

**OJJDP SRAD Monthly Calls with States**  
**State Relations and Assistance Division**  
**SAG Members Call**  
**July 28, 2021**

**I. Welcome and Roll Call**

**Dr. Lisa Hutchinson, Project Director, CCAS (Center for Coordinated Assistance to States):**

Welcome. My name is Lisa Hutchinson, and I'm project director for the Center for Coordinated Assistance to States. I want to welcome you all to the OJJDP State Relations and Assistance Division, State Advisory Group Members' call. I'm going to turn it over at this time to Okori Christopher, CCAS project technology specialist, to go through some housekeeping. Okori?

OJJDP	Name
	Chyrl Jones
X	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
	Alyssa Malcomson
X	Ashley Washington
	Sarah Leder
CCAS	
X	Lisa Hutchinson
X	Okori Christopher
	Katie Penkoff
	Cassy Blakely
	Kia Jackson
X	Kenya Roy
X	Mark Ferrante
	Shreeva Adhikari
X	Brianna Cunniff
X	Tayla Fautleroy
State	Individuals in Attendance
1. Alabama	Buffy Smelley, Nichel Saceda-Hurt
2. Alaska	Jesse Parr
3. American Samoa	
4. Arizona	Emily Uline-Olmstead, Tonya Hamilton
5. Arkansas	
6. California	Timothy Polasik
7. Colorado	
8. Connecticut	
9. Delaware	
10. District of Columbia	Laura Furr, Melissa Milchman

11. Florida	Dionne Anderson, Caroline Zucker
12. Georgia	Stephanie Mikkelsen
13. Guam	
14. Hawaii	
15. Idaho	Katherine Brain, Marissa Evans
16. Illinois	Andrea Hall
17. Indiana	Shelby Price
18. Iowa	
19. Kansas	
20. Kentucky	
21. Louisiana	
22. Maine	Linda Barry Potter, Christine Thibeault, Alice Preble
23. Maryland	
24. Massachusetts	
25. Michigan	
26. Minnesota	
27. Mississippi	
28. Missouri	Michelle Parks, Chris Yeager
29. Montana	Rachel Gemar
30. Nebraska	
31. Nevada	Leslie Bittleston
32. New Hampshire	Pam Sullivan
33. New Jersey	Kelly Hourigan, Barbara Wallace
34. New Mexico	Samantha Armendariz, Anthony Trujillo
35. New York	
36. North Carolina	Toni Lockley
37. North Dakota	Lisa Jahner
38. Northern Marianas Islands	
39. Ohio	
40. Oklahoma	Laura Broyles
41. Oregon	
42. Pennsylvania	Greg Young, Keith Snyder
43. Puerto Rico	Natalia Rios
44. Rhode Island	
45. South Carolina	Trevon Fordham, Aloysius Anderson
46. South Dakota	
47. Tennessee	
48. Texas	
49. Utah	
50. Vermont	
51. Virgin Islands	
52. Virginia	
53. Washington	
54. West Virginia	
55. Wisconsin	Lara Kenny, Sabrina Gentile
56. Wyoming	

**Okori Christopher, Project Technology Specialist, CCAS:**

Thank you so much, Lisa. And welcome, everyone. I will do my best. I know Katie normally goes through this, so you have to deal with me today. So, I'm going to start with a notice. The American Institute for Research, AIR, operates the Center for Coordinated Assistance to States under cooperative agreement with the Office of Juvenile Justice and Delinquency Prevention. 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 participants who prefer to participate via audio only should disable their video cameras 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 their permission.

And then the disclaimer. The following presentation was prepared under a Cooperative Agreement Number K9-MU-MU-K039 from the Office of Juvenile Justice and Delinquency Prevention, OJJDP, Office of Juvenile, sorry, Office of Justice Programs, U.S. Department of Justice. The opinions, findings, and conclusions, or recommendations expressed in this presentation are those of the author and do not necessarily represent the office position or policies of the U.S. Department of Justice. Sorry, my mic was in the way.

So, now we're going to go through the housekeeping slides. So, a lot of you are very familiar with this. And I see that many of you have already gone through the menu and selected everyone, which is awesome. So, this will be very brief. I'm going to go through very quickly. As you know, you're coming into this meeting muted, so all attendees are muted. We ask that you introduce yourself via the chat function. You have the option to ask the panelists questions via the chat or the Q&A box. For any technical issues, we have someone monitoring the inbox. Please email us at [ccas@air.org](mailto:ccas@air.org). So, as many of you see, the participant button's right here at the very lower right-hand side. You click it, and you can see who is attending the meeting. The chat box, if it's not already automatically enabled, is also located to the right of that participant button on WebEx.

And then what we ask is that everyone click everyone, so that way, we can all see you. If you click just all attendees, only those identified as attendees will be able to see the panelists, hosts. Presenters will not be able to see the chats. We just like for everyone as a default, unless you're sending a private message to an individual. On the left-hand side, you'll see there is a control panel that will allow you to zoom in, zoom out, depending on your screen size and preference. If the presentation appears to be too small, feel free to use this control panel to enhance it. And then I'm going to turn it back over to Dr. Lisa Hutchinson. Lisa.

**Dr. Lisa Hutchinson, Project Director, CCAS:**

Thank you, Okori. At this time, I'm going to turn this over to Dr. TeNeane Bradford for welcoming remarks from OJJDP. TeNeane.

## **II. Welcome & Updates from OJJDP - Dr. TeNeane Bradford, Associate Administrator, SRAD, OJJDP**

**Dr. TeNeane Bradford, Associate Administrator, SRAD, OJJDP:**

Hello, good afternoon. Great to start seeing folks joining the call. Grateful to see CCAS for opening it up for us and setting this engagement up. I cannot overemphasize how important it is to have these types of engagements with our state advisory group members across the country. You all play a significant role in how we are successful in complying with the Title II Formula Grant Program award, as well as the reform efforts in the work that you do to keep your community safe, and your youth in your care protected and afforded the opportunities to succeed in life. Just a few reminders, Title II, the Formula Grant Program for 2021 closed. We're in the midst of doing what we call determinations, synonymous to application review. We do have a tight timeline for that this year. For the last few years, we worked to have a two-part process to ensure that if there are any issues with program or other requirements, that there is significant time to work through those issues. This year, we weren't able to do that two-part process, and so everything had to be turned in at the same time, unless you received an extension for the compliance or RED plans. And that date will be so coming on in early August.

And so, while we're doing the application review, our desire is to ensure that everything is accurate, and that you have what you need. To make sure that we're able to make the award to you, we're asking that

you are vigilant in responding to your program managers, as they have to go back and forth with you around things that are missing or not quite detailed enough for us to make some decision about whether you've met the application requirements or not. We're excited. We'll do what we can. We believe that we're partners in administering this program. And so, we'll do all that we can to help you be successful and get you awarded for this year. We know that COVID is no doubt presented in addition to a new system, and a late opening, some challenges with implementing your Title II Formula Grant Program awards. You'll continue to have these engagements.

We are also requiring staff to participate in your SAG meetings. We are not able, at this point yet, to do anything in person, but we are certainly encouraging and requiring at a minimum that staff engage in a few of your SAG meetings throughout the year. And we will certainly come to meetings, virtually engage in individual phone calls. I've had the pleasure of meeting with several SAG members over the last few months to discuss challenges and issues related to some of the new requirements, as well as to get to know each and every one of you. And so, I'm excited to continue to offer to do that. We'll do that, certainly. If you have questions along the way, we certainly are opening to answering them. Some of you have. Some of you participate in other groups and other organizations that certainly support Title II Formula Grant Program award. We're getting questions from there. But feel free to always reach out to your program manager if necessary. And if you'd like, I'm always open. You can certainly reach out to me and I'll try to get back to you as soon as we can.

We've got an exciting agenda today. Lisa and team will take us through the agenda and help engage you in the most productive and fruitful way. Thanks for all you do, and I'm going to pass the baton back to you, Lisa.

### **III. Reminder about SAG 101 Video Series – Dr. Lisa Hutchinson, CCAS Project Director**

**Dr. Lisa Hutchinson, Project Director, CCAS:**

Thank you, Dr. Bradford. Next slide please, Okori.

**Okori Christopher, Project Technology Specialist, CCAS:**

Sure. Actually, I just transferred presentation role-

**Dr. Lisa Hutchinson, Project Director, CCAS:**

To Kenya?

**Okori Christopher, Project Technology Specialist, CCAS:**

...over to you.

**Dr. Lisa Hutchinson, Project Director, CCAS:**

Oh, you did? Okay. Sounds good. Then I can do it all myself. All right, so here's today's agenda. Thank you so much, Dr. Bradford, for welcoming us. I'm going to talk a little bit about the SAG 101 video series. Ricco, we may call on you to share some of your thoughts as well, if Diamond's on the call as well. I know y'all been working closely with Cassie on that. We're really excited about that. Then we're going to talk a little bit about next steps. The three-year plans have been submitted, but what's next? What role do you as SAG members or SAG chairs have in that process. And then we're going to talk a little bit about how to keep your SAG meetings really action-oriented and focus on the implementation of the three-year plans and share strategies and ideas. A lot of you are doing really innovative things to make that happen, so we want to hear from you and share some of what we've learned from different states and territories with this group.

And then finally, perhaps the most exciting piece of this to me today, is going to be our discussion and solicitation of feedback from you all about revamping the youth engagement SAG curriculum. We do

have a curriculum. It is indeed outdated, and we're really anxious to just share ideas, brainstorm with you. And we're excited even more about two of our interns here at CCAS, Brianna and Tayla, who are going to be talking with you all and sharing ideas and soliciting your feedback around how to best revise that curricula and engage youth SAG members. And that should take us through the whole hour. If there's anything else you want to talk about, any questions you have along the way, please feel free to put those questions in the chat box. Let us know if you want to talk or share a strategy. Let us know. You can put that in the chat box, or I believe we can unmute you if you are interested in sharing some... Is that true, Okori? I just want to make sure I'm telling them accurately.

**Okori Christopher, Project Technology Specialist, CCAS:**

Yes, if they raise their hand or say in chat they'd like to speak via their voice over IP or on your phone line, I can unmute them.

**Dr. Lisa Hutchinson, Project Director, CCAS:**

Great. Thanks so much, Okori. All right, so getting started, I apologize, I've got a weird setup today with my monitor, so I'm not going to be looking at you guys for a little bit of this presentation. And for that I apologize upfront. But our SAG 101 series, as I said, we're really excited about this. And so, what this is a four-part series, short videos, 15 to 30 minutes, and it covers four main pieces of information, the history of the JJDPA, four core requirements, SAG membership and responsibilities, and three-year planning and Title II Formula Grants. [Parts one](#) and [two](#) have already been done. They are shared and recorded and shared, and discussion sessions around those two pieces have taken place. Parts three and four are scheduled for August 18th, from noon to 1:00 Eastern, and August 19th from 6:00 to 7:00 PM Eastern.

And basically, what this does is provide really broad overviews, these three pieces, around the four areas I just said. And so, it's really broad. You may need to take some conversation or take some information from those videos and those links and information within, and make sure that it is appropriate and oriented maybe more towards your particular state advisory group. So, that's just something you can take. You can have discussion with your SAG members in your SAG meeting and talk about anything that you might want to share and might need to add state level context to. So, we encourage you to think through that. We did this, the sole purpose of this was to make sure that SAG members could watch these videos at their convenience and when it was best suited for them, rather than having to be online at a certain time to get this information conveyed and shared with them. The video links will be sent via listserv, and they're posted to our community apparatus, the [CCAS information hub](#), at least one week prior to the discussion session. So, these discussions sessions will be taking place after these are posted on the COP. We'll send that information out via the listservs and encourage you to share that with your SAG members in your states.

I want to do a quick check in with the OJJDP friends, Ricco, Diamond, anything you all would like to add to this? I know you've been a really huge part of the success of this video series. So, wanted to make sure you had a chance to weigh in if you wanted to share anything. And Okori, could you make sure that Diamond and Ricco are able to speak?

**Okori Christopher, Project Technology Specialist, CCAS:**

Yes, they are listed as panelists and are unable to mute themselves. They are able to unmute themselves.

**Dr. Lisa Hutchinson, Project Director, CCAS:**

All right, so if you have anything you want to add-

**Ricco Hall, Program Manager, SRAD, OJJDP:**

Yes.

**Dr. Lisa Hutchinson, Project Director, CCAS:**

Yeah, go ahead, Ricco.

**Ricco Hall, Program Manager, SRAD, OJJDP:**

Sorry about that. I was even trying to show my video, but something is going wrong with technical difficulties, but thank you, Lisa and you all for being here. We want to better inform you all as SAG members that you are a part of this partnership, and you're not just an idle member. So, we definitely want to do the upfront work and investing into your social capital, into the case, that you understand, and you see your role in these three-year plans, and moving forward, how they are actually unfolding and operationalizing throughout these three-years. And so, definitely appreciate your ongoing attendance and investing in this collective approach that we're taking. And thank you again, Lisa.

**Dr. Lisa Hutchinson, Project Director, CCAS:**

Thank you, Ricco. All right, so Diamond is seconding that in the box. Thanks so much, Ricco and Diamond. And just real quick, this is a great tool for your new SAG member orientation. Again, this is the broad view. You can insert and dialogue with your new members about any state specific things that you might want to share. But we're really excited about this, really looking forward to everybody being able to access this on their own. And we will continue to have live discussion sessions around this content throughout the year so that brand new SAG members have an opportunity to ask questions, network with other SAG members in other states. So, really excited about it. The last thing about this I will say, is Kenya, from the CCAS team, has put in the chat box, the links to parts one and two. So, feel free to share it. As we typically do after this call, we will share audio of this recording, of this particular call. And we typically include the PowerPoints and any related resources that have been talked about on the call, so you will be able to share this and share these links. But for now, they're in the chat box as well. If you want to pull those out of the chat box, please feel free to do so.

**Okori Christopher, Project Technology Specialist, CCAS:**

And Lisa?

**Dr. Lisa Hutchinson, Project Director, CCAS:**

Yeah?

**Okori Christopher, Project Technology Specialist, CCAS:**

I can hear Katie channeling me saying to us as a plug to encourage folks to also get this information from our hub, [information hub](#). All the resources that we have gathered here is also uploaded onto the site. So, if you need additional help or support getting access to it, just feel free to email us at [ccas@air.org](mailto:ccas@air.org). We'd be more than happy to help.

**Dr. Lisa Hutchinson, Project Director, CCAS:**

Thank you for that, Okori. I really appreciate it. For those of you that are not familiar, Katie Penkoff is one of our deputy directors of the center. And she and Okori and Kenya have been working on getting the CCAS information hub up and running and populated with a lot of good information. So, thank you for making sure to put that plug in while she's on vacation this week. Thanks, Okori.

**IV. The Three-Year Plan has been submitted...What's Next? – Group Discussion – Dr. Lisa Hutchinson, CCAS Project Director**

**a. Strategies for SAG meeting processes for successful action-planning meetings**

**Dr. Lisa Hutchinson, Project Director, CCAS:**

All right, so next, quick polling questions. So, Okori's going to pull up a polling question. And if you'll just select the appropriate answer for you, we're going to talk a little bit about what's next. The Title II three-year plans are turned in, and so what is next for SAG members? So, quick question, does your SAG have a clear plan for supporting and participating in the implementation of your three-year plan? And just select yes or no, whichever applies to your state advisory group.

**Okori Christopher, Project Technology Specialist, CCAS:**

So far, Lisa, we have 18, well, 19 yeses right now, and one no.

**Dr. Lisa Hutchinson, Project Director, CCAS:**

Okay.

**Okori Christopher, Project Technology Specialist, CCAS:**

As soon as I get the cue from you, I will end the poll and I can broadcast the results.

**Dr. Lisa Hutchinson, Project Director, CCAS:**

I will give everybody just a few more seconds. All right, we can go ahead and close that, Okori. So, Okori, can you give us the final percentages?

**Okori Christopher, Project Technology Specialist, CCAS:**

Yes, sorry, it usually takes a minute for me because-

**Dr. Lisa Hutchinson, Project Director, CCAS:**

No problem.

**Okori Christopher, Project Technology Specialist, CCAS:**

... it has to process. So, I'm sharing information now.

**Dr. Lisa Hutchinson, Project Director, CCAS:**

I'm being a little impatient. Thanks for taking care of me and making sure we can share that. All right, so it looks like most SAGs do have clear plans for making sure they're supporting and really implementing alongside the designated state agency staff, JJ specialist compliance monitors, RED coordinators, the three-year plan. My next question is, we want to learn a little bit more about what strategies or steps you take to how providing that support and participating in the implementation of the three-year plan. So, if guys wouldn't mind, if you would take a look at these different strategies and steps and check all that apply, we'd really appreciate it. And just some of the common things that we've seen, steps or strategies and other states, or refining of a committee structure to really support all the goals of a three-year plan, goal specific action planning, report outs, status checks at SAG meetings, committee meetings between your full SAG meetings, SAG self-assessment, committee selection, membership review. And then if there are others that you typically engage in and would like to share with everybody else on this call, if you'll just put the others in the chat box, that would be good.

**Dr. Lisa Hutchinson, Project Director, CCAS:**

So, again, if any of these apply, check all that apply to you. If you've got other ideas, other strategies or steps, put that information in the chat box, and we can share it with everybody else on this call. And OJJDP friends, if you know of different strategies and steps that your states, your assigned states take, that would be good information to share. Feel free to do that as well. All right, Okori, how are we

looking on responses?

**Okori Christopher, Project Technology Specialist, CCAS:**

So, because there's multiple choices, folks are going through the answers make sure it applies to their particular responses. So, we're at 50 percent completed.

**Dr. Lisa Hutchinson, Project Director, CCAS:**

Okay. We'll give everybody a little bit more time. Thanks. I'm not being very patient today, Okori. So, thank you.

**Okori Christopher, Project Technology Specialist, CCAS:**

No, it's no worries. Since you can select multiple choices, it makes it a little bit more challenging. But I think the information that we're going to gather from this will be very helpful for future discussions, so.

**Dr. Lisa Hutchinson, Project Director, CCAS:**

Absolutely. Thanks, Okori.

**Okori Christopher, Project Technology Specialist, CCAS:**

No worries. So, I'm going to close the poll now, because we're about at a 50% mark.

**Dr. Lisa Hutchinson, Project Director, CCAS:**

Okay, good.

**Okori Christopher, Project Technology Specialist, CCAS:**

I guess while it's tabulating the data... I left myself off of mute, so that way I can communicate what's happening.

**Dr. Lisa Hutchinson, Project Director, CCAS:**

Okay, that's great. Thank you.

**Okori Christopher, Project Technology Specialist, CCAS:**

You're welcome.

**Dr. Lisa Hutchinson, Project Director, CCAS:**

So, well, it looks like the most popular way is the report outs and status check ins at your full SAG meetings. So, just checking in with the people that said they were leading that, whether it be SAG members or DSA staff, and having them share that with the SAG as a whole in that SAG meeting. That's good. Goal specific action planning seems to be the second most frequent way of doing that. Then we have the committee meetings, so committee meetings in between your full SAG meeting meetings. And after that is the refining of committee structure to support plans and goals. So, that's good. I'm hearing a lot about that. Then less people or less states are saying as a strategy, they use the SAG self-assessment, or committee selection, or review their membership.

Thanks for sharing this. It's really interesting how states do this and the steps and strategies they take to make sure that they have the tools and resources to actually implement the three-year plan. So, I really appreciate you all sharing that. I don't see in the box, the chat box, any others, strategies, or steps, that anybody has added. Mark, since you're in charge of the chat box, can you confirm that for me?

**Mark Ferrante, System Collaboration Coordinator & Justice Reinvestment Lead, CCAS:**

Lisa, I have not seen anything else.

**Dr. Lisa Hutchinson, Project Director, CCAS:**

Okay.

**Mark Ferrante, System Collaboration Coordinator & Justice Reinvestment Lead, CCAS:**

The only comment I'm not sure that we captured just before TeNeane mentioned that she needed to step off for a few minutes was, Caroline in Florida, I'm not sure what this refers to. "Yes, can't." I don't know of the context, but that's the only comment that I've seen.

**Dr. Lisa Hutchinson, Project Director, CCAS:**

Okay. Okay. All right, I think Caroline was just letting us know she was on the call today. So, if that's not the case, and you have another question, please put it back in the chat for us, Caroline. Thanks. Thanks so much. So, I want to just talk a little bit about some of these different strategies. Again, if you have another strategy, another innovation, we would love to hear about it. But several of you said that you did refine your committee structure to support goal plans or plan goals. So, is this something you do every three-year process? Do you take a look at the areas that you're focusing within on your three-year plan, and then take a look at the way your SAG is structured and make sure that you have committees that would be able to lead the efforts on each of the goals? Is that something that you consistently do every three-years?

Okay, so one of the things that CCAS has worked with states on, sometimes states like to do this, take this step, when they're looking at what priority areas they're going to include in their three-year plan. It really does help if you begin those discussions during that time period, because it makes sure that if there is not a specific committee that can take ownership of one of the goals, that you're able to create an ad hoc committee. Of course, that's going to depend on your state bylaws, but you can take a look. And if you need to develop an ad hoc committee to lead that effort, or lead a goal of the three-year plan, that gives you the ability to do it and make sure that it is set up from the implementation of the three-year plan for committees to have that ownership.

All right, another really common one that we heard from you all that you do is this goal specific action planning. And within the resources, and Okori, you can jump in and let me know exactly how to share that resource with this group of participants, is a common action planning form that we use at CCAS with our training and technical assistance. So, just wanted to share that. It's really designed for that action planning around specific goals, and really taking those goals and objectives and putting them into key action steps. And really thinking through who it's going to take to make sure that these action steps take place. So, a lot of times, that... Yeah, go ahead and let us know how they can take a look at that and download that if they want, Okori.

**Okori Christopher, Project Technology Specialist, CCAS:**

So right now, Lisa, it should be in the drop-down menu I'm going to share for use. So, if you click it, you can then share the action plan for everybody else. I will make sure that resource is included in the chat for folks to [download](#).

**Dr. Lisa Hutchinson, Project Director, CCAS:**

Okay. Yeah, if you'll make sure that is added in the chat for download, that would be great. Thank you so much. And so, again, just share that as a tool. It really does help you walk you through. If you need other stakeholder groups that are not currently involved in the SAG or in that work, you can take a look at that. Sometimes you may need actual new SAG members as a way to make sure that you have the right resources and people and knowledge at the table to support and implement that three-year plan. I think as I saw in the polling question, the report outs and status checks at the SAG meetings are the most

common way that you all really participate in and help with the implementation of your three-year plan. Is that something you do by committees? I'm just curious. Is anybody on this call willing to share a little bit about what that looks like in your SAG committee meetings? Thank you, Okori, for getting the action plan in there. Anybody on this call want to share?

**Okori Christopher, Project Technology Specialist, CCAS:**

Feel free to use the chat, and I will scan through and I will unmute you if you'd like to speak over the phone.

**Comments from the States and Territories:**

- **Leslie Bittleston, NV** - In Nevada, state staff report out and the chairs of each committee report committee progress. If a committee gets stuck, the full SAG will guide the committee.
- **Pam Sullivan, NH** - In, NH the executive committee also reviews the status of the plan, and will make decisions if needed.
- **Laura Furr, DC** - We have routine compliance monitoring/RED and grant management report outs each meeting. Chairs of each committee, including our youth, also report out. We also plan ahead to address next steps or decisions required by those committees.
- **Laura Broyles, OK** - In Oklahoma, the Youth Committee is the primary committee. They meet in between SAG meetings and then bring challenges and successes to the full SAG.
- **Barbara Wallace, NJ** - New Jersey does the same as Nevada. We also do brainstorming sessions in our Steering Committee meetings.
- **Greg Young, PA** - In Pennsylvania, the subcommittees and state staff update the SAG on the progress of meeting the goals laid out in the 3 year plan.
- 

**Dr. Lisa Hutchinson, Project Director, CCAS:**

So, Leslie in Nevada said that the state staff report out and the chairs of each committee report committee progress. That's great. Keep everybody in the loop. Leslie, do you guys ever brainstorm if there's a barrier that comes up? Do you share that with the entire SAG group and really just brainstorm how to get around a barrier? Just curious if you can get into that level of detail at the SAG meeting, or do you do it later in other committee meetings?

Pam in New Hampshire said, "The executive committee also reviews the status of the plan and will make decisions if needed." That's another great strategy, having the executive committee focus on it and move it along and brainstorm or problem solve if need be. And Leslie, thanks for answering that question. If a committee gets stuck, the full SAG will guide the committee. That's great. That's good to know. Thanks so much for sharing that. And Laura Furr said, "We have routine compliance monitoring, RED and grant management report out to each meeting." That's great. "The chairs of each committee, including the youth, also report out, so they also plan ahead to address next steps or decisions required by those committees." That's great. That's wonderful strategies. Thanks so much for sharing that, Laura in DC.

And Laura in Oklahoma has said they use the youth committee as the primary committee. They meet in between SAG meetings, and then bring challenges and successes to the full SAG. That's great to see. Thanks for sharing that. New Jersey does the same as Nevada. They also brainstorm, do brainstorming

sessions on our steering committee meetings, perfect, pulling the full SAG when needed, brainstorm with your steering committee. Okori, Tina is not able to link to the action plan. Can you just verify that that link works?

**Okori Christopher, Project Technology Specialist, CCAS:**

I am testing it right now.

**Dr. Lisa Hutchinson, Project Director, CCAS:**

Okay, thanks so much. And thanks everybody else for sharing it. Each state has some different ways of doing things, but it's really good to see that you all are spending the SAG meetings making sure that and problem solving and making sure the three-year plan is getting implemented in the way that you outlined in that full three-year plan. And Greg in Pennsylvania says, "The subcommittees and state staff update the SAG on progress of meeting the goals laid out in the three-year plan." That's great. All of these are great ways and strategies to make sure you're staying action oriented and implementing the three-year plan.

All right, another strategy is committee meetings in between the full SAG meetings. And we heard and we saw some examples in the chat box of that. So, that's also another way to do it. If you're having, need action-oriented meetings, you can do that on a smaller basis within your committees, and then just report out, as you all say you do, and lots of great ways to do that in the full SAG meeting. The final piece is the SAG self-assessment, committee selection. The biggest thing here is just making sure your SAG has the appropriate people at the table. If you are focusing on a new area, and it requires Department of ED, and you didn't have very many or any Department of ED representatives on your SAG, that's just a way to really think about who else do we need to make sure this three-year plan gets implemented? And do we need to add them to the state advisory group?

So, any other report outs, any strategies and thoughts you have, feel free to drop them in the chat box. Thanks so much for sharing. I always like hearing what other states are doing. And this question, we basically already answered it, so I'm really glad that you've shared what you've shared. What we were trying to do is understand a little bit about, how do you track that progress? And many of you have the report outs in the full SAG meetings. You have the information documented in your meeting minutes. You also work with a steering committee to say, "Hey, we're running up on an issue with this goal. How can we address that? What kind of problem solving can we do? "Do we need to take this to the sag as a whole," is what I saw.

**Comments from the States and Territories**

- **Laura Furr, DC** - We use advisory memberships for temporary needs like that, and see that often lead to sworn members.
- **Barbara Wallace, NJ** - We have DOE Liaison on our SAG. Excellent resource
- **Laura Broyles, OK** - Yes, we have a significant group of young adults that participate in both the full SAG and retreats. We have also used video conferencing with youth in facilities. Yes, it has taken a while to get residential staff to understand the values.
- **Laura Furr, DC** - We do mini-retreats annually for the updated plan
- **Leslie Bittleston, NV** - Nevada does not have an annual retreat. It's hard enough to get members to attend regular meetings and committee meetings.
- **Laura Broyles, OK** - COVID stole our retreat last year. We are so anxious to do it again. Our youth have their retreat this month. This is the first year they will have a separate retreat. They also join the full retreat.

Also, other information coming in in the chat. Laura from DC that says that they use advisory members for temporary needs like that, and see that often, that leads to sworn members. That's a great way of doing it. Really just saying, "Here's a temporary need. We need your input. Could you be involved in this advisory position?" And then that often leads to permanent SAG membership and structure. That's a great way to do it. Barbara Wallace shares that they have Department of ED liaison on their SAG, and that's been an excellent resource to them. That's great. That's a good thinking. You don't have to necessarily add them to the SAG as a whole, but you can add them as a liaison, you can add them as advisory members, lots of different ways you can do. Of course, you can always check your bylaws within your state for advisory members, all of that, but just know that if you need to change those bylaws, that's up to you all to decide if you need to allow for these types of advisory members. Anything else about how you track that progress and move the needle?

All right, lots of great ideas here. The last thing that we wanted to talk about before we get into the youth engagement curricula is how you really try to ensure that your SAG meetings are action oriented. Everything that you'll have shared in the chat box, that's amazing. It really appears that most everybody is doing great, action-oriented, focused on the SAG meetings, and making sure that the three-year plan's getting implemented in the way that you shared with OJJDP in your three-year plan. Excuse me. So, the strategy is to remain action oriented. Here's some of the ones that we've seen that we've talked with, heard about in different states and territories. But just some of the more common ones are committee report outs. Those are the most, one of the easiest and most effective ways to make sure you're seeing progress, and you're sharing the progress that has been made thus far. Anybody do anything special with report outs in terms of committees? Do you ever bring in maybe some of your grantees that have been funded that are specific to a committee, or a practice area, or a priority area in your three-year plan? Just curious, any innovations you all have in this kind of committee report out at your SAG meetings?

So, Laura, if I can just ask for you, you shared that your youth committee is your biggest committee, and they meet in between the SAG meetings, and bring challenges and successes to the full SAG. Is that something you might bring more than just one or two of your youth members? And do they all ever show up, majority of the youth committee, and do problem solving with the SAG, the whole SAG?" Yes, we have a significant group of young adults that participate in both a full SAG and retreats." That's great. All right, if nobody else has any innovations to add, that... Okay, Laura, you also, you say, "We also use video conferencing with youth in facilities." That's wonderful. That's great. So, they get to share and do report outs and participate in that and share any concerns or challenges or things that have been accomplished with everybody. Great. Real quick, Laura, was that difficult to get permission to do? I'm just wondering if other people on the call might just try to figure out how you were able to do that. Was it a lengthy process, or is that something that was relatively easy for you to do? The video conferencing. Okay. "It's taken a while to get the residential staff to understand the value." Okay. Well, if anybody wants to learn a little bit more about that process and how to, some tips from Laura in Oklahoma feel free. Laura, if you don't mind me sharing that they could reach out to you and learn a little bit more about that and the steps you've taken.

All right, another way is annual retreats, mid-year status checks, where are we at six months and to the first year of the three-year plan implementation? Are we running behind? Do we need to think about changing one of our priority areas during that annual report that you all sent to OJJDP? Is that something you all do on a pretty regular basis? I know a lot of state advisory groups have that annual retreat, and just a really quick look... Just looking at, what did we do, what got accomplished, what didn't, why didn't it, and how do we move forward from here? I like that idea, Laura, that you share, and Laura in DC, "we do mini retreats annual." That's great. So, mini retreat is a couple of hours versus two or three-, one- or two-day full retreat. Okay. That's great. That's perfect. Okay, half day. And that gives you information, if you need to change the three-year plan in your annual update, you can do that and share that with OJJDP. Leslie in Nevada shares that they did not have an annual retreat. It's hard enough

to get the members to attend regular meetings and committee meetings. Totally understand, Leslie. And I imagine COVID has not helped any of that, either.

So, I'm just thinking, maybe some mini retreats? Maybe that's a strategy, Leslie. I don't know. Just think it through. Kinda, curious about Laura's mini retreat. They have days that they do, and DC might want to try to connect with Laura and see a little bit about what that looks like and see if there's a way to get your members to attend that. But yes, COVID actually... Yeah, Laura in Oklahoma, COVID stole your retreat last year. I think everybody's anxious to get a on-site retreat. Okay, your youth have their retreats this month. And so, real quick, Laura in Oklahoma, your youth do a separate retreat? Is that correct? And Leslie in Nevada, just some ideas on the chat bot, maybe video retreats. And Laura in DC shares, they have similar issues with the whole day retreats, but they've been able to get most people for that half day. So, maybe that's a strategy, try shortening the time, see if you can do the video retreats. And then Laura from Oklahoma says, "This is the first year that youth will have a separate retreat, and they also go to the full retreat." That's great.

I'm curious to see and hear about how the first youth retreat goes. I know you and Cassy... For those of you that don't know, Cassy is a deputy director also in CCAS. And so, she's over in TA, and Cassy has been working a lot with Laura in Oklahoma. So, really interested to hear how that comes out. And Leslie, great ideas. Feel free to reach out to us OJJDP SRAD route, people on this call and pick their brains and strategize how we can help you overcome that. And with that, thank you all so much for sharing this information. I want to give ample time to our CCAS interns to really get your information and ideas and strategies on how we can revamp the youth engagement curriculum. Please know this is an ongoing discussion. We're going to be doing this throughout the year in support of and with OJJDP, so you'll be hearing a lot about this. And we'll be picking your brains, for lack of better words, about best ways to do that, anything that you all are doing that's innovative. I really appreciate this separate youth retreat, Laura, that you guys are doing in Oklahoma. That's really important, and very interesting. So, looking forward to that report out.

#### **b. Strategies for revamping youth engagement curriculum or building youth spaces**

##### **Dr. Lisa Hutchinson, Project Director, CCAS:**

Also, we're... Brianna and Tayla, our two interns, are going to talk with you about... We're really looking at some very different ways to approach youth engagement. And so, one of the ways they're going to be talking about is restorative justice circles. And we're interested, if any of you and your state are using restorative justice circles in any way, doesn't have to necessarily be in Title II work, we'd be interested in hearing about that and learning a little bit more about that. And with that, I am going to turn this over to our amazing interns. If I can get the PowerPoint slide to go. There we go. So, Tayla and Brianna have been with us this summer, and are going to remain with us on a part time basis this fall. They have been great, brought a lot of great energy and movement to the CCAS project, and specifically, this revamping of the youth engagement curricula. So, with that, Tayla, I'm going to turn it over to you and Brianna.

##### **Tayla Fautleroy, Intern, CCAS:**

Awesome, thank you Lisa. Can you hear me? I can hear echo of myself, cool. Hello, everyone. Thank you so much for being super engaged in the chat. And it's great to see some of the ideas that you all already have for engaging your youth. I know that that's a pretty difficult feat, especially as far as, one, getting them engaged initially, and then two, retaining those youth. But we're just here, as Lisa mentioned, a large portion of our discussion is just going to be centered around your input as states so that we can work on revamping our curriculum. Brianna and I have started to look into a number of ways to assist you all with your continued efforts at just engaging and retaining the youth voices. And from what I've heard about last year's conference, and from what I'm seeing in the chat now, there are a number of youth or young people in attendance at that previous conference, and who are looking to be engaged in your respective states now, so that's super awesome to hear. So, like I said, we know that our youth, they want to engage, and they want to be able to rally behind progressive efforts that shape a positive

trajectory for their lives, and that's why we're here assisting them. So, we also know that finding spaces and practices to facilitate growing youth voices can be super challenging.

So, one of the models that we started to look at, like Lisa mentioned, and it's proven pretty effective, is the Restorative Circle approach. And it has a number of different names. But often, restorative justice circles, as I've seen them, have been used for conflict resolution. And I think that that's kind of important to note, right? So, we're thinking about the perspectives and experiences of justice involved youth and those youth that feel called to action in this way, they're really rooted in a lot of conflicting emotions. And with that being said, they are still young people, so they do often seek guidance for being able to express those emotions. So, there are many ways to do restorative justice circles. They're often referred to as community circles, sometimes safe spaces or safe circles. And as I said, they have a ton of different themes, right? It just depends on what you find may be most effective in your state or your group of youngsters. But as youth workers, we want to make sure that we engage them in a way that calls for open dialogue and reflection. And it should be a really long term process, and something that youth feel as though they can revert back to if they need to further express what their needs are, what their perspectives are, et cetera.

And we'll get to some of the structures in a minute, but these circles can be molded to fit any group. I facilitated and participated in circles as a student, as a teacher in training, as a teacher with my students, just as a community member, and even with my family before. So, each group that I've been in was super different. But I've noticed that the key component that they've all had in common was that the moderator seemed very intentional in making sure that they structured a talking point that appealed to that group, right? So, depending upon the demographics or the aim of the session, there may be guidelines that you want to present to the youth, like speak openly, or even speak as much or as little as you'd like.

And then within that main bullet point of the structure is something that I've also seen, were like non-verbal breakouts, where you share either written, and being on a virtual platform might even allow more access to different interfaces that might be engaging. But just reminding the participants that there aren't any power dynamics. And for our specific focus of engaging youth, we want to come out of these sessions having shared just as much as we learn, right? And identifying different themes and specific informed practices that you all as states want to share. You can totally feel free to adjust group sizes and formats as you deem most efficient, so that we can just have the youth be comfortable. And I guess that's all, again, based off of what you view as the need in your respective communities.

So, as far as the settings and just making sure that we're aligned with Title II requirements, our general outreach to schools, detention centers, CBOs, those will just remain consistent. But again, feel free to, wherever you might see more of a need, do that outreach on your own, and again, we're here to assist in whatever way possible, but I feel as though, especially seeing your engagement in the past two meetings that I've been in, just with all of the SAG groups, I've noticed that you all are very intentional in those ways already. So, I'm personally a huge proponent of engaging staff and those latter groups, so those CBOs, those community-based organizations, just because those are the organizations that have already built and established rapport with the youth, and other partners that you could think of would be amazing, and we'd love to hear from you.

And partnerships are actually one of the areas that we wanted some feedback on from you all, just in thinking ahead in terms of who you may want to call in to help assist with these groups, if this is something that you want to take the initiative to do. But yeah, so with that, I'll pass it on to Brianna for a bit of a discussion on the next slide. I don't want to take up too much more time, because I really do want to hear from you all. So, yeah, Brianna.

**Brianna Cunniff, Intern, CCAS:**

Yeah, thank you, Tayla. So, as she said, we know that states are already actively working to engage their youth. And we just want to keep the ball rolling with that and revamp our own curriculum, so that we can continue to provide the most effective support that we can to you all in the future. So, this is just one specific idea that we're trying to further excel in the realm of a lot of different ideas for that engagement and creating a safe space for you to flourish on your SAGs. But the input that you all give us is ultimately what's going to drive this idea forward. So, with that, we want to hear from you and get you thinking about these different moving pieces. And so, we posed some questions here on the slide that we can go through, and also just keep it open-ended if anyone has anything, any additional comments, questions, ideas that they have related to this idea or any youth engagement in general.

So, what are things that you all have seen that have worked or not worked so far? And what are any resources that you foresee needing from us in order to do these things? Or if anyone has done something similar to this already, what are some things that might have helped you in the past when building the structure, or what are things that might help you moving forward with this? So, these are just a couple ideas to get us going.

#### **Comments from the States and Territories**

- **Laura Broyles, OK** - I would love to have access to training on the restorative justice circles and practices as we examine our current practices and revamp our accountability board diversion programs. I can see how this could strengthen youth engagement overall. The use of a "talking stick" is helpful to everyone in that it establishes boundaries and gives the floor so to speak. Developing a youth allowance was challenging but strengthens the sense of credibility we give them for their time and commitment to serve.

#### **Dr. Lisa Hutchinson, Project Director, CCAS:**

Brianna, just to jump in, Laura from Oklahoma in the chat box said she would love to have access to training on the restorative justice circles and practices, and really think about how to revamp their accountability of their board diversion programs. So, she thinks this would be a good tool. So, that's a resource, perhaps, that CCAS might be able to provide.

#### **Brianna Cunniff, Intern, CCAS:**

Yeah, definitely. That's awesome. That's what we're hoping to provide for you all in the future. And also, we've added our emails to the bottom of this slide if things come up later on that people have ideas or didn't think to add now. Please do not hesitate to reach out to us. We'll take any and all ideas you have today or in the future. Anything, but like Laura did, please feel free to add ideas you have into the chat and let us know where you're at or what you're thinking with all of this.

#### **Dr. Lisa Hutchinson, Project Director, CCAS:**

Just want to encourage all the participants, if you want to add some other thoughts into the chat box, please feel free to do that, and Brianna and Tayla are going to continue to work on this. So, really interested in hearing what you all have to say. Also, as a reminder, if your state actively uses restorative justice circles in any of your work with youth, we'd love to know a little bit more about that as well. And in the chat box, Laura Broyles shares developing a youth allowance was challenging, but strengthens the sense of credibility we give them for their time and commitment to serve. Very good point, Laura.

So, before we end the call, is there anything particular about this restorative justice circles approach that we could share to just familiarize people with this process? Laura, we totally hear you saying you would love to have some training on that, and we'll definitely take that into our discussions with OJJDP, and come back with some strategies about what that might look like and how we could give that out to SAGs across the U.S. My fellow OJJDP team members, anything that you all want to share, any

takeaways that you learned from this meeting?

All right, Ricco is saying this was great. Thanks. Anybody else? Please feel free to say and add some chat information and questions in the chat box. And again, really strongly encourage you, if you have any thoughts about this restorative justice circle approach, that you share that information directly with Brianna and Tayla. Thanks, Barbara. We appreciate that. TeNeane, I'm going to turn it over to you to tell everyone goodbye.

**V. Closing Remarks**

**Dr. TeNeane Bradford, Associate Administrator, SRAD, OJJDP**

Hope you all can hear me, yes, this is great. Thank you so much, CCAS, for facilitating a great meeting, the wonderful engagement from the field and representatives in the states. We'll continue to have these conversations. Have a wonderful day.