Office of Juvenile Justice and Delinquency Prevention
State Relations and Assistance Division
RED Coordinators' Call
June 16, 2021

I. **Welcome and Roll Call**

Dr. Katie Penkoff, Deputy Director, Center for Coordinated Assistance to States (CCAS)

Good day, everyone. Welcome to the Office of Juvenile Justice and Delinquency Prevention's State Relations and Assistance Division monthly calls with states. Today, of course, is the call for Racial and Ethnic Disparities Coordinators.

Attendance – Taken from Chat Box	
OJJDP	**Name**
	Chryl Jones
	TeNeane Bradford
X	Keisha Kersey
X	Nicole McCrae
X	Diamond Lewis
X	Tina Borner
X	Didier Moncion
X	Keith Towery
X	Marisa Harris
X	Ricco Hall
X	Cara Blair
X	Alyssa Malcomson
X	Ashley Washington
X	Sarah Leder
CCAS	
X	Lisa Hutchinson
X	Okori Christopher
X	Katie Penkoff
X	Cassy Blakely
	Kia Jackson
X	Kenya Roy
X	Mark Ferrante
X	Shreeva Adhikari
State	**In Attendance/Mark with X**
1. Alabama	Buffy Smelley, Letta Gorman
2. Alaska	Nichel Saceda-Hurt, Jesse Parr
3. American Samoa	
4. Arizona	
5. Arkansas	Gary Jones
6. California	Timothy Polasik
7. Colorado	Anna Lopez, Kelly Abbott
8. Connecticut	
9. Delaware	
10. District of Columbia	Frank Petersen, Kristy Love, Melissa Milchman
11. Florida	

12. Georgia	Stephanie Mikkelsen
13. Guam	
14. Hawaii	Shannessy Ahu
15. Idaho	Marissa Evans
16. Illinois	Andrea Hall
17. Indiana	Manpreet Kaur
18. Iowa	
19. Kansas	
20. Kentucky	Mavis Williamson
21. Louisiana	
22. Maine	Linda Barry Potter
23. Maryland	William Jernigan
24. Massachusetts	Patricia Bergin
25. Michigan	Paul Elam
26. Minnesota	
27. Mississippi	Emberly K. Holmes
28. Missouri	
29. Montana	Rachel Gemar
30. Nebraska	Monica Miles-Steffens
31. Nevada	
32. New Hampshire	
33. New Jersey	Kelly Hourigan, Shaniqua McRae
34. New Mexico	Samantha Armendariz, Bill Kearney
35. New York	Trista Deame
36. North Carolina	Toni Lockley
37. North Dakota	
38. Northern Marianas Islands	
39. Ohio	
40. Oklahoma	Laura Broyles, David McCullough
41. Oregon	Sonji Moore
42. Pennsylvania	
43. Puerto Rico	Natalia Rios, Roselyn Cruz
44. Rhode Island	
45. South Carolina	Shawana Frazier, Trevon Fordham
46. South Dakota	Nicole Gednalske
47. Tennessee	Craig Hargrow
48. Texas	
49. Utah	
50. Vermont	Alona Tate, Elizabeth Morris
51. Virgin Islands	
52. Virginia	Ed Holmes, Greg Hopkins
53. Washington	
54. West Virginia	
55. Wisconsin	Sabrina Gentile, Allison Budzinski, Katie Hawkins, Lara Kenny
56. Wyoming	

Dr. Katie Penkoff, Deputy Director, CCAS

Before we get started, we do have a few disclaimer items to walk through before I turn it over to my colleague. The first is a notice of recording, the American Institutes for Research operates the Center for Coordinated Assistance to States, or CCAS, under a cooperative agreement with OJJDP. AIR allows for the recording of audio, visuals, participants, and other information sent, verbalized, or utilized during business related meetings. By joining a meeting, you automatically consent to such recordings. Any participant who prefers to participate via audio only should disable their video camera so only their audio will be captured. Video and/or audio recordings of any AIR session shall not be transmitted to an external third party without your permission.

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Okori Christopher, Project Technology Specialist, CCAS

Thank you, Katie, and good day to all. So, as you may know, since we've had a few of these, all attendees that have entered the room are muted. We'd like you to take some time to introduce yourself using the chat. A lot of people have already done so, so welcome. If you have any questions, if you want to add questions, you could add it to the Q&A pane, or you can add it within the chat. We keep an eye on both, so however you are comfortable with submitting questions, we are comfortable with receiving them. For technical assistance, please use the chat or email us at ccas@air.org. Someone is always monitoring the inbox, and we will do our best to help troubleshoot any technical issues.

So, to take a look at who the participants are who's also participating in the meeting, there's a participation button that's right there at the bottom right for your screen. You can click it. You can then see the list of those who are attending. That's a quick way to just say hello to your neighbors. For the chat, now, this is the most important part. To access chat by default, it's not normally enabled, so you just click the chat button. It'll enable the chat, and then to chat with everyone, you're going to go and select everyone. It's important to hit everyone opposed to all attendees, because if you hit all attendees, it just shares it with those who've entered in the space as an attendee. So, panelists, hosts, presenters won't be able to see it. So, we ask that you hit everyone so that we can see. It's a general chat option.

If you want to send messages privately to us, then you select a name from the list, or you can hit all panelists or presenters and hosts, and that'll go directly to us if you want to ask us private questions. We want to make sure that we track all the incoming chats, so that's why we encourage everyone to use "everyone", so that way, we can keep an eye and archive the questions that are being submitted. One last thing is you have control over how their presentation is being displayed for you. You can use the magnifying glass, plus or minus, to either zoom in or to zoom out depending on your screen size. Sometimes that can be a little problematic because everyone has different screen size. So, if it's too far away, feel free to use the magnifying glass to zoom in so that you can get closer. That's located on the left-hand side. If you hover your mouse over to the left-hand side of the screen, you'll see a little pop up icon with a few options there. And with that, I am going to turn it over to Lisa.

Dr. Lisa Hutchinson, Project Director, CCAS

Thanks, Okori. So, the agenda for today is we are going to have some welcoming comments from OJJDP. Then, Tina Borner is going to walk us through an overview of the 2020 statutory requirements for RED. Also, remember the part two of the solicitation webinar occurs tomorrow, so you may have other information shared there as well. Then we are going to walk through a little bit of learning from you all about any successful strategies and any barriers to RED work. If you got the listserv message reminder this morning about this meeting, you also got access to the four questions we'll be talking about later this hour. Then Katie Penkoff from CCAS is going to walk us through the RED coordinator piece of the Information Hub, and let you know what materials are available there, and then we will close out the call. So, with that, I am going to turn it over to Tina Borner from OJJDP.

II.   Welcome & Updates from OJJDP

Tina Borner, State Program Manager, SRAD, OJJDP

Good afternoon, everyone. I thank you so much for joining us today. I know that it might have been an inconvenience to have to move the session, but we thank you for all coming on board. And this is OJJDP's opportunity to provide you with some information, which I'm sure you have heard before. But we want to make sure that since you are in the middle of trying to develop your RED plans, that you have the opportunity to ask us questions, to get information, so that you have the best opportunity to provide us with the best RED plan. Okay, thank you so much. We appreciate you joining us.

III.   Overview of FY2021 Statutory Requirements for RED Plans

Tina Borner, State Program Manager, SRAD, OJJDP

So, I am going to talk about an overview of the FY2021 statutory requirements for the RED plans. So, this is an opportunity and some information that we are providing to you, and this is not something new. We have talked about this several times, but we want to make sure that you are aware that for FY2021, you are required to provide a RED plan that is using the three-pronged, research-driven, outcome-based strategy for your RED work. So, states are required to submit their compliance data and the racial and ethnic disparities plans electronically through the Compliance Monitoring Tool. If you are having issues or problems getting into the Compliance Monitoring Tool, please, I implore you to reach out to your program manager at OJJDP, who can give you some assistance in order to gain access. But the Compliance Monitoring Tool is the way that your racial and ethnic disparities plans need to be submitted to OJJDP. And, again, this application or this plan, along with the compliance data need to be submitted no later than July 13 of 2021, unless you request a special extension request through the OJJDP acting administrator. So, there have been some listservs sent out through CCAS regarding this. If you need more information regarding how to apply for an extension if you need one, that can be provided to you.

Okay, this is information that should not be new to anybody. This is actually the racial and ethnic

[disparities JJRA statute](#)[1]. I'm not going to read it to you, but I want to make sure that it is understood that A, under the statute, talks about establishing or designating existing coordinating bodies. So, with this requirement, we are having states supply to us what is your RED coordinating body? It could be your SAG, it could be a subcommittee under the SAG. We just need you to let us know what that is so that we can know that this requirement under the statute is being met. B, you already do, which talks about identifying and analyzing data on racial and ethnic disparities at decision points. And there are five decision points that are asked for you to supply us with data.

Okay, this is another continuation. The term "racial and ethnic disparity" means minority youth populations are involved at a decision point in the juvenile justice system at a disproportionately higher rate than non-minority youth at that decision point. So, this is how we are looking at your data. You supply us data based on your populations. And this is how you are looking at, is there disproportionality in your state? And then the second one is to implement policy and practice and systems improvement strategies at the state, territory, local, and tribal level as applicable to identify and reduce racial and ethnic disparities among youth who come into contact with the juvenile justice system without establishing or requiring numerical standards or quotas. So, this really looks at your plan. How is it that X, Y, Z state is going to provide an identify and reduce racial and ethnic disparities within your state? This is not OJJDP telling you. What it is that you need to do, we need the states to tell us what is feasible for you, and what it is that you're going to do.

Okay, tips for developing an RED work plan. I'm sure that most of you have already developed your work plan, but we're going over this right now in case there's any lingering questions that you may have. But one of the first tips is don't just collect the data, don't just look at the numbers. Let that inform your work. Use it as a way to identify, oh, there's a disproportionate number of minority youth that are going into the secure confinement level the five points that we're looking at. And determine what kind of a plan you can develop in order to identify and work on that area. Remember, this is very flexible. You determine what works best for your state and territory and identified focus areas. So, it may not be a state issue, it could be a local jurisdiction issue that you want to focus on. We are not telling you what it is that you have to determine where to look at.

Questions-to-Answer should be considered. You may want or need to consider other questions as you develop your action plan. Think about questions that ask so that you are diving deeper. So, the data that we are looking at just is a surface level type of data response. You need to look deeper to try to figure out what could be the corresponding actions that are leading to this disproportionality, and then take a stab at fixing those. Use the data collected to inform an action-oriented plan. That is what we are looking for. We want to know from you that your plan of action is oriented and is well informed by the data that you have collected, and this is what you are looking to work on.

Okay, so we're going to talk a little bit about the [Title II general solicitation requirements](#) to addressing RED. And this is going to be covered more in-depth tomorrow during the Title II solicitation webinar that deals with compliance. So, I'm going to be going over just a bits and pieces of the information. So, like I have said at the very beginning, this is a three-step process in order to address RED. So, the first step is identifying the problem. That's your data collection piece. We want to know, based on population, where the disproportionality is being seen for five contact points.

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[1] Juvenile Justice and Delinquency Prevention Act of 1974 [P.L. 93–415; 88 Stat. 1109, as amended through P.L. 115–385, enacted December 21, 2018]. SEC. 223(a)(15) Retrieved from https://ojjdp.ojp.gov/sites/g/files/xyckuh176/files/media/document/JJDPA-of-1974-as-Amended-12-21-18.pdf

The next step is developing an action plan. This is where we're talking about where it is that you are looking at spending your time. How are you going to be reducing your racial and ethnic disparities in your state without developing an actual action plan that tells us this is how we are going to move within the next year in order to reduce racial and ethnic disparities.

Again, step three is the outcome-based evaluation. So, we are looking at, you have identified the problem, you have developed an action plan, and then the next year, you're going to tell us how it worked out for you. Were you able to see any reductions? Were you not able to see any reductions? Were you successful, or what kind of barriers happened that you were not able to succeed? And then the process starts all over again. So, each year, you provide us with these three steps based on the information, and we move forward from there.

Okay, so this is the three steps. And the first one, again, as I had said, is identification. And these are the five data points that we are requiring that you provide us population data for its arrest, diversion, pre-trial detention, disposition commitment, and adult transfers. So, this data and information is a calculated percentage of population data for these three points. And so, there is a [Excel spreadsheet](#) with [ethnicities](#) that has been provided as a document that you can use in order to get the collected data at these five points. It's very good. So, if I was asked, I would say that that's a piece that you can use. If you have another way in order to get the population data for these five points, then you have the ability to use it.

So, stage two or step two is, again, the development of the action plan, and it's questions that you have to answer. And so, there is provided a [document](#) that talks about each of the questions that need to be responded to by each state. And each state will answer the questions. And you're also provided with an indicator. So, this is where we look as OJJDP to say, "Oh, well, this is what we were looking for in this answer. Did the state provide the information that was needed?" That also applies to step three, which is the outcome-based evaluation. There are six questions that need to be answered. This is not something that requires a huge dissertation. It could be very short and sweet. It does not have to require a whole lot of extraneous information that you provide to us. As long as the question is answered, you will be okay. This is not something that we look at to say, "Oh, well, if you are that far off of answering the questions, we give you what the indicators are, we give you this is what the answer must include." And, so, we move forward from there.

Question from the States and Territories

- **Monica Miles-Steffens, NE -** Does the coordinating body have to be affiliated with the SAG or can the SAG collaborate with another statewide stakeholder group looking at RED?
- **Tina Borner, State Program Manager, SRAD, OJJDP -** Yes, if it is another body, and the SAG is coordinating or collaborating with that body, and the SAG is getting information from that body to help determine what the RED plan is going to be submitted to OJJDP, then yes, then that could be your coordinating body.

Tina Borner, State Program Manager, SRAD, OJJDP

Okay, so under step one, these next couple of slides are really just giving you a definition around the five contact points. So, for this slide right here, which I am not going to read to you, covers arrest, diversion, and pre-trial detention contact points. And these two definitions talk about secure confinement and transfer to adult court. So, these are the definitions that OJJDP uses in order to determine if you are collecting the right data or not, but we are providing you with these definitions under step one for

identifying the problem and the five points of contact.

Okay, this is the data collection tool that I recently spoke about. This is an [Excel tool](#) that provides you with a very thought out at different racial categories, or [ethnic categories](#) if you're in the territories, the racial categories for you. You have to provide information as a statewide data input, and if you are looking at specific jurisdiction, and you want to provide data for those specific jurisdictions, that is allowable as well. So, this information has tables, where you will put in your population data. And after you put in that population data in, let's say, the number of arrests that you have for that year, then the percentage will automatically be calculated for you. And this document has been provided, and we'll talk about a little bit more where you can find them, find this document if you are in need of something that is very easy in order to calculate the population percentages for each of the five categories.

Questions from the States and Territories

- **Kristy Love, DC -** Re: the arrest definition, "stops" are very different than "arrests," at least for DC. Are you actually asking us to include all juvenile stops in the arrest count?
- **Tina Borner, State Program Manager, SRAD, OJJDP -** I would say no, that we are not asking you to talk about stops. We are actually asking you to talk about the actual arrest, because I know that this was an issue in Maryland as well under... maybe it was Prince George's County, I cannot remember. But they have different levels of arrest. And again, a stop was not technically considered an arrest. So, I would take a look at how you or how DC perhaps defines arrest, and we could talk about it further, Kristy, if you would like.

Tina Borner, State Program Manager, SRAD, OJJDP

So, this is where when you're talking about step two, and you are developing your plan, these six questions that you see on the left-hand side where it says RED questions to answer, these are the requests or the questions that you as the state have to answer to OJJDP. But one of the things on the right side that we talk about is the compliance indicators. So, like question one, what do your RED numbers tell you about your jurisdiction? The response, the compliance indicators, the response should reflect an analysis of the state's data. So, we don't want you to just supply us with the data, we want you to analyze or talk about what that data is telling you. So, each one of these questions have an indicator, a compliance indicator, which is what we look at to determine if you have successfully answered the question. And so, we provide this to you, we provide you this information, this is exactly what we're going to be looking for when we are evaluating the responses to your questions.

Step three, again, this is the outcome-based evaluation. These are the questions. You have six questions here as well that are going to be required for the state to answer. Question one, what are your new numbers? And the compliance indicator, it's response should include a discussion on whether new state numbers reflect a change in RED within the state. So, that's what we are looking for when you are answering that question around question number one. One thing that I want to emphasize is that question three is a two-part question. So, question two said, did you meet your goals? Question three is, if yes, what worked, and what drove the success? And the response should include what worked to achieve the success. But if the answer is no, what were the barriers? How might you overcome them next year? And what partners do you need? So, that is a multi-part question that needs to be reflected in your answer if you were not able to meet your goals from the previous year. Okay, so now I'm going to turn this over to Lisa.

- **Timothy Polasik, CA -** The statewide data from the population data weblink does not match to our state's population. I think they include mixed and/or some Hispanic as white. Do we need to use the data from the link or the data from our state Department of Finance census?
- **Laura Broyles, OK -** If we look at more than five points, can we discuss more than five if it makes sense and ties into their strategy and plan?
- **Trevon Fordham, SC -** The solicitation states we must provide data for four of the five collection points. Are we now required to provide data for all five collection points?

Dr. Lisa Hutchinson, Director, CCAS

Thanks, Tina. We have a couple of questions that have come in, and so I will go ahead and address those before we get into this conversation. So, basically, let me see. Getting back to... Okay, so one of the questions is, well, Timothy says from California, the statewide data from the population data web link does not match their state's population. He thinks they include mixed, and/or some Hispanic as White. Do they need to use the data from the link, or can they use data from their State Department of Finance census?

Tina Borner, State Program Manager, SRAD, OJJDP

Timothy, you're absolutely able to use your data from your State Department of Finance census. The link that we provide is a recommendation. If you have something else that you think provides more accurate data, you are absolutely emboldened in order to use that data.

Dr. Lisa Hutchinson, Director, CCAS

Thanks, Tina. Also, there's several questions around getting a copy of the slides. Well, at the end of this call, Katie will give a presentation on the info slide. These slides will be available through the Info Hub site. And we'll also send them out with the notes from this meeting. And then there were a couple of other questions. So, Laura Broyles asks, "If we look at more than five points, can we discuss more than five if it makes sense and ties into their strategy and plan?"

Tina Borner, State Program Manager, SRAD, OJJDP

Yeah, we're not going to limit you from expanding in the contact points that you want to talk about. We just need to make sure that the five contact points that we are requiring are included and addressed.

Dr. Lisa Hutchinson, Director, CCAS

Okay, thank you. And then Trevon asked a question. The [solicitation](#) states we must provide data for four of the five collection points. Are they now required to provide data for all five collection points?

Tina Borner, State Program Manager, SRAD, OJJDP

Trevon, no, it is not... what that means is if you do not include data for at least four of the five contact points that are required, then that is an indication to us that the information has not been provided. And so, let's say, though, that you have the first four contact points, and the transfer to adult system is not a data point that you are able to collect at this time. Then no, then you still have four of the five contact

points, and you have successfully answered that portion that step of step one. But, explain that in the discussion points that the adult, whatever point it is that you may have a problem with receiving the data for, just explain that in the narrative underneath, or if some states have issues with diversion. But let me just say this, under the adult transfers, if the answer is zero, and it's zero because nobody has been transferred, that's an answer, and that's acceptable. I hope that helps. If it doesn't, please let me know.

Dr. Lisa Hutchinson, Director, CCAS

All right, I just want to do a quick check-in with the CCAS team. Are there any unanswered questions in the chat, or QA box, or have we addressed them all?

Dr. Katie Penkoff, Senior TA Consultant, CCAS

Hi, Lisa. It appears to me that we've addressed them all. Just a quick reminder to folks, if you are in the chat box, use that drop down menu and either select "everyone" so that all attendees and panelists can see the questions that you are posing, or direct your question to all panelists. So, sometimes if you're just doing all attendees, then the panelists aren't going to be able to see those questions. So, just a real quick reminder to use that drop-down menu within the chat to select "everyone" or "all panelists" if you do have a question that you are hoping we will address today.

IV.   **Learning from The Field – Group Discussion**

Dr. Lisa Hutchinson, Director, CCAS

So, in this portion of the call today, we really want to hear from you all in the field. We're trying to better understand what challenges in terms of data collection you're having, what successful strategies that we can share. One of the biggest questions we get when RED TA are requested is what is everybody else doing? What are other states doing that's working? So, we want to make sure that we get some of this information, have these conversations with you all. And that will help OJJDP and CCAS staff to support you all in TA and information sharing. So, with that, we've got four questions that we shared earlier today that we want to talk with you all about. The first one is, what challenges did your state or territory face in collecting RED data at those five collection points during the pandemic?

So, feel free to put that information in the chat box. So, are we to take the silence as a sign that RED data was okay? You could collect it during the pandemic? Did anybody run into issues where the appropriate people were not in the office, or were working from home, didn't have the access they needed to some of those five points of contact, arrest, pre-trial detention, secure confinement, transfer, all those different points? So, I see Timothy from California saying their data is submitted by the county sheriffs and police departments directly to the California Department of Justice. So, nothing really changed with that reporting structure due to the pandemic. That's good. I'm curious, did anybody run into, the secure confinement, any issues getting that information during the pandemic?

Dr. Katie Penkoff, Senior TA Consultant, CCAS
And again, here, you can definitely let us know in the chat, or let us know in the chat if you want to be unmuted and share your question orally, or your feedback to these questions orally.

Dr. Lisa Hutchinson, Director, CCAS

Tina, I'm curious, at OJJDP, were you all aware of any states that really had some serious issues with data collection due to COVID?

Tina Borner, State Program Manager, SRAD, OJJDP

Hi, Lisa. I do not know of any, but I do have several OJJDP colleagues on the line. And so, if my OJJDP colleagues are aware of any state within your portfolio that may have had a problem, you can ask to be unmuted or put your comment in the chat box to relay if there was any problems. I think, maybe, that some of the issues around the pandemic were not around data collection. It was more around inspection.

Dr. Lisa Hutchinson, Director, CCAS

Good idea. Anybody else at OJJDP have anything different to share? Let us know. I see a couple more comments. In Arkansas, the data is submitted at will by most agencies, which is difficult, probably, in the best of times, but apparently not a huge issue for Arkansas during the pandemic. We didn't get any new challenges with RED data during the pandemic. Compliance monitoring, however, was a little bit more of the significant challenge.

And then we hear from Virginia, no problems collecting data. However, the pandemic does not necessarily give us a true indication of juvenile justice trends in Virginia for 2020. As we look towards the future, the impact of the pandemic is currently unknown as it pertains to trends and juvenile outcomes. The decrease of detention and secure confinement, very good point.

Keisha shares that this has not been raised as an issue from any of her states, but she does encourage folks to reach out if this question spurs any from them.

Marisa Harris, State Program Manager, SRAD, OJJDP

This is Marisa. I have only heard one state, there were challenges just with COVID-related. Every state agency is on a different schedule, a different routine, and some staff maybe wasn't able to capture information. So, that may be a challenge for other states, if you happen to rely on other state agencies to provide that information. But just, I would suggest notifying your program manager, also document. We told you before to keep all of your information, executive orders and closures and restrictions that you were impacted with due to COVID.

> ### *Questions from the States and Territories*
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> - **Trevon Fordham, SC -** In South Carolina, we did not have any issues collecting data as majority of our data comes from one source-our DJJ. Our arrest data is gathered through a program that we can access.
> - **Trista Deame, NY -** NYS does not have any issues collecting data, but as with Virginia, 2020 data will not give us a true indication of juvenile justice trends or the true impact on outcomes.
> - **Rachel Gemar, MT -** Good point from Greg! We have the data, but it is very hard to draw conclusions from it. In many cases arrests were possibly down because police were not making arrests, not necessarily due to a real decrease in crime, but rather as a result of the pandemic.
> - **Laura Broyles, OK -** Challenges in Oklahoma were not related to data, but rather implementation of strategy.

- **Didier Moncion, OJJDP -** There has not been any challenges raised to me around this. The challenges remain at the inspection requirement.
- **Trevon Fordham, SC -** Are other states observing increases in their R/ED numbers during the pandemic?

Dr. Lisa Hutchinson, Director, CCAS

Great, thanks, Marisa. And great advice. We also have in the chat box, in South Carolina, we did not have any issues collecting data as a majority of their data comes from one source, DJJ. Our arrest data is gathered through a program that we can access. So, that worked out for them. That's good to know. New York doesn't have any issues collecting data. But as with Virginia, the 2020 data isn't going to truly reflect juvenile justice trends or true impact on outcomes. And I think that's probably true for all states and territories. And Rachel says good point from Greg. We have the data, but it is very hard to draw conclusions from. And in many cases, arrests were possibly down because police weren't making arrests, not necessarily due to a real decrease in crime, but rather as a result of COVID and the pandemic. And Laura, thanks for putting this in the chat box. Sorry I put it in the QA. I appreciate you moving it.

Challenges in Oklahoma were not related to data, but rather implementation of strategy. And then Didier from OJJDP says there really haven't been any challenges raised to him. But the challenges continue to remain prominently at inspection requirement. And then from Trevon, 'are other states observing increases in their RED numbers during the pandemic?' And that's a good question. Any other states, if you are observing increases, let us know in the chat box.

All right, so moving on to the second question, RED data collection impacted in some states during the pandemic. For the most part, most states were however able to get it, but it's not necessarily going to be reflective, because we know diversion and secure confinement were down due to the pandemic. So, really, seeing the future of those trends, we're not going to be able to do that with information collected this year. And that's a valuable point to note and remember. But we might also hear about what successful strategies are you using to support efforts that contribute to addressing and reducing RED? So, what's successful? What is something that your state or territory is doing that is successful in addressing or reducing RED? And also, just a reminder, if you want to speak, just put it in the chat box, and Okori can unmute you.

Additional Comments from the States and Territories

- **Laura Broyles, OK -** I am anxious to compare it to the population data because I think that will give us a better picture of the disparity. Volume of activity has changed but I suspect we will see the disparity at various points will still be significant.
- **Timothy Polasik, CA -** The issue we have is the data elements provided by the CA DOJ. We have received technical assistance from CCAS over the last year in developing a Request for Proposals for a contract to help us redo our data elements. The contractor will start in July 2021 and will help us build a statewide data dashboard. I'll try to attach the RFP if anyone is interested. Otherwise, you can find it here: https://www.bscc.ca.gov/s_titleiigrant/
- **Gregory Hopkins, VA -** Virginia Department of Juvenile Justice has recently initiated the standardize dispositional matrix.
- **Monica Miles-Steffens, NE -** In NE, we are a JDAI site, so we were contributing data to AECF regarding youth in facilities during the pandemic. We saw a mild decrease of youth in detention at the beginning- what stood out was that the decrease was for white youth, and it highlighted

even more the disparity of youth of color in detention. And unfortunately, now, we are seeing numbers go back to pre-pandemic admissions.

- **Gary Jones, AR -** Building working relationships with agencies and judges so they understand and feel comfortable with RED. This will help with getting accurate data.
- **William Kearney, AZ -** NM uses its JJAC Executive Subcommittee as the R/ED designated coordinating body, but also coordinates closely with our System Improvement Leadership Team that includes CYFD (us), Public Education Department, NM Supreme Court, and NM Association of Counties.
- **Rachel Gemar, MT -** We have not necessarily implemented anything yet, but our SAG is trying to gather accurate data on SRO arrests. We would like to help standardize SRO practices. I think this is our best chance at making real progress on RED reduction.
- **Laura Broyles, OK -** Successful Strategies: Reframing the conversation of race so that law enforcement and juvenile justice stakeholders do not feel attacked during a challenging time in our communities.
- **Kristy Love, DC -** In DC, Office of the Attorney General and MPD have a hotline where officers can consult with attorneys prior to completing the arrest/booking process to determine if the attorneys would likely paper the case. If the attorney says papering is unlikely, MPD releases the youth (so there is no arrest on the youth's record).
- **Monica Miles-Steffens, NE -** I just sat in on a webinar right before this sponsored by WestEd Justice and Prevention Research Center on RED and there was new research showing a very clear impact using Restorative Practices in schools to reduce RED. That will be posted on their website soon.
- **Timothy Polasik, CA -** WestEd is our R.E.D. contractor for our upcoming project. :)

Dr. Katie Penkoff, Senior TA Consultant, CCAS

Laura in Oklahoma sharing that she is anxious to compare it to population data because she thinks that it will give them a better picture of the disparity. Volume of activity has changed, but she suspects that they will see disparities at various points, and that those will be significant.

Timothy in California sharing, that the issue we have is the data elements provided by the California Department of Justice. We've received technical assistance from CCAS over the last year in developing a request for proposals for contract to help us redo our data elements. The contractor will start in July of 2021 and will help California build a statewide data dashboard. So, he's sharing that he's attaching the RFP here. He actually has a link to it if anyone's interested. So, he's got the link to it listed there on their website.

Greg is sharing at the Virginia Department of Juvenile Justice; they've recently initiated the standardized dispositional matrix.

Monica is sharing in Nebraska, they are a JDAI site, so they are contributing data to the Annie E. Casey Foundation regarding youth and facilities during the pandemic. And they saw a mild decrease of youth in detention, and at the beginning, what stood out to us was that the decrease was for white youth, and it highlighted even more disparity for youth of color in detention. And unfortunately, now we are seeing their numbers go back up to pre-pandemic admissions.

Gary Jones is sharing that building working relationships with agencies and judges, so they understand and feel comfortable with RED. This will help with getting accurate data there in Arkansas.

In New Mexico, William is sharing that New Mexico uses its SAG executive committee as the RED designated coordinating body, but also coordinate closely with their system improvement leadership

team that includes their agency, the designated state agency, public education department, the supreme court, and association of counties.

Dr. Katie Penkoff, Senior TA Consultant, CCAS

In Montana, they have not necessarily implemented anything yet, but their state advisory group is trying to gather accurate data on school resource officer arrests or SRO arrests, and we'd like to help standardize SRO practices. She thinks that this is their best chance at making real progress and RED reduction.

Laura sharing some additional successful strategies are reframing the conversation of race so that law enforcement and juvenile justice stakeholders do not feel attacked during a challenging time in their communities, really, in all of our communities.

Kristy is sharing in DC, the Office of the Attorney General and, I think it's the Metropolitan Police Department have a hotline where officers can consult with attorneys prior to completing the arrest booking process to determine if the attorneys would likely paper the case. If the attorney says papering is unlikely, the police department releases the youth, so there is no arrest on the youth's records. Wow, some powerful strategies here.

Dr. Lisa Hutchinson, Director, CCAS

Thank you, Katie, for reading all these. And thanks, everybody, for sharing those. Anyone from OJJDP want to share anything about any of the states you're working with? Okay, so Tina, on the notes that we share from this call, I'm assuming we can share all the different things that the states are doing, just as a reminder to the states that share and everybody on this call about some of those issues where they're from, so that if there's any reach out that anybody in the states wants to do, they know which state and what's being done. Is that okay? Just want to make sure we're good with sharing that as well.

Tina Borner, State Program Manager, SRAD, OJJDP

Absolutely.

Dr. Lisa Hutchinson, Director, CCAS

Perfect. We will make sure to share all of this.

Dr. Lisa Hutchinson, Director, CCAS

We just got another comment. And so, I just sat in on a webinar right before this sponsored by WestEd on RED. And there was new research showing a very clear impact using restorative practices in schools to reduce RED. That will be posted on their website soon. Absolutely, that's great. We will definitely take a look. WestEd is a partner of ours on a different project, and they're great, do great work there. We'll make sure to go to their website and find that and share that as well. All right, we've got two more questions. And oh, Timothy from California, WestEd is your RED contractor for your upcoming project. That's great. I did not know that. That's great to know.

All right, so we have two more questions that we want to hear from you all. First, what barriers did your state or territory face as a result of the pandemic? We asked earlier about data, but just in general, was it the facility inspections? Whether is it getting buy in from your stakeholders? How do you do that when it's virtual versus on-site planning? Any barriers you want to share with us, that'd be great.

Did anybody struggle with a virtual convening of your RED groups? I know for most states, physical

meetings were not appropriate or not allowed. So, was it hard to get the buy in of your stakeholders in terms of your RED collaboration group, whether it's SAG or outside of the SAG? Anybody struggle with that, and any good ideas about how to deal with that, or ways you were able to overcome it?

Comments from the States and Territories

- **Laura Broyles, OK -** Yes, it was difficult, and we created opportunities for hybrid trainings and virtual meetings.
- **Monica Miles-Steffens, NE -** We actually saw an increase in participation in our JDAI RED workgroups through the virtual platform. In Omaha, they had to change from planning an RED conference to doing a monthly RED webinar series that turned out to be very successful.
- **Timothy Polasik, CA -** In-jail programs were difficult to implement. We will most likely overcome it by offering extensions to existing subrecipients so they can compete their programs as designed.
- **David McCullough, OK -** Oklahoma's challenges with access to broadband for rural areas made access to services, visitation, and court compliance more difficult. The usual availability of Community-Based prevention and diversion services suffered to an extent.

Dr. Lisa Hutchinson, Director, CCAS

Laura from Oklahoma shares yes, that was difficult. We created opportunities for hybrid trainings and virtual meetings. I'm a little curious, Laura, would you mind if we took you off mute and you share a little bit about what you mean by hybrid? Okori, can you unmute Laura Broyles, please?

Laura Broyles, OK

Okay, so we rolled out a training that it included implicit bias, but it was an implicit bias alone. It also had key components of the JJRA, and youth behavior and adolescent brain development, and all of those things that we know can contribute to RED or DMC as many of us think of it, those who have been around a while. So, what we did was we partnered with law enforcement to provide the model, which it was the Connecticut model, and they adapted it to the Oklahoma model. So, really looking at it, there was an emphasis on tribal youth, and we partnered with tribal police as well. And in that training, the way we did it is to make sure that we were staying within CDC guidelines and social distancing.

In the beginning of the pandemic, we did a hybrid model, meaning we kept our numbers very low in person instead of that classroom feeling, and then we brought in virtual also. So, you probably had half the class that was on the Zoom, and the other half was actually in a classroom, so that it would create a classroom feeling.

It looks like Anna's asking, what curriculum did we use, and then revise. So, we did not want to change the quality of the Connecticut model, because that was evaluated. And we know that fidelity is really important. So, what we did was we just added the specific pieces to Oklahoma about our youth, our communities, our poverty levels, and then added in some pieces in there on trauma informed, added in some things on understanding the impact of historical trauma, because that's a key piece of understanding some of how kids end up in the system. And so, all of those pieces were added to the curriculum, but we didn't take away the pieces that would impact fidelity. I hope that makes sense.

Dr. Lisa Hutchinson, Director, CCAS

Yes, that is such a great way to approach that. Thank you so much for saying that, Laura. Monica says they actually saw an increase in participation in JDAI RED work groups through their virtual platform. Timothy in California noticed that in jail programs were difficult to implement and will most likely overcome that by offering extensions to existing subrecipients so they can complete their programs as designed.

All right, we have just a few minutes left in this, and Katie is about to take us on the walkthrough through the CCAS Information Hub. I'm putting one last question in the chat box. Please make sure you address this and share with OJJDP what support you need to continue to implement the Title II formula grants program during the pandemic. So, if you have support you wish you would have or things you want to identify specifically, please place them in the chat box. Again, I posted that question there. Please make sure that you identify any support you would like to see from OJJDP. And with that, I'm going to turn it over to Katie and have her walk us through the RED portion of the CCAS Information Hub.

V. CCAS RED Coordinators Information Hub

Dr. Katie Penkoff, Senior TA Consultant, CCAS

Okay, excellent. Hi, everyone. Please let me know when you can see my screen, and hopefully the CCAS Information Hub.

So, what you're seeing here is what we call the CCAS or the Center for Coordinated Assistance to States CCAS information hub. And this is our virtual community of practice. And so, some of you attended the trainings that we held on this just to demonstrate it for the field and to show you the different resources that are available. But we wanted to specifically really hone-in on the community, that is for Racial and Ethnic Disparities coordinators. So, what you see when you're logging into the site versus not logged into the site is different. So, I am logged in. And when I log in, I can actually see the communities that I'm a part of right here on my home page. And so, with that, I can click on the racial and ethnic disparities coordinators community. And if I scroll down, I can see the different resources that are shared from OJJDP with the field.

So, for example, today's RED coordinators' call, and so I saw some of you were asking about the slides and other resources that are a part of it. So, if you actually scroll down from today's call, you'll see that there are a data guide and data table builder for ethnicity, your basic table builder, the Title II compliance and RED plans information, the RED compliance indicators, RED definitions. And then the last item that you'll see here is for the PowerPoint from today's call. We realize that the solicitation due date is coming up quickly, and OJJDP really wanted to make sure that you had all of the access to today's materials. And so, you will find all of that here on this particular community.

So, not only are we able to post materials for your review, but if you look under the membership tools here in the upper right hand corner of the screen, you can add a discussion. Maybe you have a question that you want to pose to the rest of the RED coordinators, you can post that here in a discussion question, have other folks respond to you. Maybe you've got a neat webinar or training that's open to more than folks within your state or territory, you can post that here and notify your colleagues. And you can even post resources that you've created. So, I see some neat RFPs that Tim shared, and other things that are happening within the states or territories that are innovative in this area, and maybe trainings that you're using, et cetera. You can post those resources here and share that information with your colleagues.

So, we really want this to be a place where you can come and access resources that OJJDP has shared with the field, as well as collaborate with one another. We find that peer-to-peer support is one of the most beneficial things, because it really helps for you to see examples from other states, and then really figure out how to contextualize them for your state or territory. Most folks received an email once they were added to the site.

If you are new and have not yet received access to the site, or if you have been added but aren't sure how to navigate around the site or log in, please contact us, and one of my colleagues will put the ccas@air.org into the chat box. But we've got several folks, Okori Christopher, our technology specialist, Kenya Roy, and myself who are all available to really help orient you to the site, learn how to do the different things that are available here, and make sure that you have the login credentials to be successful on the site.

I also wanted to point out the fact that we actually have site tutorials that are built into the site. And so, this is on the public facing version of the site. If you go up into the upper right-hand corner, you'll see the link to site tutorials. You'll have a demo on how to log in, how to edit your user profile, maybe you want to add a photo, add more about your job or hats that you wear at the designated state agency, maybe you're interested in adding a resource, all of that can be learned here by sharing or viewing these short demonstrations. The other thing that we have here is a link to the website feedback. We really want this CCAS Information Hub to be a place that's a one stop shop for resources and information and collaboration. And if you're on the site, and you notice that there are things that we can do to enhance your experience, we want to know that. So, if you'd just complete this basic web-based form, it comes directly to us, and then we are able to make those changes in real time with OJJDP permission to really enhance that user experience.

So, you'll also find within the blog section of the site, we post materials that are really cut across different roles within the designated state agencies. And so, many of you attended the first solicitation webinar yesterday, so we've attached the PowerPoint here. We've also attached the link to the solicitation files, and then when the recording becomes available, we'll post that here as well. And as many of you know, tomorrow is that second solicitation. If you scroll up in the chat, we've actually got a link, and if you haven't already registered, we encourage you to do that. And so, just wanted to point that we are trying to, again, any listserv message that goes out, any resources that OJJDP shares with the field, we're trying to upload that here as soon as possible so that you have access. So, since I'm sharing my screen, I'm going to ask my colleagues if there's any questions that have come in related to the CCAS information hub that we might be able to answer for folks.

Dr. Lisa Hutchinson, Director, CCAS

Just a question about how to set up an account, but I think you addressed that, and is there a way to notify you, set it up where it'll notify you when there's new postings?

Dr. Katie Penkoff, Senior TA Consultant, CCAS

Yeah, that's such a great question. When you go in and edit your user profile, one of the very last things on the forum where you edit your profile is you can specify how often you want to be notified of changes to the site. You can set it daily, you can set it weekly, you can set it to never. So, you have control over how many emails that you get that are being generated from the system when new things are added. Okori, would you add anything to that?

Okori Christopher, Project Technology Specialist, CCAS

No. And I think because we were setting up an account, we wanted to be very aware of our users. By default, we put never instead of daily, because we didn't want you to get inundated with emails, if that's not your preference. So, we encourage you to go in there and update that to daily or weekly, however best would serve you. But I think by default, we have this set to never because when we were setting up the account, we didn't want to presume.

Questions from the States and Territories

- **Gary Jones, AR -** Are the outcome-based evaluation questions due this year?
- **Tina Borner, State Program Manager, SRAD, OJJDP -** Hi, Gary. Yes, they are. They actually were due back in the 2020 submission. So, yes, they are due every year.
- **Dr. Lisa Hutchinson, Director, CCAS -** Okay. Thank you. And again, feel free to put supports you would like to see in the chat box. Other than that, I am going to turn it over to Tina for final comments.

VI. **Closing Remarks**

Tina Borner, State Program Manager, SRAD, OJJDP

Well, I thank you all. This was such a robust conversation. And I thank you all for contributing your comments and your questions. It has been very enlightening as to the information that is being provided to you and the way that we may have to reevaluate how or how we ask a question, and we so appreciate you providing this information and feedback to us. And I would just suggest that you keep doing that, because this is a live and learn situation. And we thank you so much, and we hope that you have a great day.

Dr. Lisa Hutchinson, Director, CCAS

Thanks, everyone.