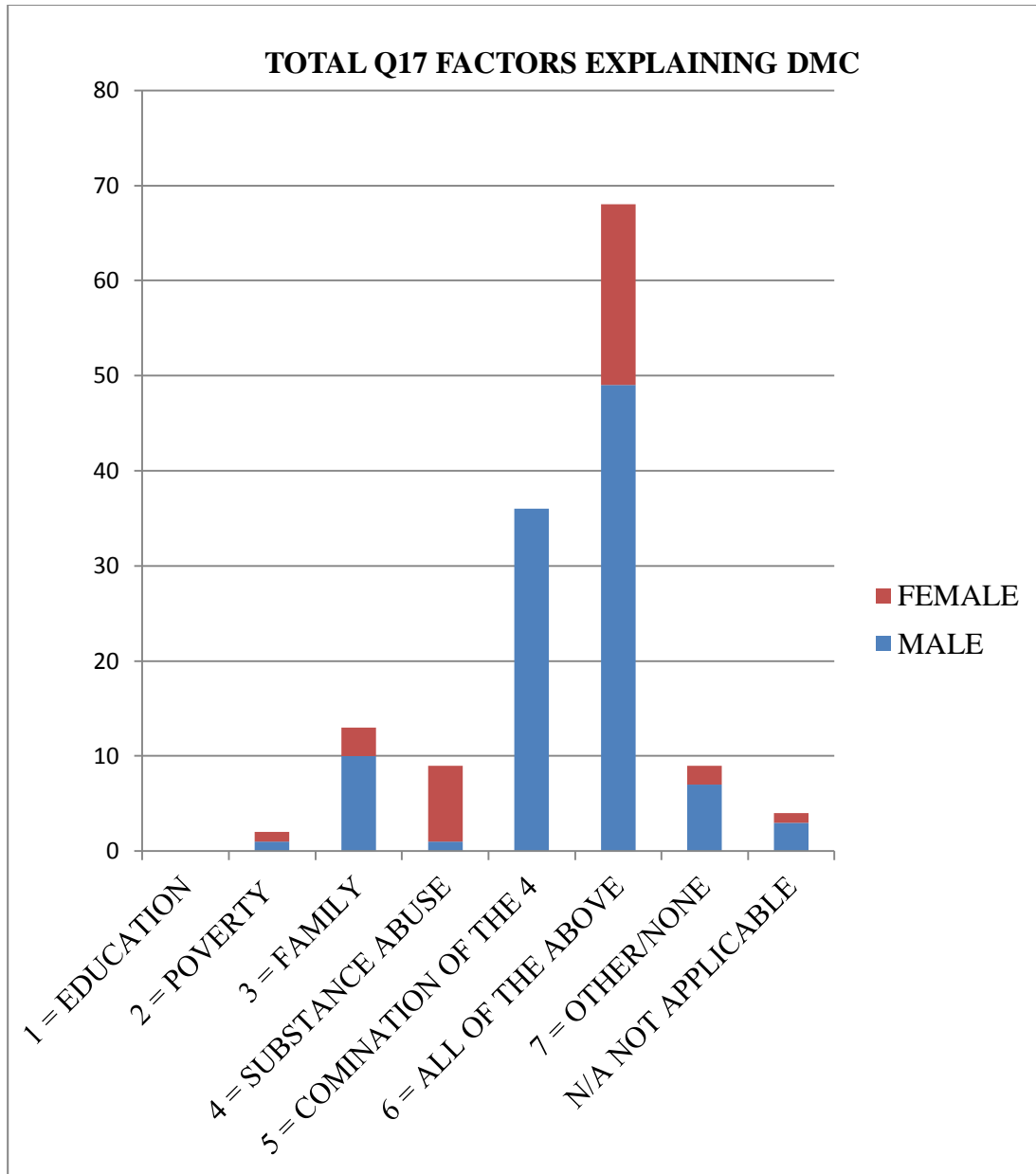


Figure 68. Q17 Whites by Gender This graph is illustrating question 17 What Factors Explaining DMC. It is subdivided by whites' gender. Here we see the contrast in answers that there are Factors to Explain DMC according to whites, but yet many do not believe there is DMC or Overt Racism.

Table 68. Q17 Whites by Gender

	MALE	FEMALE
1 = EDUCATION	0	0
2 = POVERTY	1	1
3 = FAMILY	10	3
4 = SUBSTANCE ABUSE	1	8
5 = COMINATION OF THE 4	36	0
6 = ALL OF THE ABOVE	49	19
7 = OTHER/NONE	7	2
N/A NOT APPLICABLE	3	1

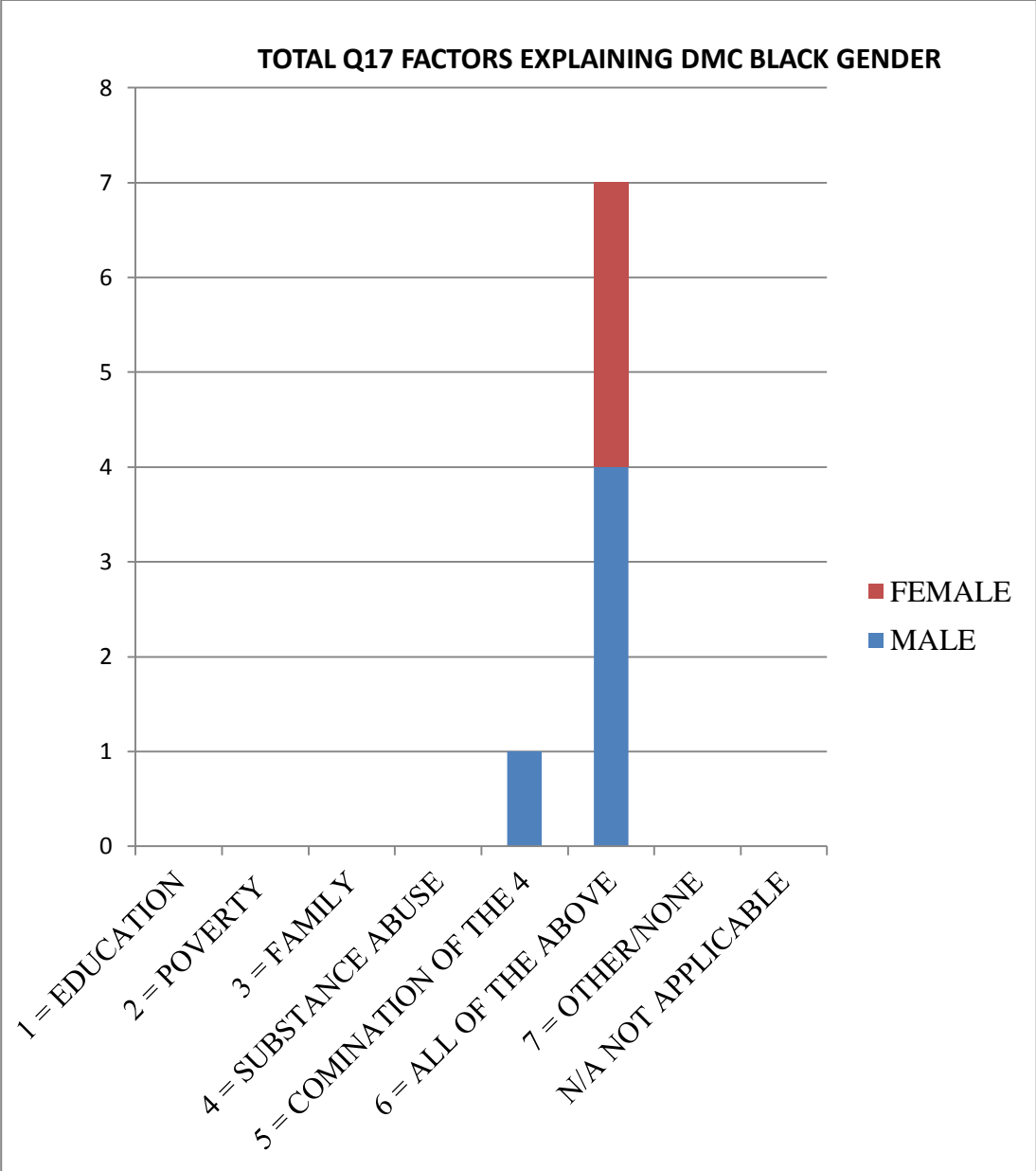


Figure 69. Q17 Blacks by Gender This graph is illustrating question 17 What Factors Explaining DMC. (6) All of the Above was the most given answer overall and by both genders.

Table 69. Q17 Blacks by Gender

	MALE	FEMALE
1 = EDUCATION	0	0
2 = POVERTY	0	0
3 = FAMILY	0	0
4 = SUBSTANCE ABUSE	0	0
5 = COMINATION OF THE 4	1	0
6 = ALL OF THE ABOVE	4	3
7 = OTHER/NONE	0	0
N/A NOT APPLICABLE	0	0

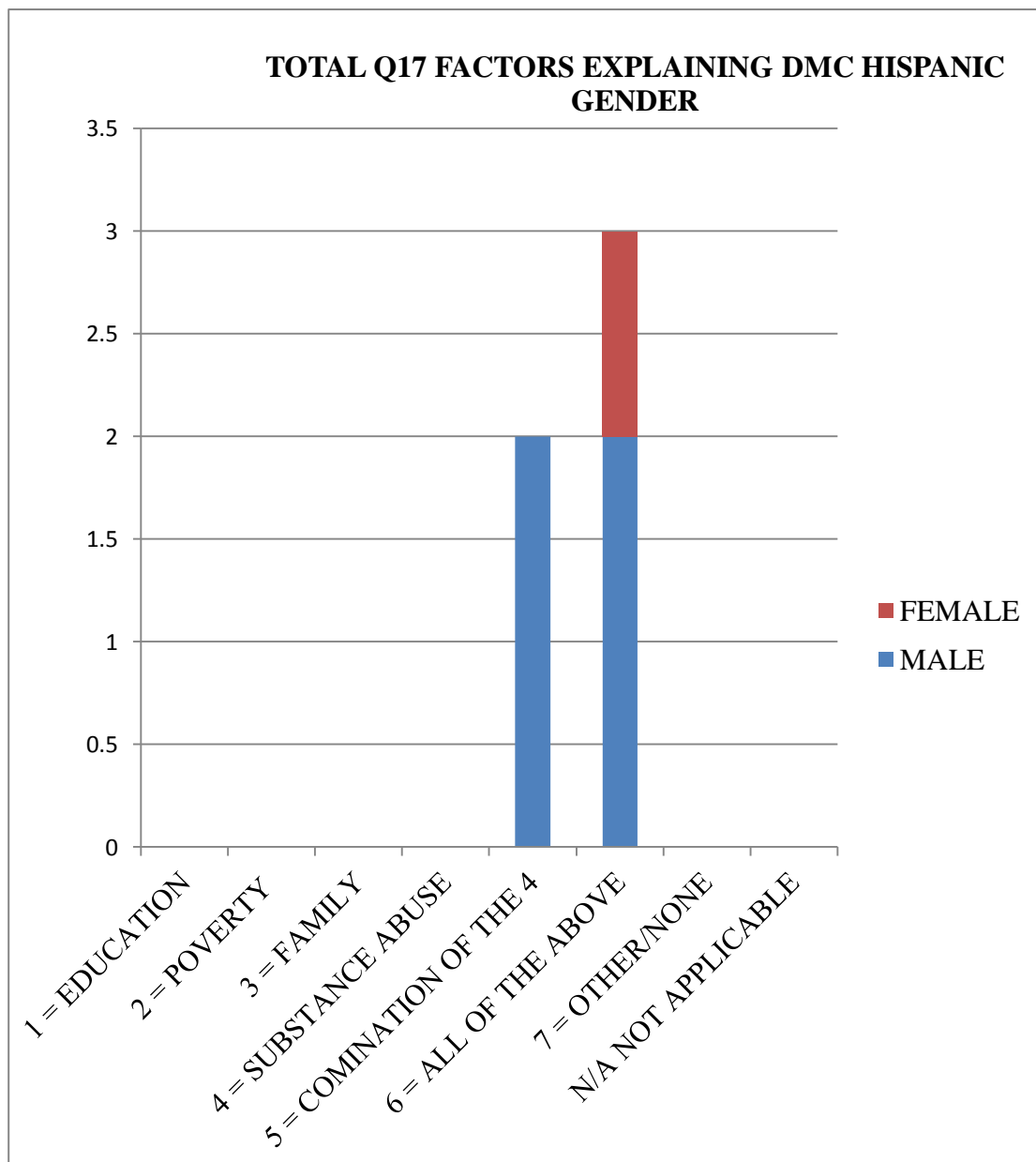


Figure 70. Q17 Hispanics by Gender This graph is illustrating question 17 What Factors Explaining DMC. It is subdivided by Hispanic. Again demonstrating similar double talk to whites, Hispanics believed in Factors in Explaining DMC.

Table 70. Q17 Hispanics by Gender

	MALE	FEMALE
1 = EDUCATION	0	0
2 = POVERTY	0	0
3 = FAMILY	0	0
4 = SUBSTANCE ABUSE	0	0
5 = COMINATION OF THE 4	2	0
6 = ALL OF THE ABOVE	2	1
7 = OTHER/NONE	0	0
N/A NOT APPLICABLE	0	0

Despite a significant number of white participants, 69, having stated there is No Overrepresentation they continue to answer questions as to What Race is Most Overrepresented and What Factors Explain Disproportionate Contact. This becomes more intriguing when we consider the answers given for Factors are in conflict to the Miracle question. Many whites attributed DMC to All of the Above and a Combination of the 4 given Factors. In the Miracle question most whites stated that Family or More Power were the two most given answers, yet in Explaining DMC whites believe there is much more contributing to The Overrepresentation. This was true regardless of the occupation. All of the Above was number one answer given by male and female whites. Combination of the 4 was second overall, but was exclusive to all males. White women state Substance Abuse as the second most of their gender.

All of the Above was given by everyone of the black participants, except one male who stated a Combination.

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All of the above was used as the most common answer to Explain DMC, with a Combination being second. As with white participants the answering of this question went in the face of questions previously asked such as the Miracle question and rather or not there is DMC.

Question 18 (Q18 in Figures and Tables) Asked. Some have suggested that a culture of violence (one which accepts and even embraces violence as an acceptable means for one's goals) exists in many barrio and ghetto neighborhoods. In your experience, does this seem to be the case?

Culture of Violence: The answers to this question were typically straight forward. Brief explanations were given and correlated with the original response. No participants answered both.

Y = YES

N = NO

Summary of Q18: Is there a Culture of Violence? (Figure 71 - 73)

Most everyone believed there is a Culture of Violence. This was true across all races and genders. All but one black participant stated that Yes there is a Culture of Violence.

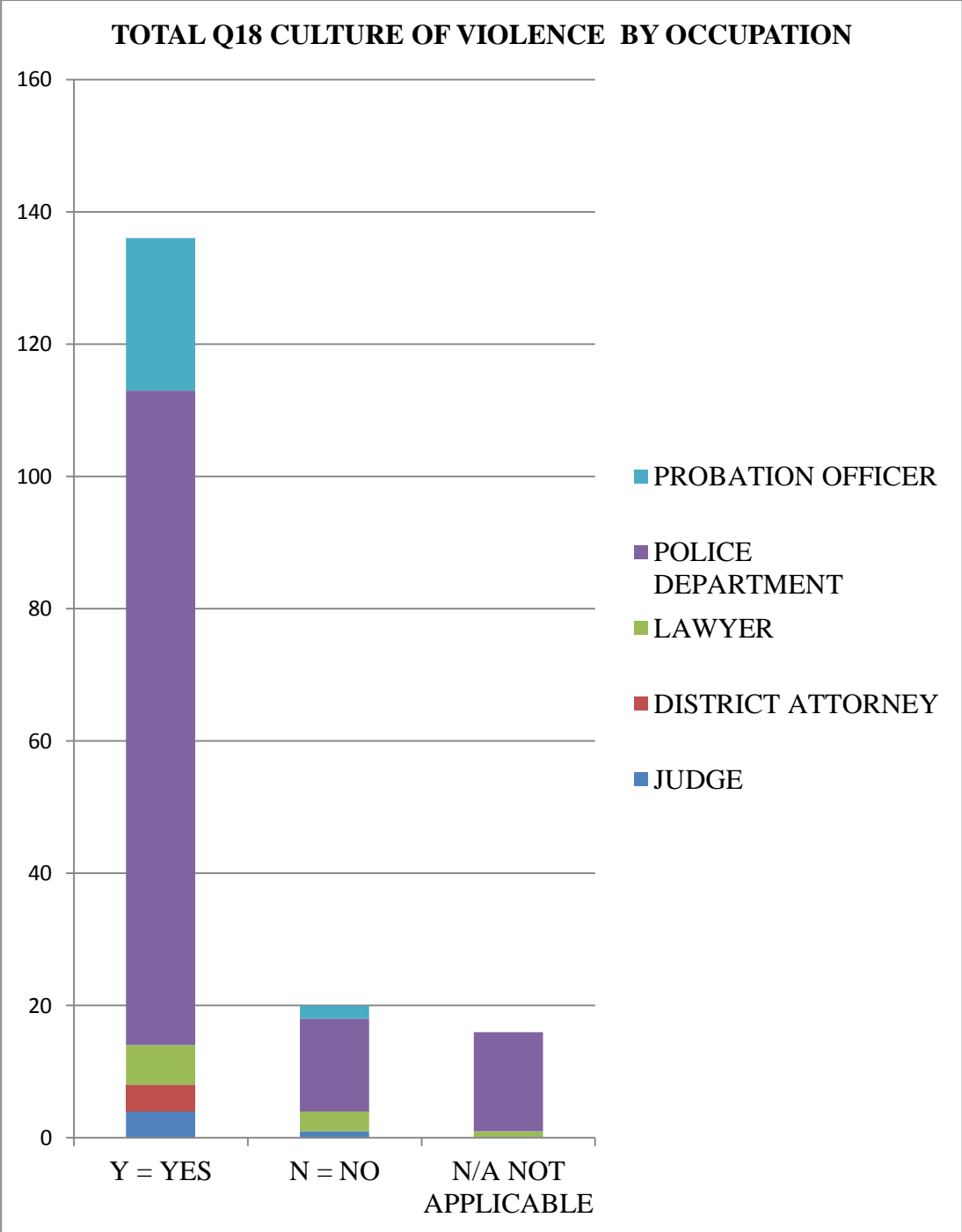


Figure 71. Q18 Culture of Violence by Occupation

This graph was for question 18 which asked participants Is There a Culture of Violence. It is subdivided by occupation. Y = Yes the most given answer over all and for all occupations.

Table 71. Q18 Culture of Violence by Occupation

	JUDGE	DISTRICT ATTORNEY	LAWYER	POLICE	PROBATION OFFICER
Y = YES	4	4	6	99	23
N = NO	1	0	3	14	2
N/A NOT APPLICABLE	0	0	1	15	0

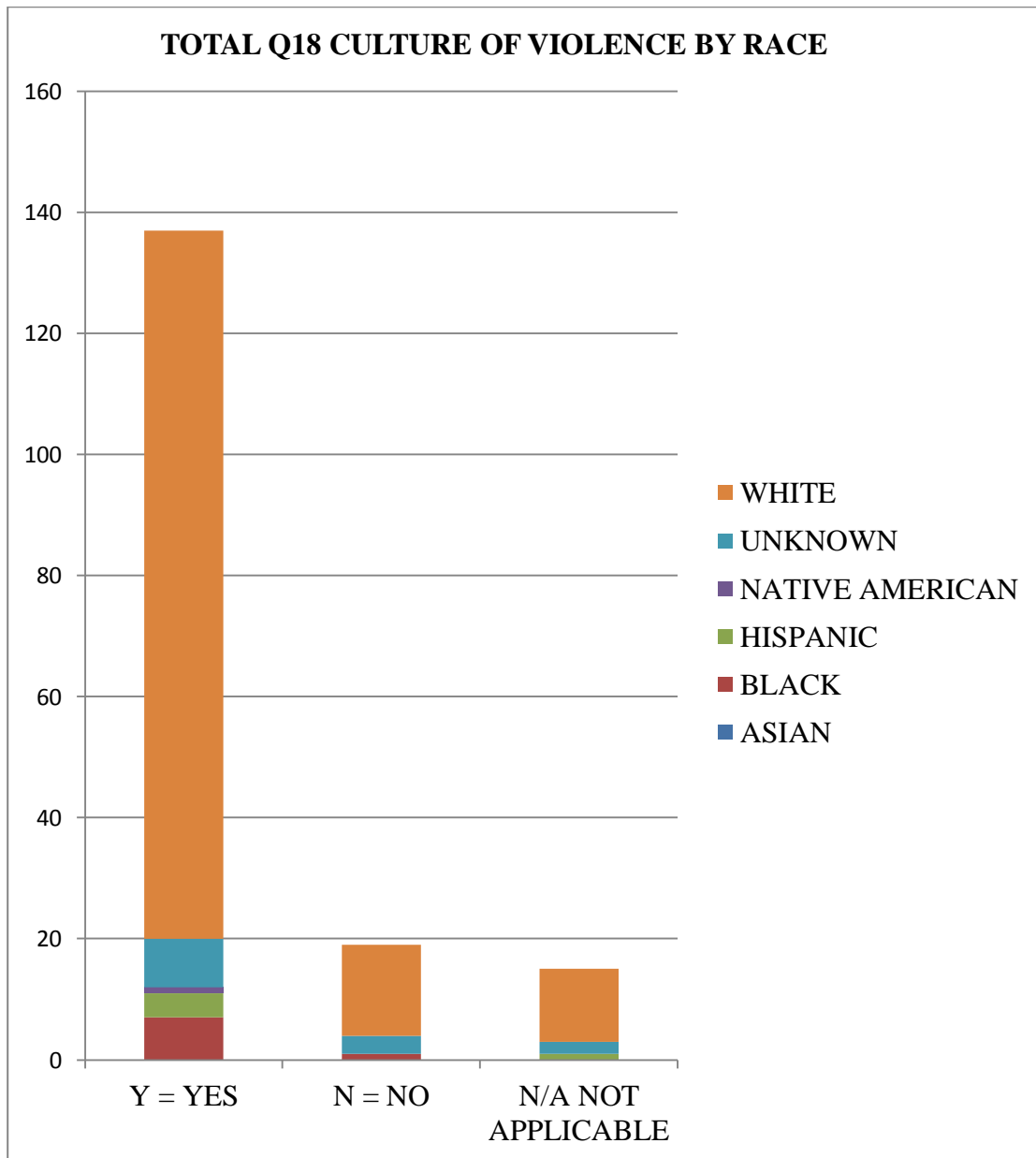


Figure 72. Q18 Culture of Violence by This graph was for question 18 which asked interviewees Is There a Culture of Violence. It is subdivided by race. Y = Yes was the most given answer and was most given by all races

Table 72. Q18 Culture of Violence

	ASIAN	BLACK	HISPANIC	NATIVE	UNKOWN	WHITE
Y = YES	0	7	4	1	8	117
N = NO	0	1	0	0	3	15
N/A NOT APPLICABLE	0	0	1	0	2	12

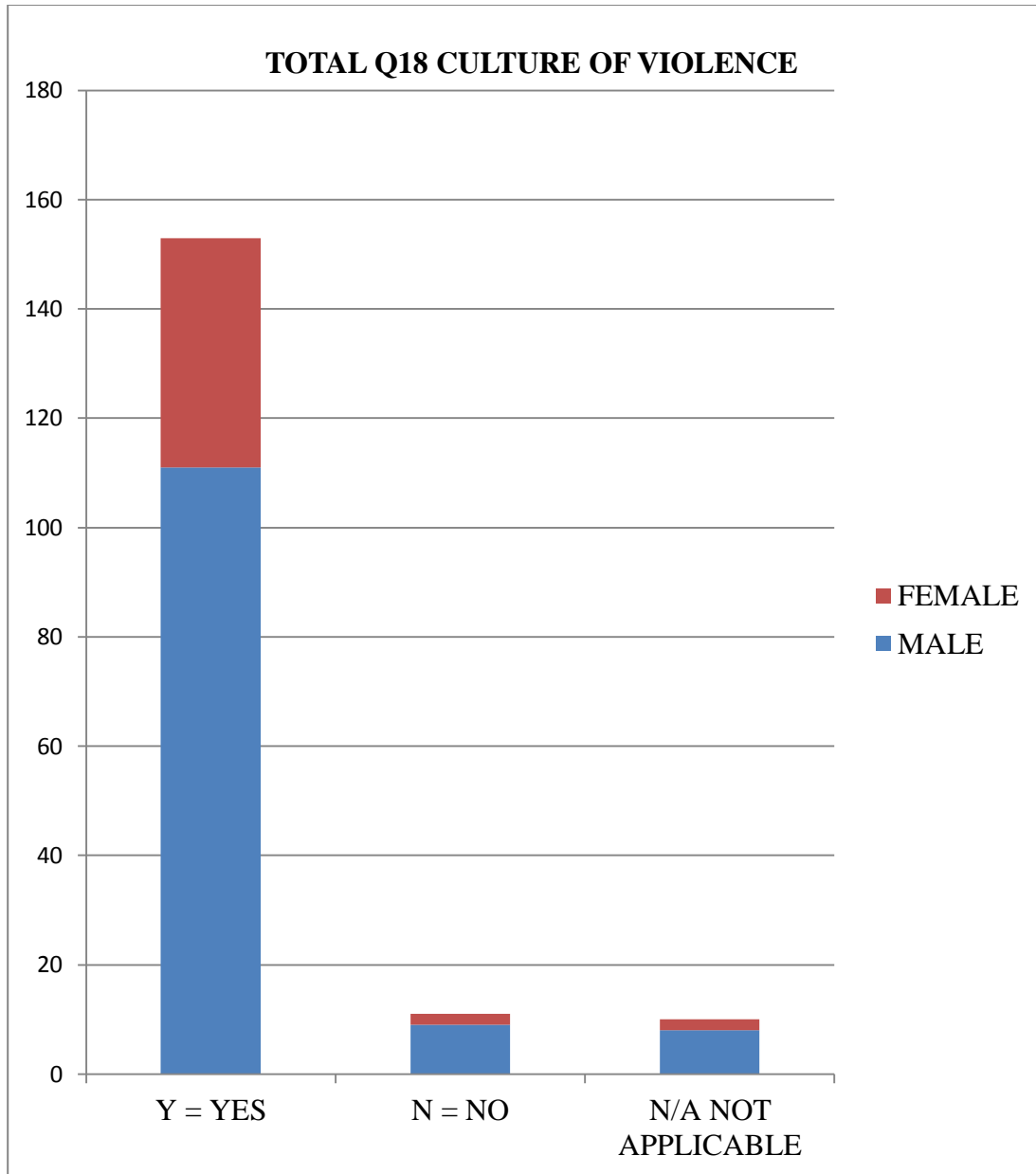


Figure 73. Q18 Culture of Violence by Gender This graph was for question 18 which asked participants Is There a Culture of Violence. It is subdivided by gender. Y = Yes was the most given answer overall and by both genders.

Table 73. Q18 Culture of Violence by Gender

	MALE	FEMALE
Y = YES	111	42
N = NO	9	2
N/A NOT APPLICABLE	8	2

Question 20 (Q20 in Figures and Tables) Asked, “Are some racial or ethnic groups more likely to belong to gangs?”

Are Some Races More Prone to Joining Gangs?: The Answers to this question were open ended. For participants who stated a race being more prone to joining gangs, they provided what race or races. Answers that stated several races were coded with each of the numbers representing the races mentioned in the participants answer. For instance, if a participant stated blacks and Hispanics the answer was coded as “2 and 3”. Some participants answered that races were equal in the likelihood to join a gang. Other participants gave blanketed answers such as all, or many races, without identifying a particular race. For these participants a 7 was given, 7 being equally or mixed.

1 = NO

2 = YES, ASIANS

3 = YES, BLACKS

4 = YES, HISPANICS

5 = YES, NATIVE-AMERICAN

6 = YES, WHITE

7 = EQUALLY OR MIXED

What effect, if any, does direct or overt discrimination (think old-fashioned racism) have in juveniles ending up in the juvenile justice system?

Summary of Q20: Are Some race More Prone to Joining Gangs? (Figure 74 - 76)

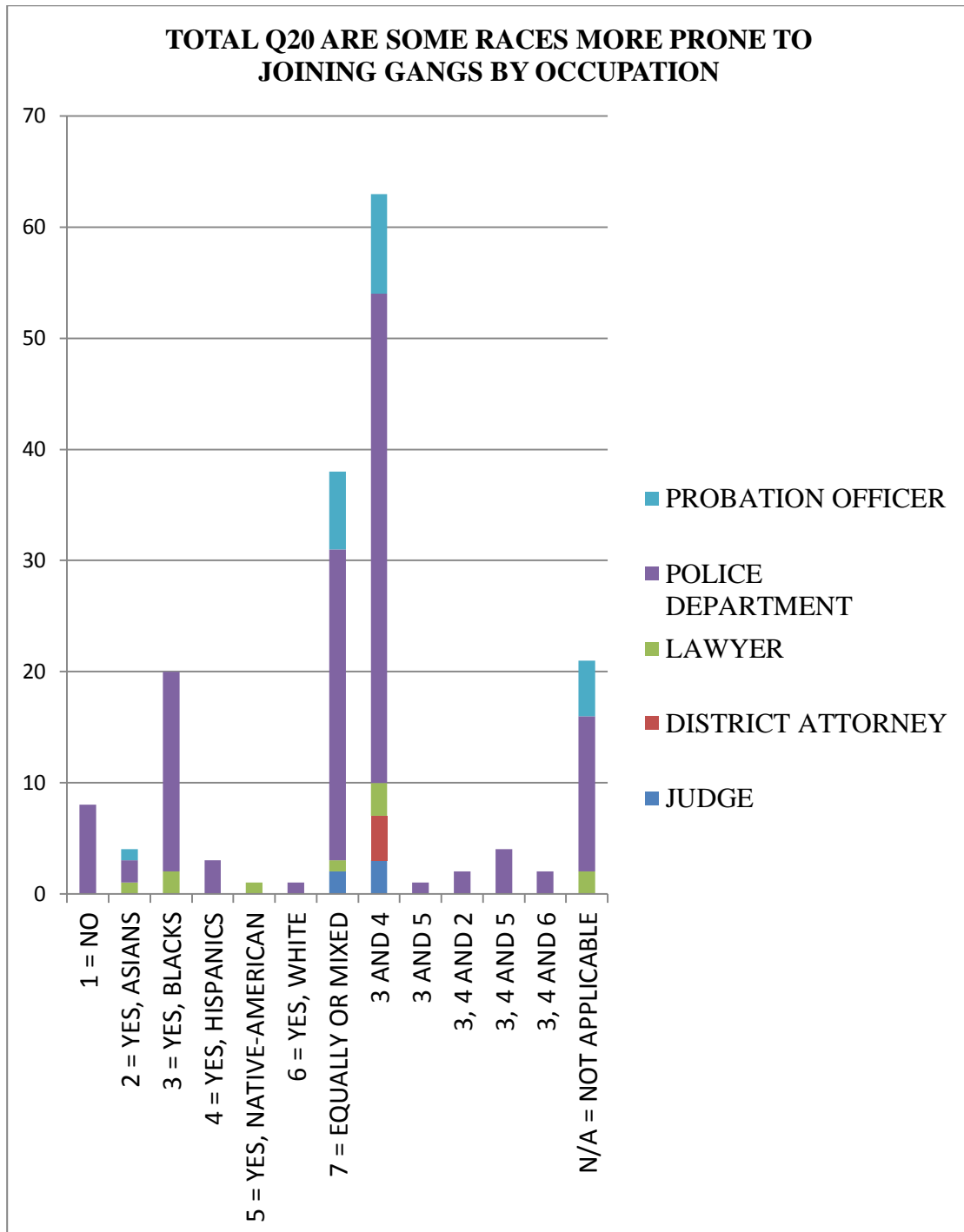


Figure 74. Q20 Races Prone to Join Gangs by Occupations This graph is for illustrating question 20, Are Some Races More Prone to Joining Gangs. Correlation with implicit bias is further drawn as less than ten participants stated No, while majority of participants gave an answer.

Table 74. Q20 Races Prone to Join Gangs by Occupations

	JUDGE	D.A.	LAWYER	POLICE	PROBATION OFFICER
1 = NO	0	0	0	8	0
2 = YES, ASIANS	0	0	1	2	1
3 = YES, BLACKS	0	0	2	18	0
4 = YES, HISPANICS	0	0	0	3	0
5 = YES, NATIVE- AMERICAN	0	0	1	0	0
6 = YES, WHITE	0	0	0	1	0
7 = EQUALLY OR MIXED	2	0	1	28	7
3 AND 4	3	4	3	44	9
3 AND 5	0	0	0	1	0
3, 4 AND 2	0	0	0	2	0
3, 4 AND 5	0	0	0	4	0
3, 4 AND 6	0	0	0	2	0
N/A = NOT APPLICABLE	0	0	2	14	5

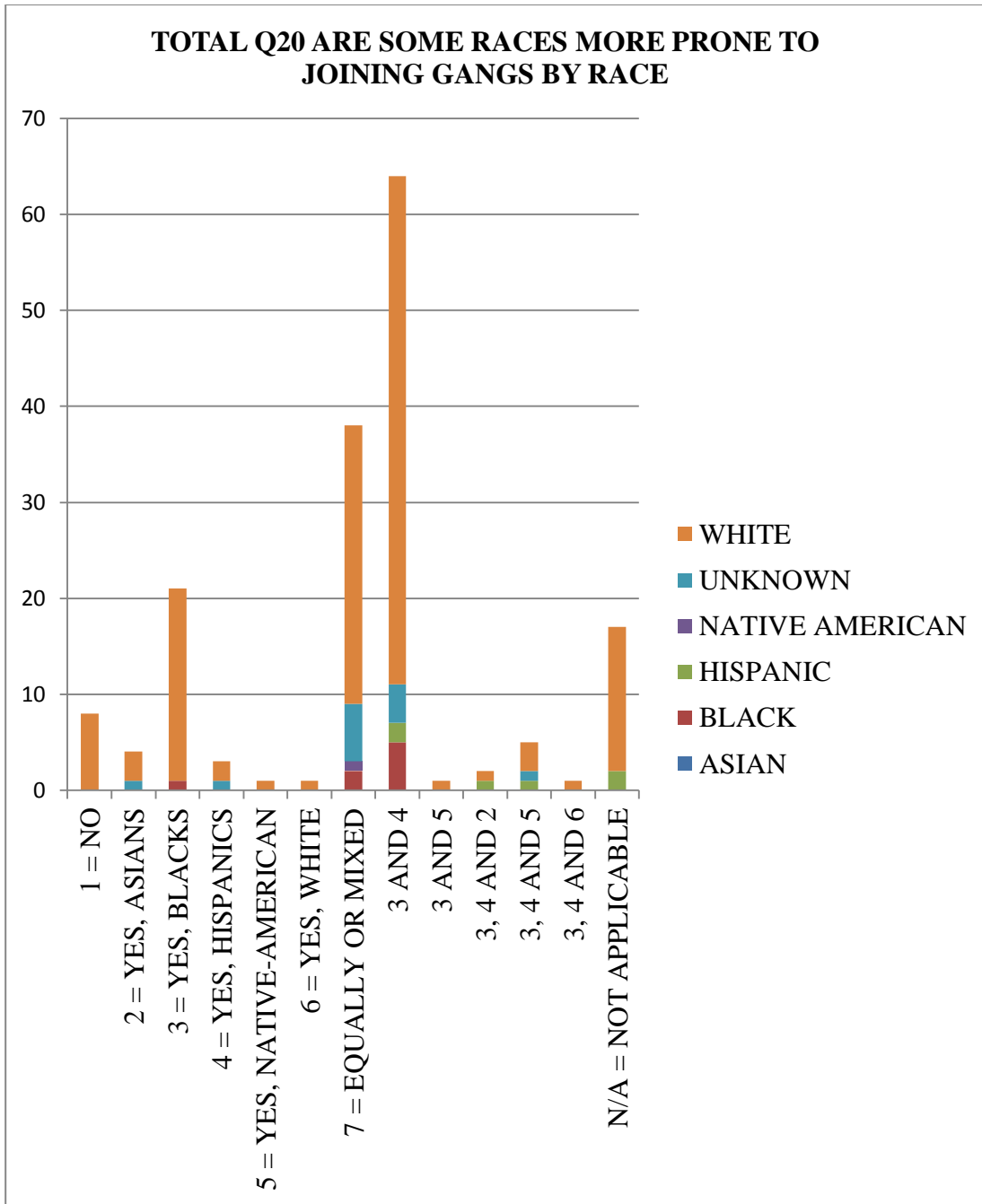


Figure 75. Q20 Races Prone to Join Gangs by Race This graph is for illustrating question 20, Are Some Races More Prone to Joining Gangs. It is sub-divided by race. Defining of what is a gang is difficult. Many of the participant’s responses resembled popular culture and rap music. The minority participants like whites answered 3 and 4. However, there were many participants who saw equal or mixed gang membership. This provided some contrast to the incorporation of the White Dominate Group beliefs on non-dominate groups.

Table 75. Q20 Races Prone to Join Gangs by Race

	ASIAN	BLACK	HISPANIC	NATIVE	UN	WHITE
1 = NO	0	0	0	0	0	8
2 = YES, ASIANS	0	0	0	0	1	3
3 = YES, BLACKS	0	1	0	0	0	20
4 = YES, HISPANICS	0	0	0	0	1	2
5 = YES, NATIVE-AMERICAN	0	0	0	0	0	1
6 = YES, WHITE	0	0	0	0	0	1
7 = EQUALLY OR MIXED	0	2	0	1	6	29
3 AND 4	0	5	2	0	4	53
3 AND 5	0	0	0	0	0	1
3, 4 AND 2	0	0	1	0	0	1
3, 4 AND 5	0	0	1	0	1	3
3, 4 AND 6	0	0	0	0	0	1
N/A = NOT APPLICABLE	0	0	2	0	0	15

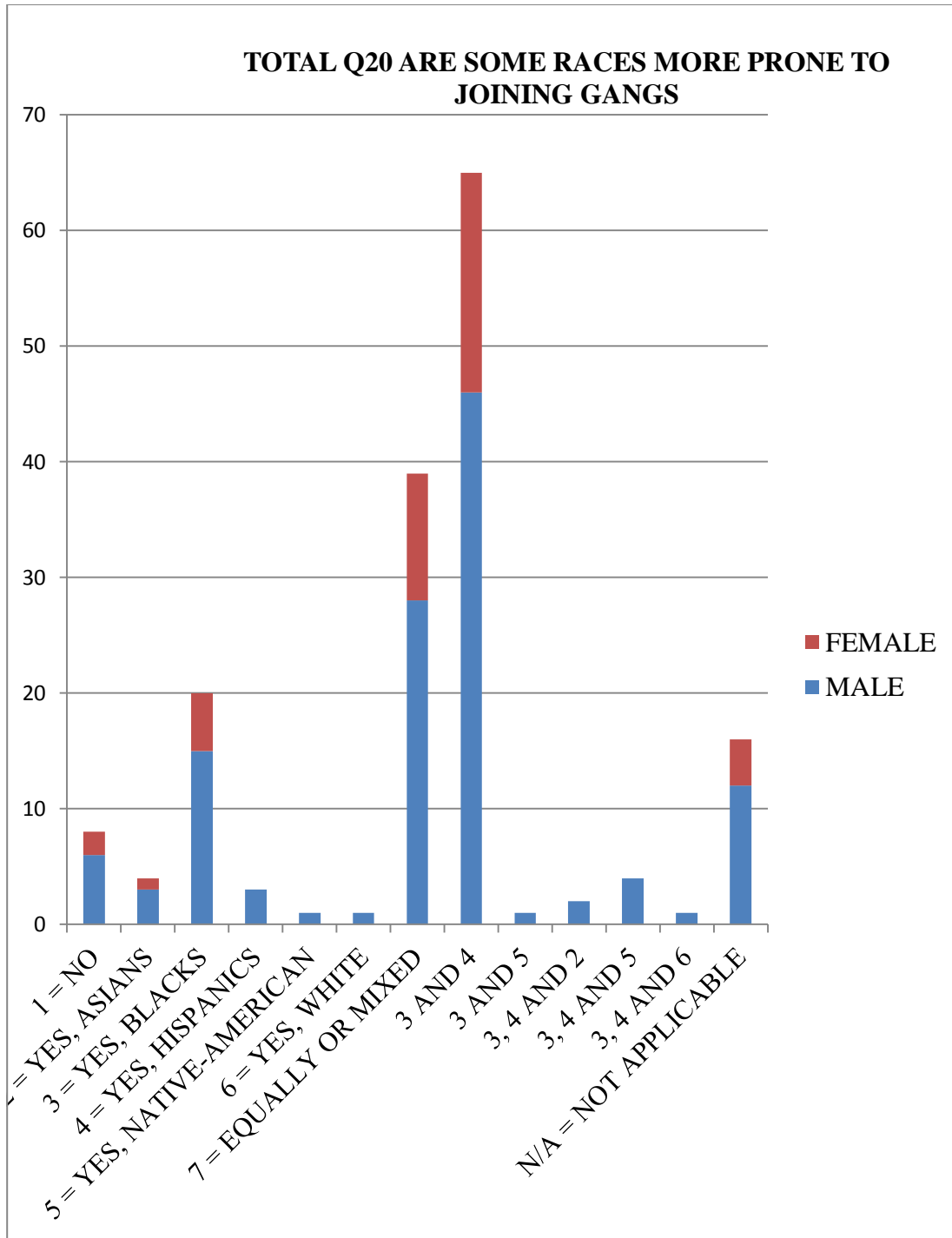


Figure 76. Q20 Races Prone to Join Gangs by Gender This graph is for illustrating question 20, Are Some Races More Prone to Joining Gangs. It is sub-divided by gender. (3 and 4) was the most given answer overall. It was the most given answer by both genders.

Figure 76. Q20 Races Prone to Join Gangs by Gender

	MALE	FEMALE
1 = NO	6	2
2 = YES, ASIANS	3	1
3 = YES, BLACKS	15	5
4 = YES, HISPANICS	3	0
5 = YES, NATIVE-AMERICAN	1	0
6 = YES, WHITE	1	0
7 = EQUALLY OR MIXED	28	11
3 AND 4	46	19
3 AND 5	1	0
3, 4 AND 2	2	0
3, 4 AND 5	4	0
3, 4 AND 6	1	0
N/A = NOT APPLICABLE	12	4

Most white participants answered that Blacks and Hispanics are More Prone to Joining Gangs and was answered the most by all occupations. Equally or Mixed was the second most given answers. 3 and 4 and Mixed were the top given answers by both genders of white participants. Blacks tapered down the answers at third, but almost all participants were amongst the Police Department. And again Whites as an answer or in combination with other races was given by white participants and only white participants. Fifteen whites did not fully answer the question. 3 and 4 was given by all Hispanics interviews, except one.

Question 21 (Q21 in Figures and Tables) Asked, Is There Overt Racism?: The answers to this question were typically straight forward. Brief explanations were given and correlated with the original response.

Y = YES

N = NO

Summary of Q21: Is there Overt Racism? (Figure 77 - 79)

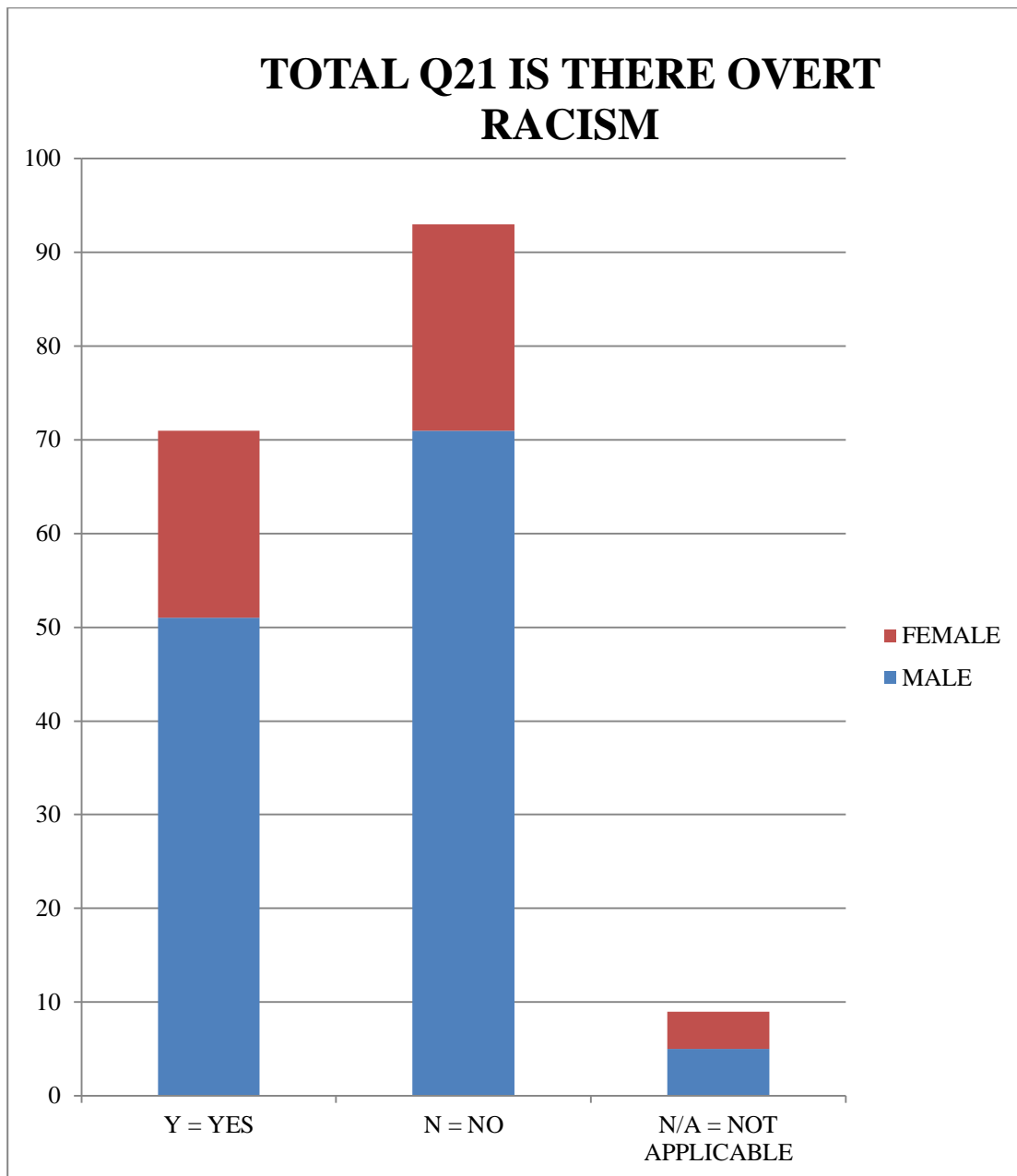


Figure 77. Q20 Overt Racism by Gender This graph is for question 21, which ask if there is Overt Racism. It is subdivided by gender. Y = Yes with twenty females and fifty-one males. N = No was the most given answer overall and for both genders. N/A or Not Applicable Answers accounted for four females and five males.

Table 77. Q20 Overt Racism by Gender

	MALE	FEMALE
Y = YES	51	20
N = NO	71	22
N/A = NOT APPLICABLE	5	4

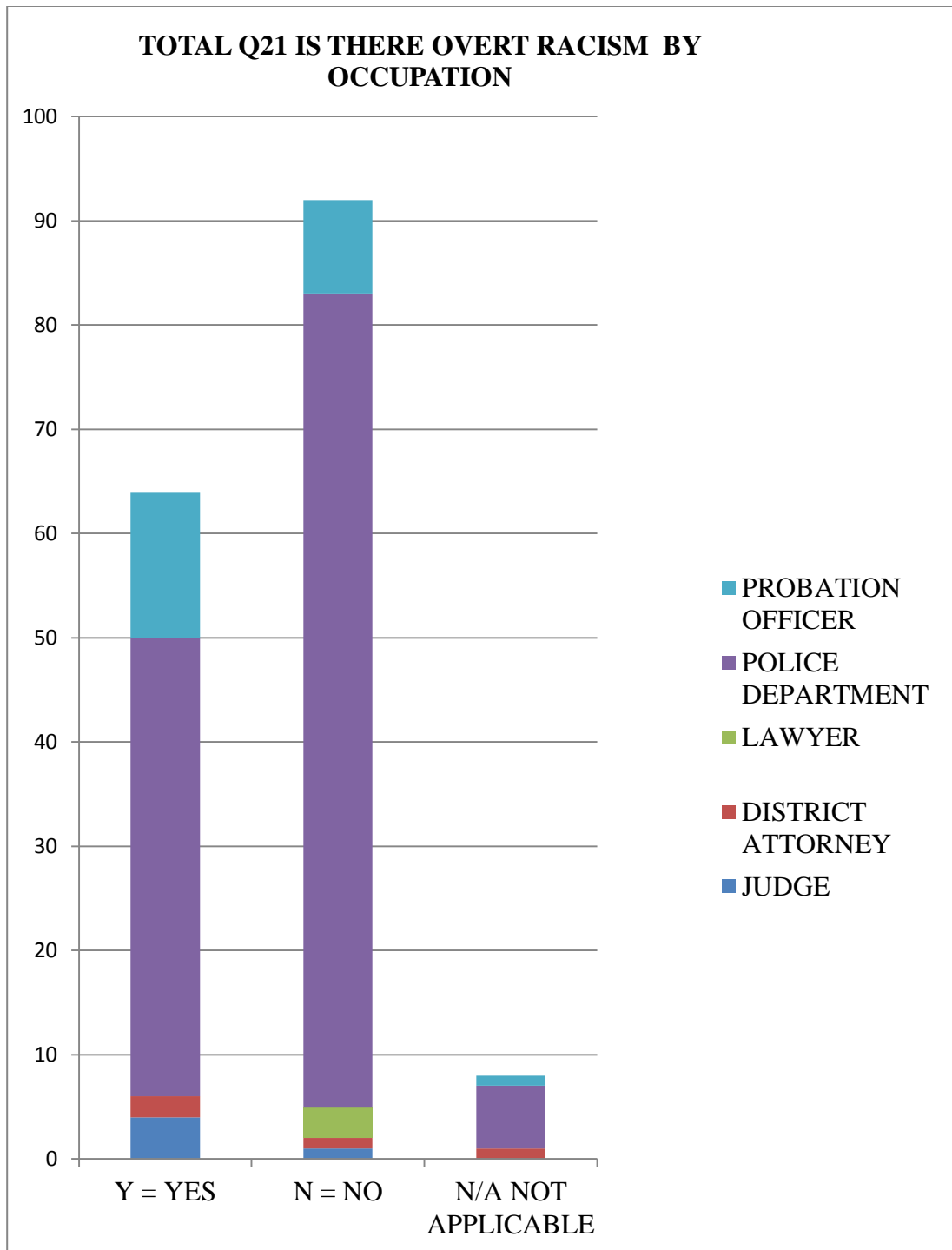


Figure 78. Q21 Overt Racism by Occupation This graph is for question 21, which ask if there is Overt Racism. It is subdivided by occupation. Perhaps the most powerful positions of judge and lawyer almost entirely stated No, that there was no Overt Racism. Particular interesting is that these are very educated occupations with these answers

Table 78. Q21 Overt Racism by Occupation

	JUDGE	D.A.	LAWYER	POLICE	PROBATION OFFICER
Y = YES	4	2	0	44	14
N = NO	1	1	3	78	9
N/A NOT APPLICABLE	0	1	0	6	1

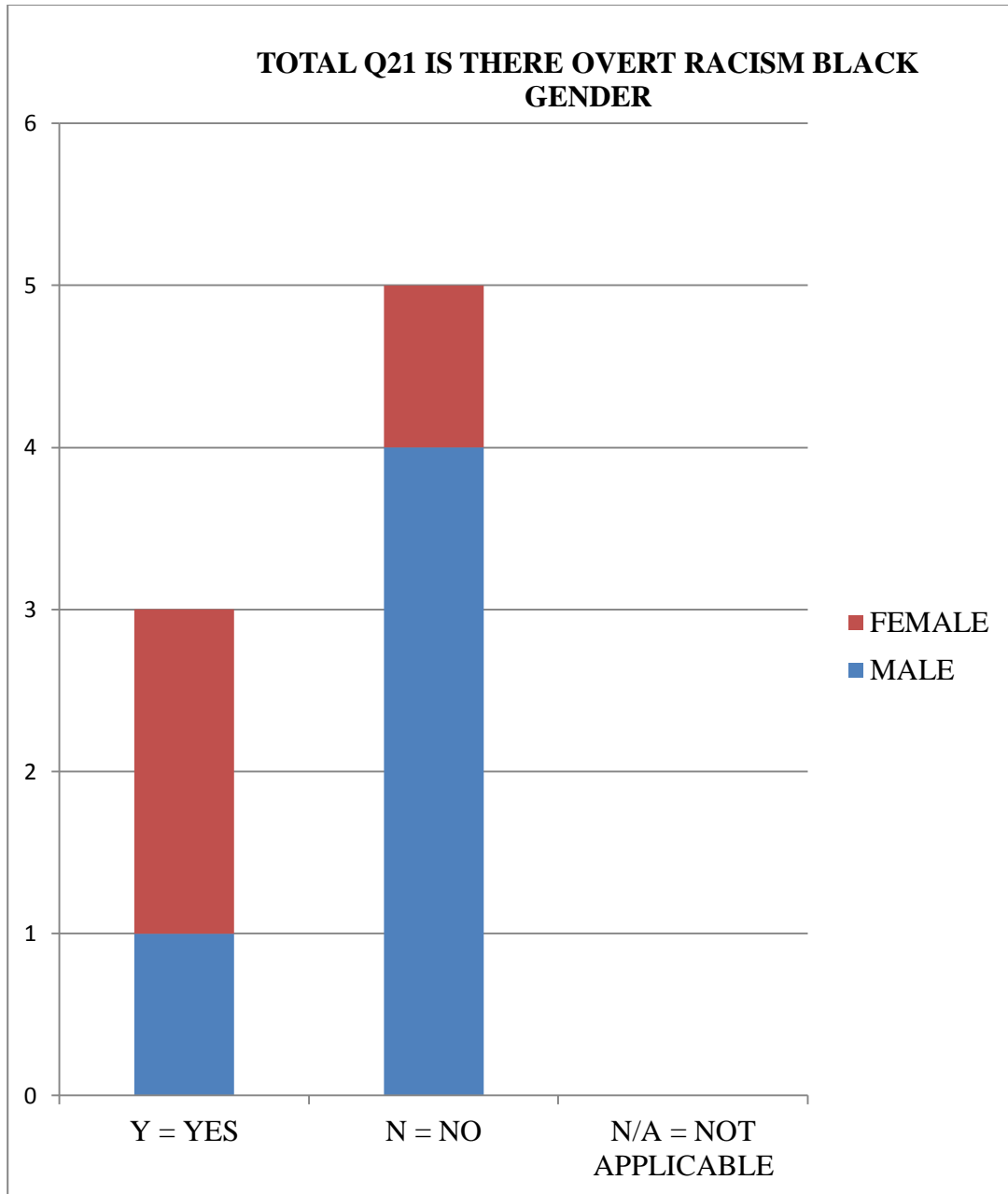


Figure 79. Q21 Blacks by Gender This graph is for question 21, which ask if there is Overt Racism. It is subdivided by black’s gender. Most black participants did not believe there was Overt Racism, but only by two answers.

Table 79. Q21 Blacks by Gender

	MALE	FEMALE
Y = YES	1	2
N = NO	4	1
N/A = NOT APPLICABLE	0	0

DMC in OJJ

Most whites do not believe there is Overt Racism. Five Participants, three males and two women stated that Yes there is Overt Racism. The remaining female and two males stated No.

Question 22 (Q22 in Figures and Tables) Asked, Is disproportional minority contact (DMC) a problem or merely a reflection of the “real world?”

Is DMC a Problem?: The answers to this question were typically straight forward. Brief explanations were given and correlated with the original response. Some participants stated both or attempted to draw correlations to both. These participants’ answers were recorded as 1 and 2.

1 = DMC IS A PROBLEM

2 = NO, THIS IS A REFLECTION OF THE REAL WORLD

1 and 2 = BOTH

Summary of Q22: Is DMC a Real Problem? (Figure 80 - 82)

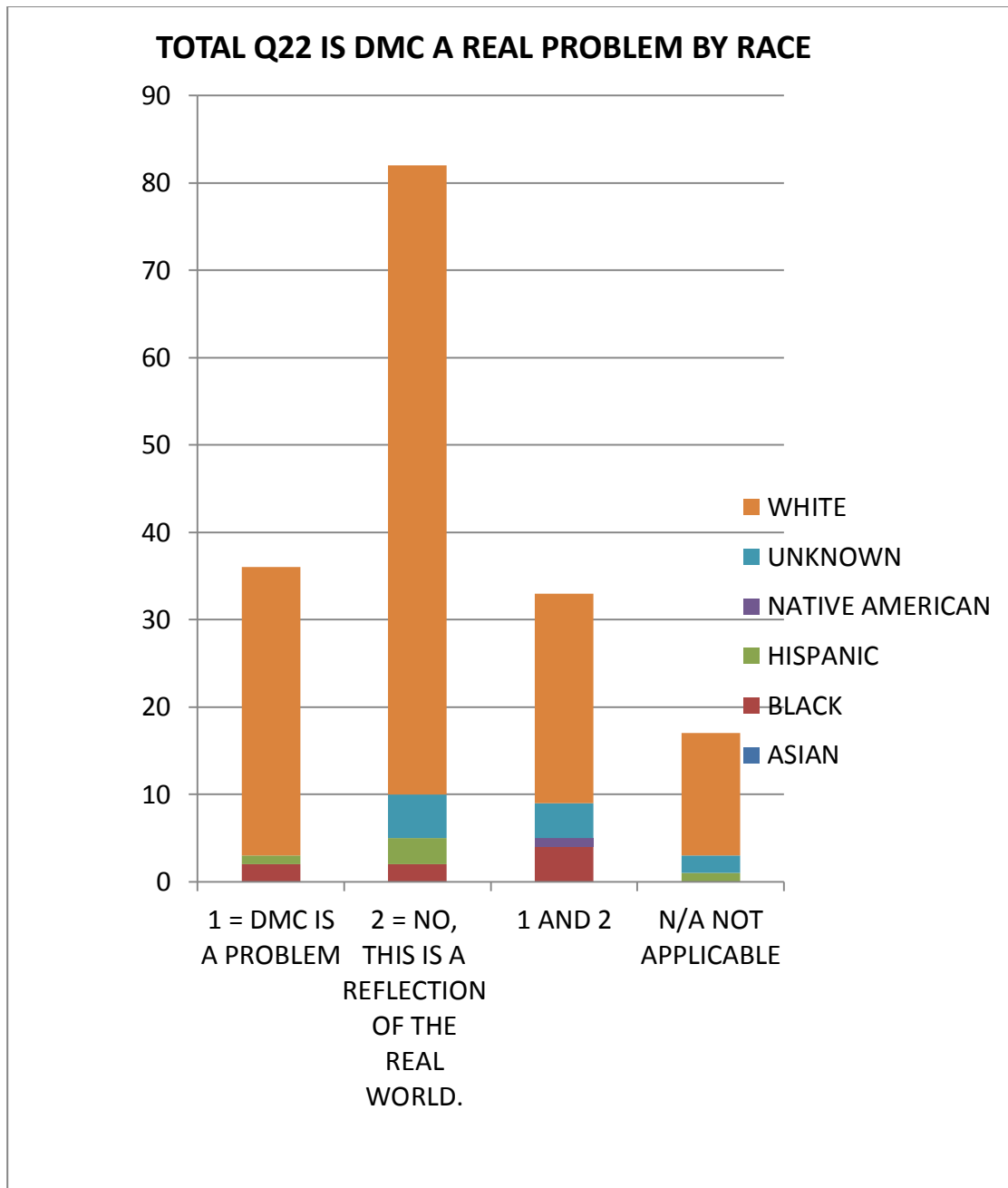


Figure 80. Q22 Races Prone to Join Gangs by Race This graph is for question 22, asking participants Is DMC a Problem. It is subdivided by race. (1) DMC is a Problem was the second most given answer overall. It was the second most given answer by whites. (2) No, This is a Reflection of the Real World was the number one given answer overall. It was the number one given answer by whites, Unknowns and Hispanics.

Table 80. Q22 Races Prone to Join Gangs by Race

	ASIAN	BLACK	HISPANIC	NATIVE	UK	WHITE	
1 = DMC IS A PROBLEM	0	2	1	0	0	33	
2 = NO, THIS IS A REFLECTION OF THE REAL WORLD.	0	2	3	0	5	72	
1 AND 2	0	4	0	1	4	24	
N/A NOT APPLICABLE	0	0	1	0	2	14	

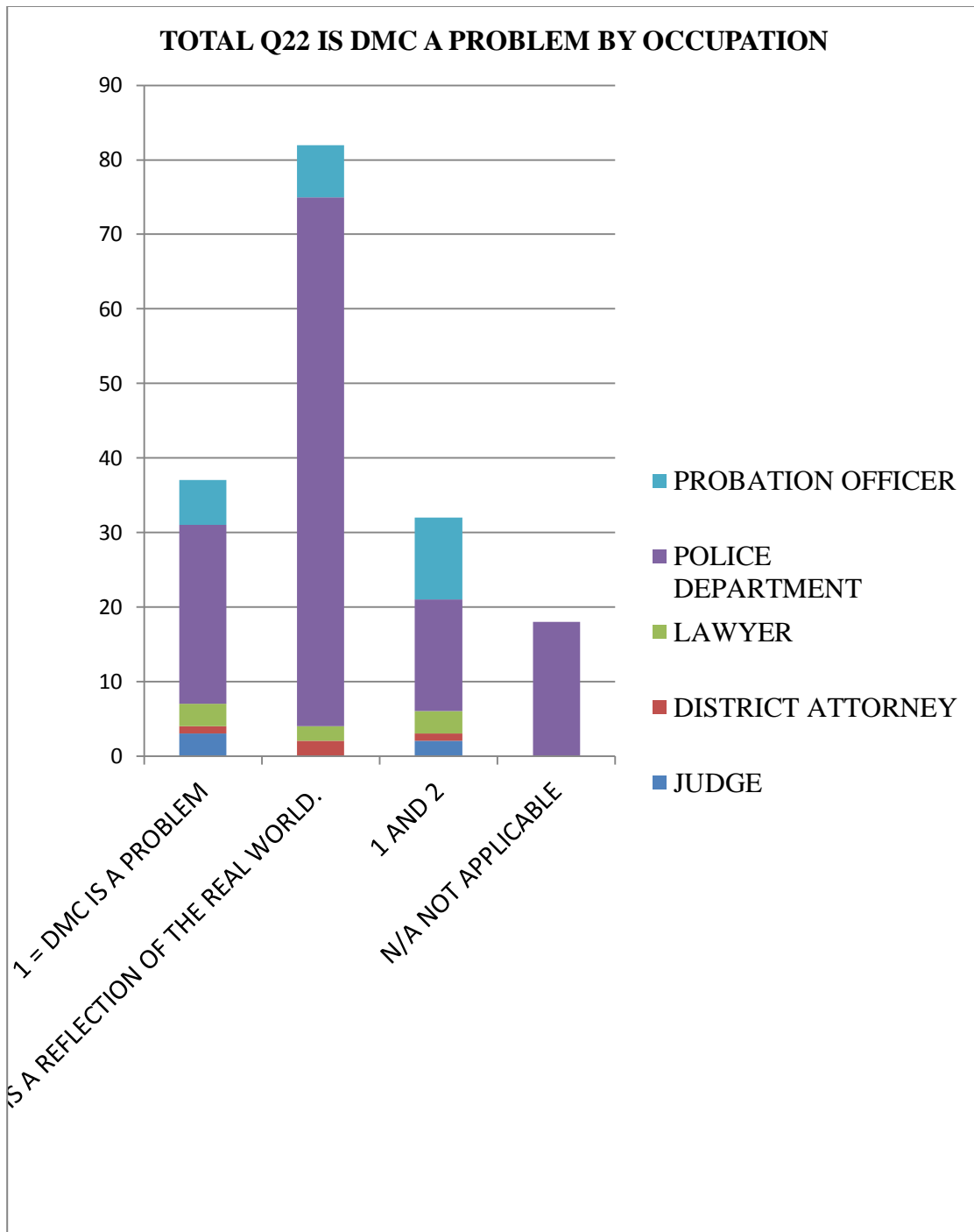


Figure 81. Q22 DMC A Problem by Occupation This graph is for question 22, asking participants Is DMC a Problem. It is subdivided by occupations. Contrary information is ignored or watered down to fit the dominant group, this is reflected in the majority answer that DMC is the Real World (Bonilla-Silva, 2017).

Table 81. Q22 DMC A Problem by Occupation

	JUDGE	D.A	LAWYER	POLICE	PROBATION OFFICER
1 = DMC IS A PROBLEM	3	1	3	24	6
2 = NO, THIS IS A REFLECTION OF THE REAL WORLD.	0	2	2	71	7
1 AND 2	2	1	3	15	11
N/A NOT APPLICABLE	0	0	0	18	0

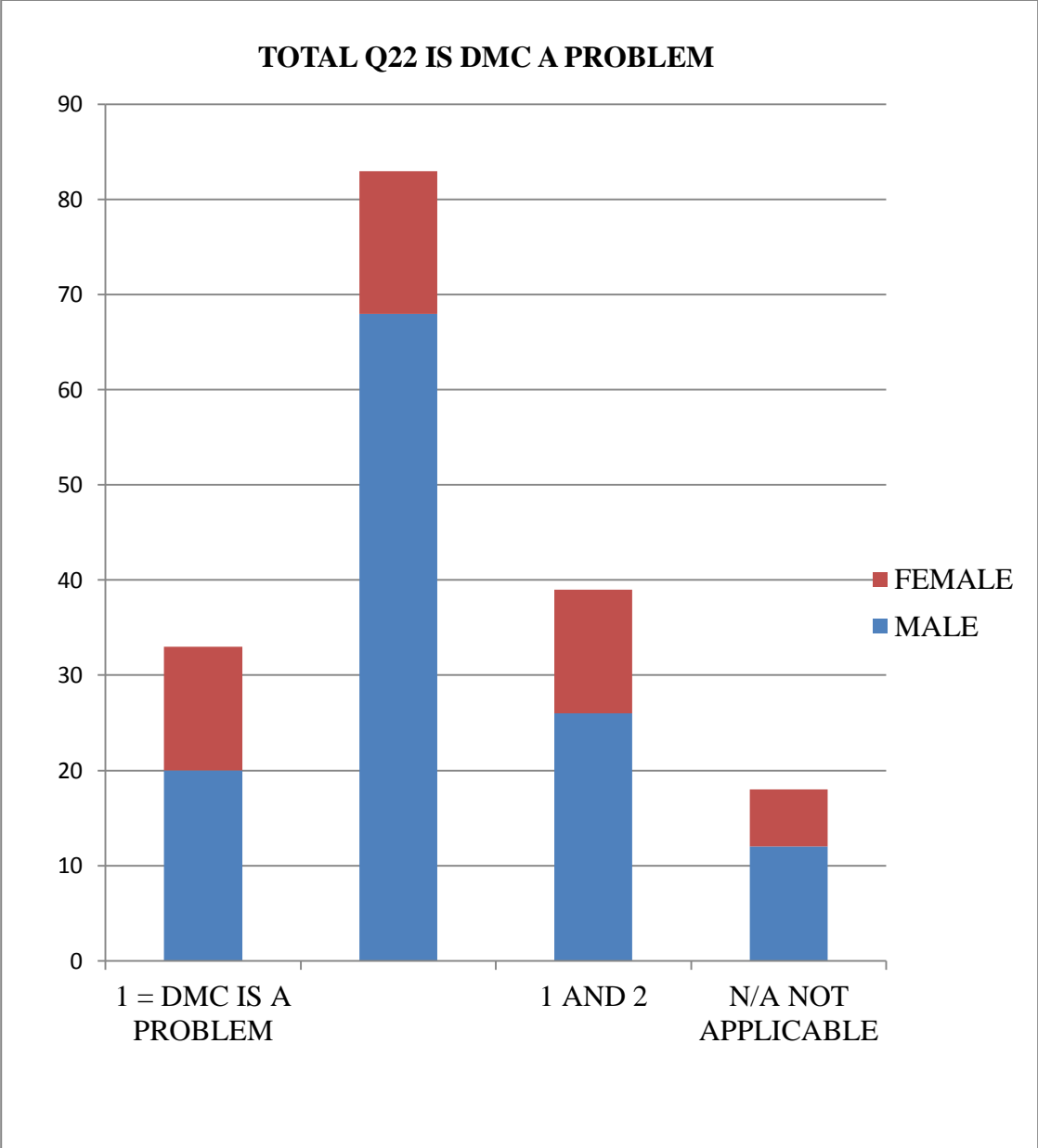


Figure 82. Q22 DMC by Gender This graph is for question 22, asking participants Is DMC a Problem. It is subdivided by gender. Contrary information is ignored or watered down to fit the dominant group, this is reflected in the majority answer that DMC is the Real World (Bonilla-Silva, 2017).

Table 82. Q22 DMC by Gender

	MALE	FEMALE
1 = DMC IS A PROBLEM	20	13
2 = NO, THIS IS A REFLECTION OF THE REAL WORLD.	68	15
1 AND 2	26	13
N/A NOT APPLICABLE	12	6

In finishing the questions, twice as many whites, 72 to 33, did not see DMC as a Problem. Most answered 1 and 2 to rather DMC is a Problem, 1 being Yes, 2 Being No. Males more than females thought it was. One male and female answered No. DMC as a Reflection of the Real World was the Number One Answer among Hispanics.

Frames Used and Questions Showing Social Dominant Theory.

Summary of Race Frames and Dominant Theory:

Race Frame Used (Fig. 83 - 87)

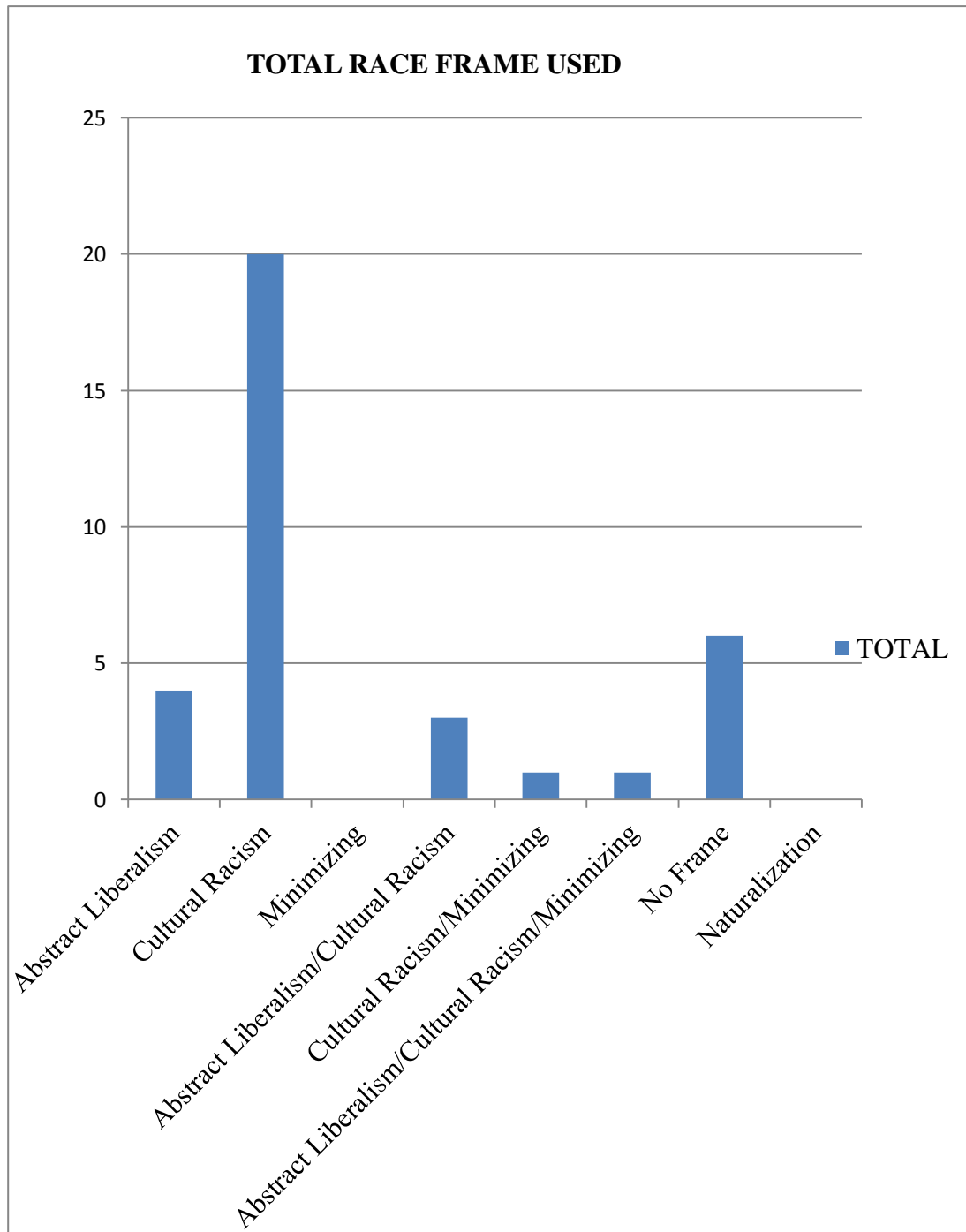


Figure 83. Frame DMC by More Power Question This graph is for the Total Race Frames identified in participants who answered. The most used Frame was Cultural Racism, this was the most common used in Bonilla-Silva’s interviews

Figure 83. Frame DMC by More Power Question

	TOTAL
Abstract Liberalism	4
Cultural Racism	20
Minimizing	0
Abstract Liberalism/Cultural Racism	3
Cultural Racism/Minimizing	1
Abstract Liberalism/Cultural Racism/Minimizing	1
No Frame	6
Naturalization	0

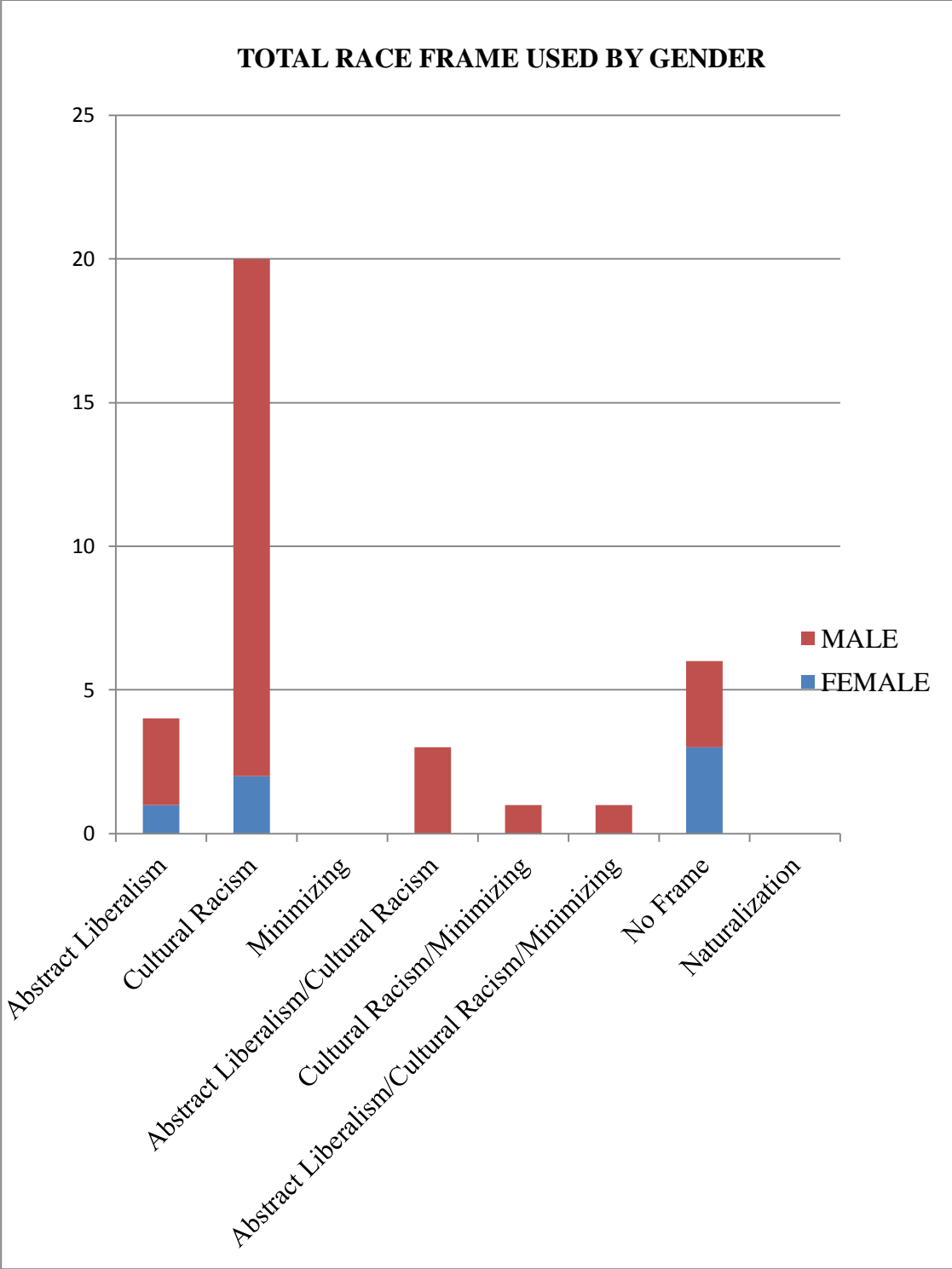


Figure 84. Frame DMC by More Power Question and Gender This graph is for the Total Race Frames identified in participants who answered (5) More Power to OJJ/Tougher Sentence/Tried as Adults, when asked if they had a “special power/wish to minimize the need for Juvenile Justice what would it be” by gender.

Table 84. Frame DMC by More Power Question and Gender

	FEMALE	MALE
Abstract Liberalism	1	3
Cultural Racism	2	18
Minimizing	0	0
Abstract Liberalism/Cultural Racism	0	3
Cultural Racism/Minimizing	0	1
Abstract Liberalism/Cultural Racism/Minimizing	0	1
No Frame	3	3
Naturalization	0	0

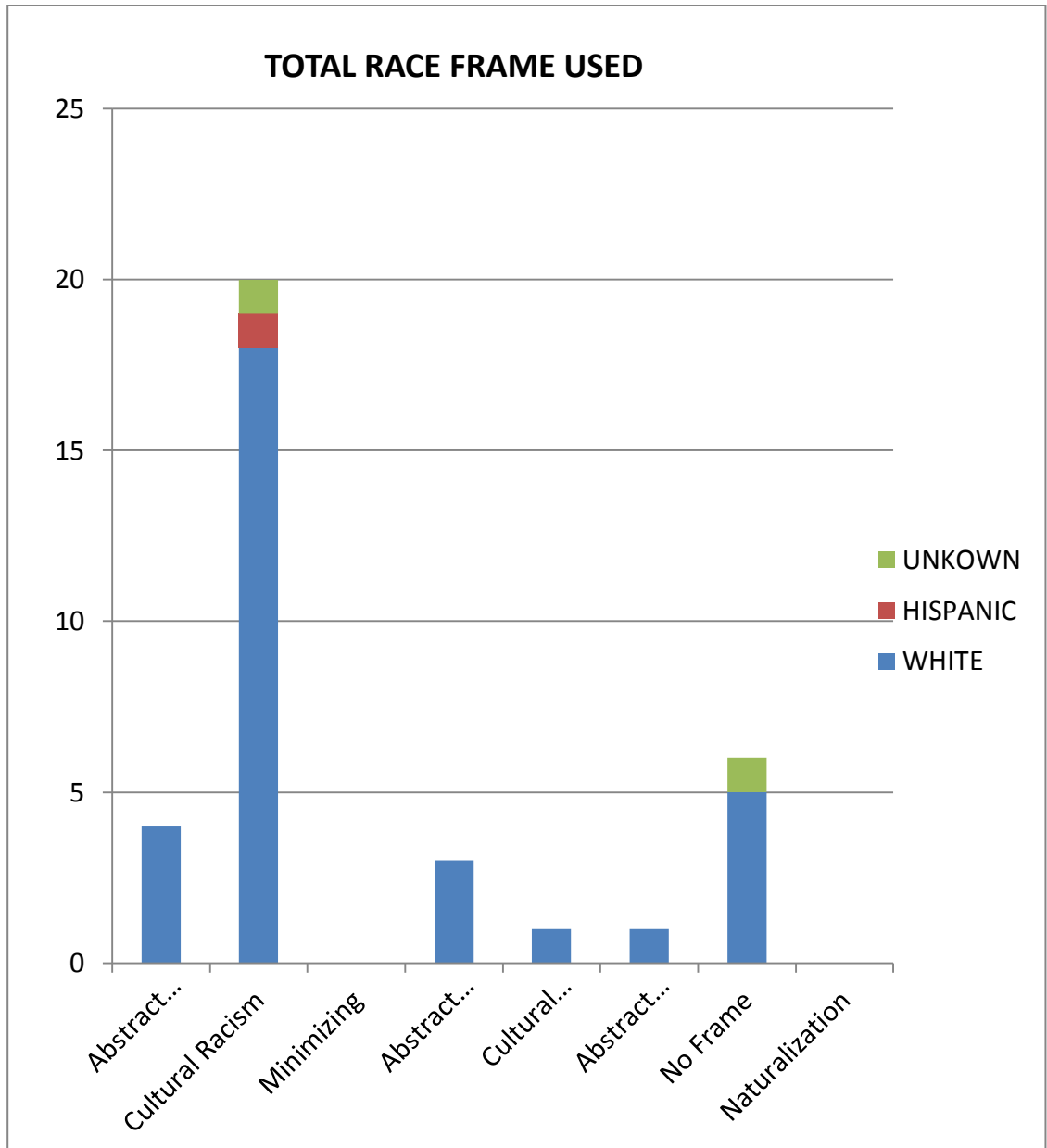


Figure 85. Most Used Frames DMC by Race This graph is for the Total Race Frames identified in participants who answered (5) More Power to OJJ/Tougher Sentence/Tried as Adults, when asked if they had a “special power/wish to minimize the need for Juvenile Justice what would it be” according to interviewees’ race. The most used Frame was Cultural Racism at by whites.

Table 85. Most Used Frames DMC by

	WHITE	HISPANIC	UNKOWN
Abstract Liberalism	4	0	0
Cultural Racism	18	1	1
Minimizing	0	0	0
Abstract Liberalism/Cultural Racism	3	0	0
Cultural Racism/Minimizing	1	0	0
Abstract Liberalism/Cultural Racism/Minimizing	1	0	0
No Frame	5	0	1
Naturalization	0	0	0

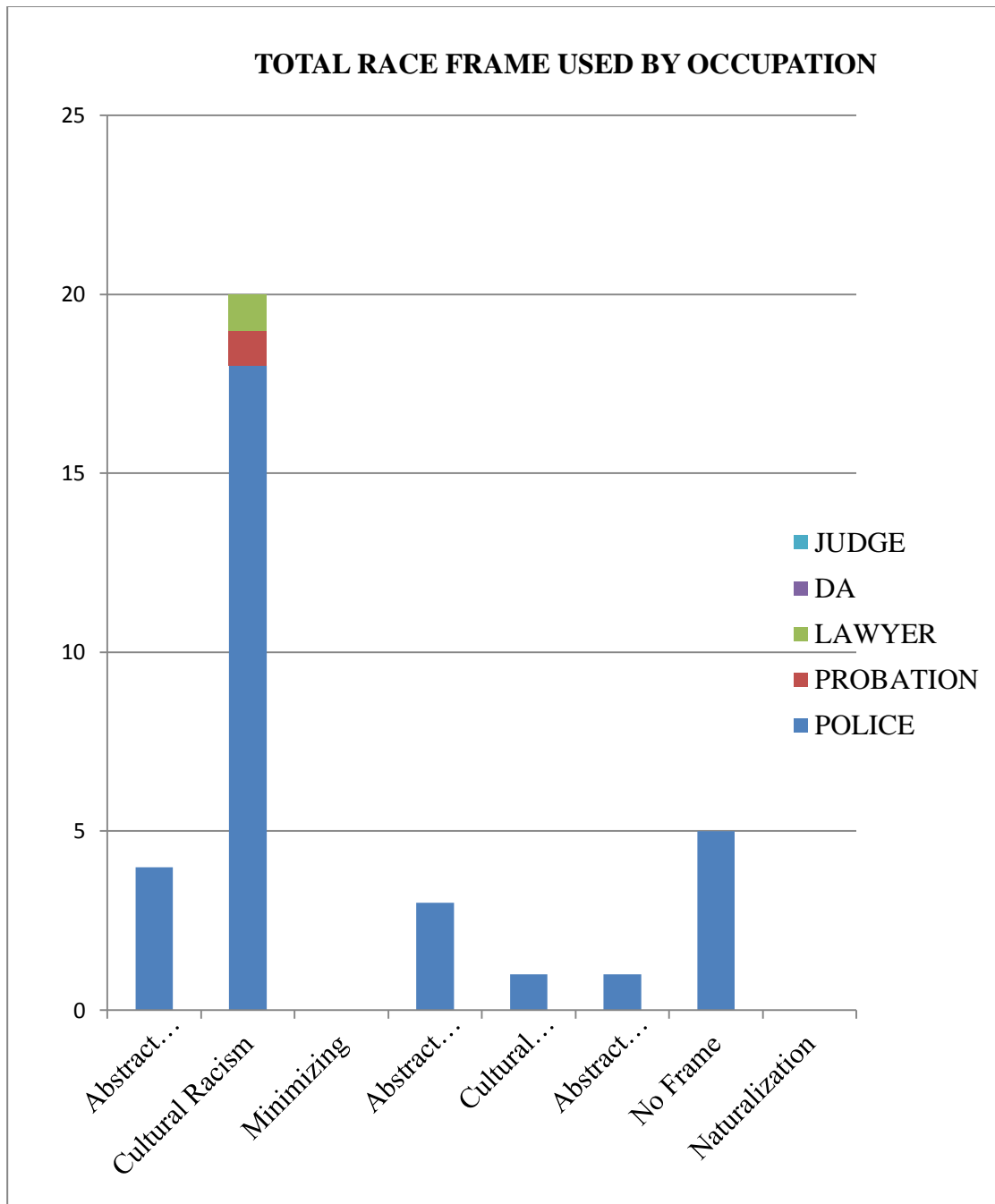


Figure 86. Frames Used DMC by Occupation This graph is for the Total Race Frames identified in participants who answered (5) More Power to OJJ/Tougher Sentence/Tried as Adults, when asked if they had a “special power/wish to minimize the need for Juvenile Justice what would it be” by occupations. The most used Frame was Cultural Racism at twenty interviews using such Frame.

Table 86. Frames Used DMC by Occupation

	POLI CE	PROBATION	LAWYER	DA	JUDGE	
Abstract Liberalism	4	0	0	0	0	0
Cultural Racism	18	1	1	0	0	0
Minimizing	0	0	0	0	0	0
Abstract Liberalism/Cultural Racism	3	0	0	0	0	0
Cultural Racism/Minimizing	1	0	0	0	0	0
Abstract Liberalism/Cultural Racism/Minimizing	1	0	0	0	0	0
No Frame	5	0	0	0	0	0
Naturalization	0	0	0	0	0	0

The most used Frame was Cultural Racism in twenty interviews. No Frame was identified in six interviews. Abstract Liberalism was used four times and was the only other Frame used by itself. Combinations of Frames were identified in the remaining interviews. The combination of Abstract Liberalism/Cultural was used three times and both Abstract/Minimizing and Abstract Liberalism/Cultural Racism/Minimizing were used once each.

Frames used by gender showed the most used Frame by males was Cultural Racism. No Frame was used in six interviews, being split equally by three males and three females. It was the second most used Frame by females. Abstract Liberalism was used four times for three males and only one female. Combinations of Frames were identified in the remaining interviews. The combination of Abstract Liberalism/Cultural was used by three males, making it a three way tie for third. Both Abstract/Minimizing and Abstract Liberalism/Cultural Racism/Minimizing were used once each, and once again being used by males.

When the race of the participant was identified it was found that the most used Frame by whites was Cultural Racism. It was the only Frame that had the one Hispanic participant and also had an Unknown participant. No Frame was identified in five white participants and the only other Unknown participant. The following were Frames all given by whites. Abstract Liberalism was used four times, the combination of Abstract Liberalism/Cultural three times and both Abstract/Minimizing and Abstract Liberalism/Cultural Racism/Minimizing once.

The most used Frame was Cultural Racism at twenty interviews using such Frame. It is the only Frame with occupations other than Police. The Frame had one Lawyer and one Judge. All other Frames identified were given by Police.

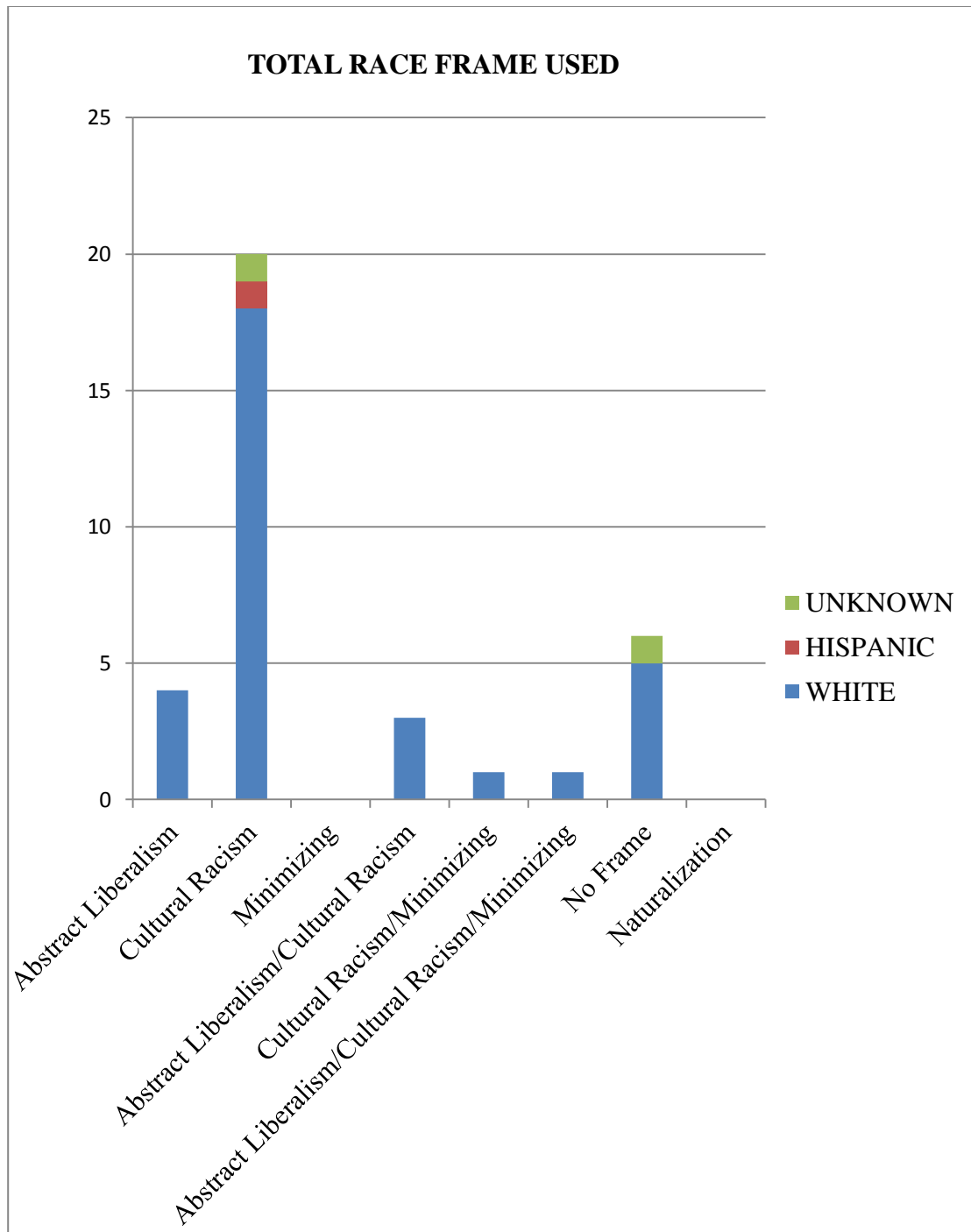


Figure 87. Most Used Frames DMC by Race

	WHITE	HISPANIC	UNKNOWN
Abstract Liberalism	4	0	0
Cultural Racism	18	1	1
Minimizing	0	0	0
Abstract Liberalism/Cultural Racism	3	0	0
Cultural Racism/Minimizing	1	0	0
Abstract Liberalism/Cultural Racism/Minimizing	1	0	0
No Frame	5	0	1
Naturalization	0	0	0

Table 87. Most Used Frames DMC by Race

Analysis

There was little difference between male and female participant participants. While Bonilla-Silva believed white females to hold more racially aware views than white males, the interviews of OJJ did not correlate. The more authoritative nature of these occupations is a worthy explanation that may require additional research.

There proved to be strong correlation with Bonilla-Silva’s identifying of the White Habitus as an environment to create Race Frames. There were strong correlations in white participants growing up in and staying in white neighborhoods. Exposure to others limited in private life growing up and currently, leads to a deep fortification of views on race and criminal justice. Contrary information even in one’s own answers were ignored and looked over. Despite answers that demonstrated insight into minorities as being over policed or at the least over incarcerated or persecuted many participants continued to justify occurrences as simply being part of the job.

Miracle Wish

In representation by gender the participants were asked if they had a special power/wish to minimize the need for Juvenile Justice what would it be. (5) More Power to OJJ/Tougher Sentence/Tried as Adults was the third most given answer and the second most given answer for males. Racially, It was the third most given answer overall and the second most for whites. By occupation, (5) More Power to OJJ/Tougher Sentence/Tried as Adults was the second most given answer overall and the second most by the Police Department.

Of the participants who most closely embodied views of the White Dominant Group in answers about DMC, a majority came from Lawton. There were thirty –five such interviews and twenty-seven were Lawton. There were a total of females and twenty-nine males. There was one Lawyer, District Attorney and Probation Officer. The remaining thirty-two participants were of the Police Department. Thirty two participants were white and there were an unidentified male and female along with a Hispanic male. It is significant to note all were officers.

Minorities in the interview process showed understanding of the Juvenile Justice System and subscribed to power in the White Dominant Groups institutional practices. However, there were differences in how to end or minimize juvenile justice that showed a break with most white participants. For the Miracle Question many participants did not site fault in Families and households. There was a strong belief in education, especially amongst black participants. While there were three non-whites who believed

in more powerful institutions or punishments, one used no race frames what so ever. In gender, female participants believing in more powerful institutions or punishments two cited more power so as to give better help to those incarcerated. This deviated from those who wanted more power to punish.

CONCLUSION

The participants who state an increase of power, punishment and harshness despite their own belief of various other factors as the cause of Disproportionate Minority Contact, are showing a preference of the maintaining of the White Dominant Group in Oklahoma Juvenile Justice. In their answers they demonstrate Authoritarianism and in the face of being challenged with contrary information will double down in power.

All of the participants work in occupations that enforce power. Unlike Bonilla-Silva's (2006) interviews that were a mixture of different occupations and college students the studies on Disproportionate Minority Contact were all employees of the Juvenile Justice System. Their preference for power was demonstrated through their choice in career, and reinforced in their answers.

Their coding of racial Frames in their language was Abstract Liberalism, Cultural Racism and Mineralization. The continuously placed the blame on minorities. They ignored policing as biased to minorities and despite statements that crime occurs everywhere by all races, that there is a lack of policing whites, the dominant group. The uses of Frames continue to guide their thoughts and interactions and when in the mind of authorities lead to continued injustice.

White Employees of the Police Department demonstrated the most cognitive dissonance in their answers. Despite many of these participants' jobs acting almost exclusively with juveniles, such as a school officer, they did not see themselves as having as much contact with juveniles, while non-white employees of the Police Departments with the same job roles answered that they have constant contact with juveniles. The white participants in the Police Department answered there was no Disproportionate Minority Contact, yet when asked for Factors that contribute to DMC, would answer yes to factors listed by the interviewer as causing DMC. The participants also answered that there were some races overrepresented in juvenile justice after having already answered "No" to Disproportionate Contact. It was not uncommon for white respondents to acknowledge white juveniles committing crime, and often as much or more than no-whites, but made no such attempts to explain why white juveniles were not their answer as the most overrepresented race in juvenile justice.

Issues with the interviews that would require additional research are the role education contributed to participant's answers and what the "Unknown" participants' actual race/ethnicity was. While participants' occupations may have suggested they had obtained higher education, this was never asked to the participants for clarification. Two participants who answered "(5) More Power" in the Miracle Question, were women in occupations requiring some higher education. They promoted More Power to help rather than to punish the juveniles. However, without confirmation of their education, the variable for their answer cannot be concluded. Did they answer such, due to their gender or education?

Some participants denied education as a Factor Explaining DMC. While they compared their educational experience to the juveniles as proof that a lack of education was not factor, not knowing more about their education left a void. It may have also helped to identify the strength of Frames. The very fact that they are a Police Officer stationed at a school is not odd to them. Is this because they attended schools that were staffed with police? Also, with different education, might there be different Race Frames used?

There were participants whose race/ethnicity was not listed. They were stated as “non-white” (15). In reading their answers a significant number never stated their race/ethnicity. How might these participants added to our understanding of DMC? Because Hispanic participants did show a difference in answers to some questions from that of black participants, it cannot be assumed that being “non-white” would mean similar answers.

In conclusion, the White Dominant Group’s impact can be detected in answers given and wrapped in Race Frames. When asked the Miracle Question, a special wish that could end the need for juvenile justice, some participants stated that they wanted more power to the juvenile justice system as to end the need of juvenile justice. Their answer to the question is a blatant contradiction and they are oblivious to it. This is Conscientious Stupidity. Many more participants did not fully connect the dots in Social Dominance, institutions and language. This is Sincere Ignorance. The continuation of White Dominance in Oklahoma Juvenile Justice is likely to continue until an understanding of the ideology is successfully acknowledged by the institutions and those employed by the institutions. As Reverend Martin Luther King concluded in the

DMC in OJJ

Strength to Love sermon, “In the end it is not the words of our enemies we will remember, but the silence of our friends”.

NOTES

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