

Office of Juvenile Justice and Delinquency Prevention



OJJDP

Juvenile Justice Specialist Certification Program Training

Module 4C

Three-Year State Plan: Data Analysis/Strategic Planning With State Advisory Groups

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For technical issues, please email CCAS@air.org.



Renaming in Zoom

- To help us prepare the breakout rooms, please take this time to ensure your name is correct in Zoom.
- First, select **Participants** in the Zoom Control Bar.
- Hover over your name, click **More**, and choose **Rename** to change how your screen name is displayed to other participants.



Welcoming Remarks From OJJDP



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Today's Learning Objectives

- Participants will identify options for engaging the State Advisory Group (SAG) in conducting a statewide crime analysis and developing priorities by:
 - reviewing the data collected;
 - determining priorities; and
 - developing goals, objectives, and measurable outcomes for each priority.
- Participants will be able to guide their SAG during its strategic planning process of setting priorities, goals, objectives, and measurements of progress by taking account of:
 - scientific knowledge regarding adolescent development and behavior, and
 - the effects of delinquency prevention programs and juvenile justice interventions on adolescents.

FEEL FREE TO USE THE
CHATBOX . . .



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Presentation Key

- Red text that is underlined represents changes in the statute.
- Blue text that is underlined represents hyperlinks to information sources.

REFLECT on your learning!

What recent (past 1–3 years) state and/or local juvenile justice and/or youth-serving systems data were readily available to you?

What data were missing? Were you able to contact anyone to assist in getting these data?

Did you visit federal websites to locate data? If so, was there anything that surprised you? Were the websites useful?



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Five Steps to Completing Your Juvenile Crime Analysis

In Module 4B, we covered the first three steps to completing your juvenile crime analysis. In this module, we dive deeper into the process of analyzing the data and using the analysis with your SAG to select the priorities to be included in your next Three-Year State Plan.

- **Step One:** Identify the Universe of Systems to Be Included in the Analysis
- **Step Two:** Locate Your Data Sources
- **Step Three:** Select Data to Be Collected
- **Step Four:** Analyze/Present Your Data
- **Step Five:** Engage Your SAG in Strategic Planning

Step Four: Analyze/Present Your Data

In order to complete a thorough data analysis for the Three-Year State Plan, it is important to first review data and other information associated with the priorities established in your current plan.

Options for Presenting Your Current “State of the State” Data

Present data from delinquency prevention through aftercare to the full SAG.

- Likely requires several meetings for data review and prioritization.

Preselect potential priorities after a full data review by a subcommittee of the SAG.

- Subcommittee of the SAG can review the full dataset first and then develop a list of issues and concerns based on its data analysis.
- Data and recommendations for prioritization of identified issues or concerns would then be presented to the full SAG.



Image by [Joseph Mucira](#) from [Pixabay](#)

Initial Questions When Reviewing New Data

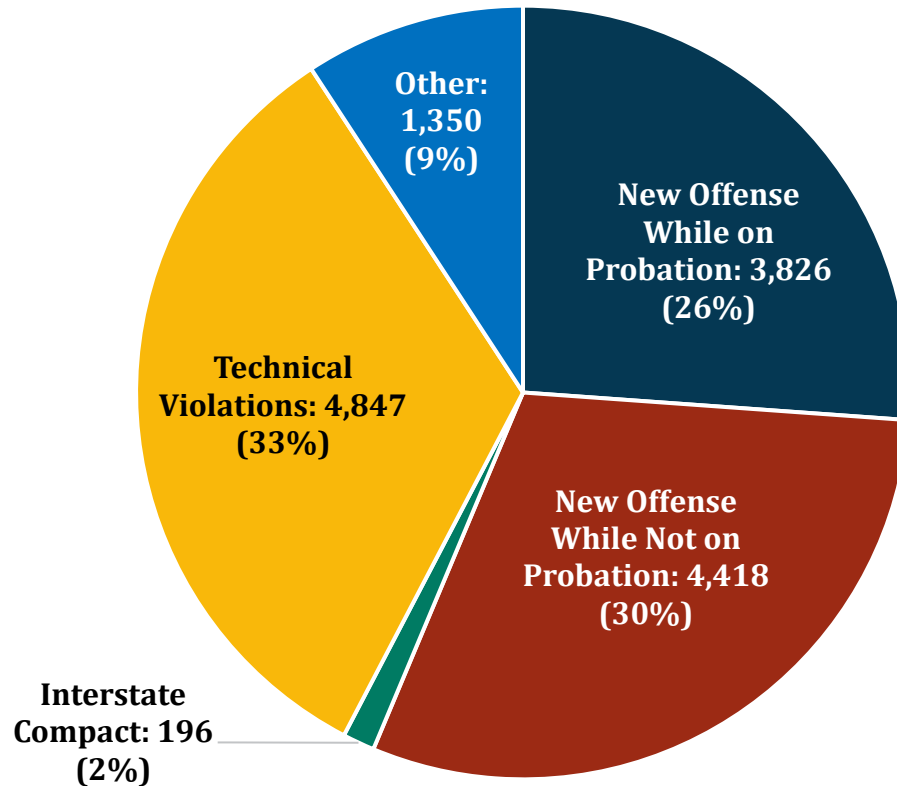
- **Magnitude:** What is the prevalence of a specific issue? Which issues are most widespread in your state?
- **Severity:** How large is the impact of these specific issues on the state? Which issues are most serious?
- **Trend:** Is this specific issue changing over time? Is it improving or worsening?
- **Changeability:** How likely it is that your state will be able to affect this specific issue? Which issues is the SAG most likely to influence with its efforts?

Source: Substance Abuse and Mental Health Services Administration (SAMHSA). (2019). *A guide to SAMHSA's strategic prevention framework*.
<https://www.samhsa.gov/sites/default/files/20190620-samhsa-strategic-prevention-framework-guide.pdf>

State-Based Example: Data Analysis and Presentation

Juvenile Offenders in Detention for Technical Violations of Probation

Figure 1: Juvenile Detention Holds, by Hold Type (2015–19)



Findings: Technical violations are the number one reason for—and comprise the largest number of—juvenile detention placements.

Source: Iowa Justice Data Warehouse, 2015–2019. Presented at Iowa Juvenile Justice Advisory Committee (JJAC) Three-Year Strategic Planning Meeting, September 24–25, 2020.

Table 1: Technical Violations—Juvenile Detention Holds, by Race/Ethnicity (2015–19)

Race/Ethnicity	2015	2016	2017	2018	2019
White	471	426	411	375	353
African American	373	376	374	380	370
Hispanic	107	98	90	101	95
Other Youth of Color	102	101	87	91	66
Total Holds	1,053	1,001	962	947	884

Findings:

- While African-American youth (10–17 years old) comprise approximately 6.7% of the state juvenile population, they represent on average 39% of the youth detained on a technical violation.
- During these 5 years, detention placements for technical violations did not change for African-American youth, while placements for white youth decreased by 25%.

Source: Iowa Justice Data Warehouse, 2015–2019. Presented at Iowa Juvenile Justice Advisory Committee (JJAC) Three-Year Strategic Planning Meeting, September 24–25, 2020.

Table 2: Technical Violations, by Disposition (2015–19)

Disposition	2015	2016	2017	2018	2019
Home	432	435	400	395	390
Foster Care	248	232	244	215	193
Adult Jail/Prison	11	13	9	13	9
State Training School	76	76	65	41	53
Different Detention Center	36	28	43	68	48
Mental Health Institute	9	3	5	7	6
Shelter Care	145	129	124	122	119
Out of State	35	26	18	23	10
Other/Unknown	61	59	53	63	56
Total Holds	1,053	1,001	962	947	884

Findings:

For youth held on a technical violation, 42.4% were released to “home,” and 7.6% were released to a more restrictive setting.

Source: Iowa Justice Data Warehouse, 2015–2019. Presented at Iowa Juvenile Justice Advisory Committee (JJAC) Three-Year Strategic Planning Meeting, September 24–25, 2020.

DSA*/SAG Findings for Technical Violations of Probation

- Technical violations account for more than a third of the holds in juvenile detention facilities.
- These technical violations are often for infractions such as:
 - missing an appointment with a probation officer,
 - a curfew violation, or
 - missing a class or day of school.
- These infractions in and of themselves would not warrant a detention placement.

* DSA is Designated State Agency.

Source: Iowa Justice Data Warehouse, 2015–2019. Presented at Iowa Juvenile Justice Advisory Committee (JJAC) Three-Year Strategic Planning Meeting, September 24–25, 2020.



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DSA/SAG Findings for Technical Violations of Probation (cont.)

A detention placement response to minor infractions may be a contributing factor to a youth's further involvement with the juvenile justice system and is disruptive to the educational process of these youth. On average, they are removed from their home school for almost 2 weeks.

Given that most youth held on a technical violation will return home, the use of this intervention needs to be reviewed.

Source: Iowa Justice Data Warehouse, 2015–2019.
Presented at Iowa Juvenile Justice Advisory Committee (JJAC) Three-Year Strategic Planning Meeting, September 24–25, 2020.

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DSA/SAG Recommendation:

Eliminate the use of detention placement for juvenile offenders who violate probation.

What will it take to make it happen?

- The Judicial Branch can incorporate practice change and eliminate placing youth in detention for violating probation.
- Juvenile Court Services can study national models of probation, modify the standard terms and conditions for probation, develop tailored requirements based on individual youths' assessed risk factors and criminogenic needs, and include incentives.
- Annually collect and analyze juvenile detention data on technical violations and report to State Court Administration, the Governor, and the Legislature.
- Change State Code to eliminate the use of detention and incarceration for violations of probation and eliminate the use of detention as a disposition.

Source: Iowa Justice Data Warehouse, 2015–2019. Presented at Iowa Juvenile Justice Advisory Committee (JJAC) Three-Year Strategic Planning Meeting, September 24–25, 2020.



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DSA/SAG Recommendation (cont.)

- Current state efforts that will contribute to implementing the recommendation:
 - State is currently implementing a Detention Screening Tool to assess youths' risk prior to placement in detention.
 - Many state jurisdictions currently provide detention alternatives.
 - State has received technical assistance from national experts and can access additional assistance from national consultants.

Source: Iowa Justice Data Warehouse, 2015–2019. Presented at Iowa Juvenile Justice Advisory Committee (JJAC) Three-Year Strategic Planning Meeting, September 24–25, 2020.



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Polling Question

What is your level of confidence in reviewing, interpreting, and presenting juvenile justice and delinquency prevention data (to your SAG) for the strategic planning process?

☐ High

☐ Some

☐ None

If some or none, please share in the chat box how you worked through this, or plan to work through this, during your Three-Year State Plan review process.

Breakout Room Discussion

- We have now covered Step Four of the Three-Year State Plan process:
 - What issues and concerns come to mind?
 - How might you address these issues or concerns?
 - Does your SAG have these types of data presentations?
 - Do DSA staff prepare them, or does a subcommittee of the SAG prepare them?

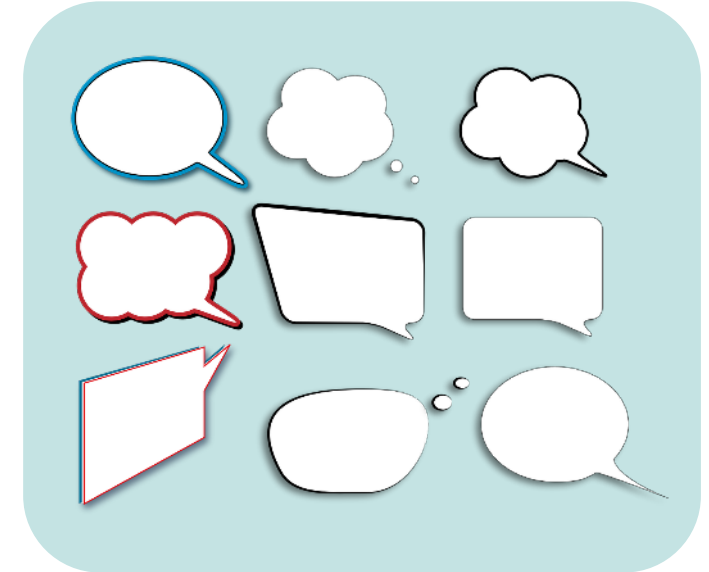


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Step Five: Engage SAG in Strategic Planning

- Every SAG operates differently, as evidenced by:
 - The number of SAG meetings per year and the length of meetings;
 - The level of reliance on the Juvenile Justice Specialist and DSA staff to develop agendas, propose suggestions for discussion, or make decisions; and
 - Use of SAG members or SAG committees to accomplish its work.
- Understanding this can assist in developing a strategy that meets your SAG's needs and the DSA's need for a truly participatory, comprehensive Three-Year State Plan process.

When Setting Your Strategic Planning Meeting Agenda . . .

As discussed in Module 4A, you should explain how your Three-Year State Plan is supported by, or takes account of, scientific knowledge regarding **adolescent development and behavior and regarding the effects of delinquency prevention programs and juvenile justice interventions on adolescents** (p. 35)

How could you discuss these two areas as your 2021–23 Plan is being developed? How could they be included in a strategic planning meeting agenda?

Source: Section 223, 34 U.S.C. § 11133(a)



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Possible Questions to Ask:

- How does your state utilize adolescent development knowledge to inform its planning?
- What strategies are in place to match risks/needs to interventions?
- What system collaborations are in place to match services (behavioral health, education, etc.) with youth needs?
- Does your state utilize a restorative justice framework?

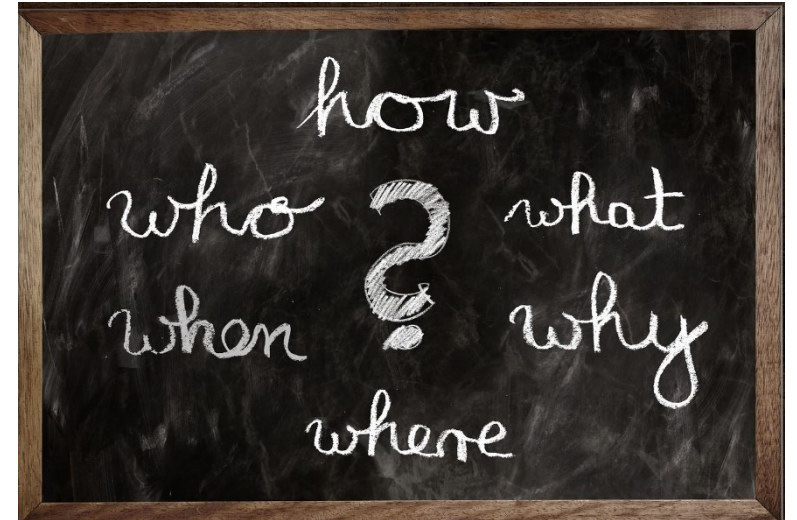


Image by [Gerd Altmann](#) from [Pixabay](#)

Engage SAG Leadership in Planning

- Discuss past Three-Year State Plan processes used in your state with SAG chair or entire SAG leadership. What worked and what did not?
- What alternatives could be considered?
 - Some states use an entire year of meetings to conduct this process, which allows a portion of each meeting to be dedicated to the Three-Year State Plan.
 - Some states set aside a full-day or multi-day meeting to complete this process.
 - Most meetings are still being held virtually, thus requiring an abbreviated/condensed planning process.

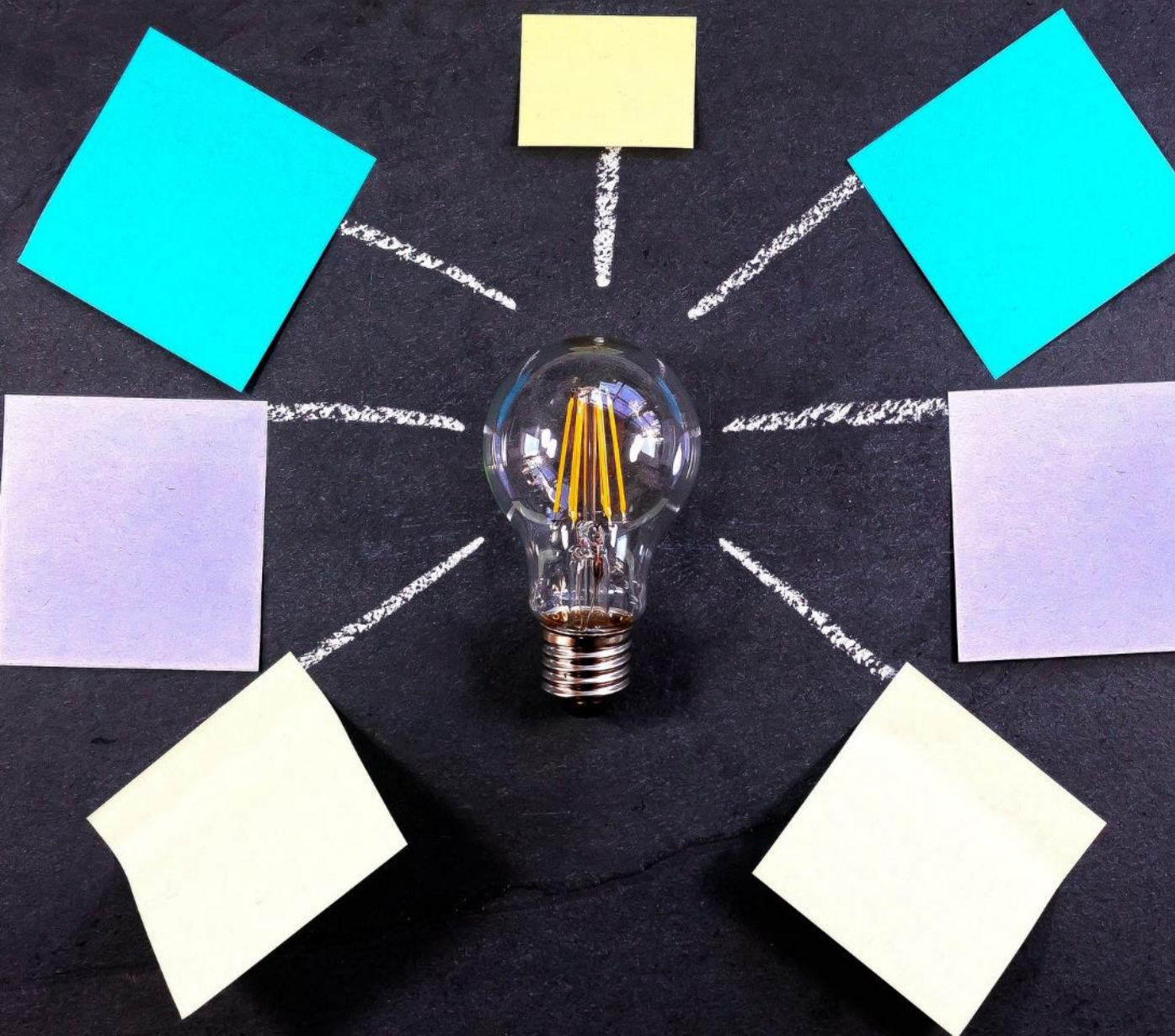
Engage Full SAG Membership in Planning

What is the role and responsibility of each SAG member in this process?

- Have SAG members discuss their individual roles in the development of the Three-Year State Plan? What do they bring to the table? What is their expertise?
- Identify current juvenile justice efforts underway in your state:
 - Are SAG members participating in other initiatives related to juvenile justice or delinquency prevention?
 - Build from what is already occurring in your state and avoid duplication of effort.

Identifying Other Delinquency Prevention and Juvenile Justice Efforts in the State

- Have SAG members and other Three-Year State Plan participants identify any/all cross-system collaborations of which they are aware that are related to juvenile justice and/or delinquency prevention in your state [Section 223, 34 U.S.C. § 11133(a)(8)] (p. 41)
- Collect the information in a format that can be used throughout the Three-Year State Plan process.
- Aggregate the information received into one document, to be used in planning to determine whether any SAG priorities may already be the focus of other systems or collaborations in your state.



Adding Missing Voices to Three-Year State Plan Process

Brainstorm a list of voices/perspectives that are missing from your SAG discussions.

Should other delinquency prevention or juvenile justice system representatives be invited to participate in the planning process? Whose voices are missing?

If so, be clear about the role of the non-SAG members in this planning process.

Check your SAG By-Laws and/or Policies and Procedures to see if this has been addressed and if a process has already been developed, or if it is disallowed.

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Start With a Review of Current Priority Areas

- Each current Three-Year State Plan priority should be presented and discussed.
 - Who is leading the efforts for each priority?
 - If using SAG committees, the chair of each committee should answer the following questions to present at the meeting.
 - Is this priority area/issue still pertinent?
 - What data are being collected to measure success?
 - Do the data show that progress has been made to address the issue? If so, to what degree? What remains to be done?
 - Will continued prioritization likely lead to measurable progress?

Current Priority Areas Review (cont.)

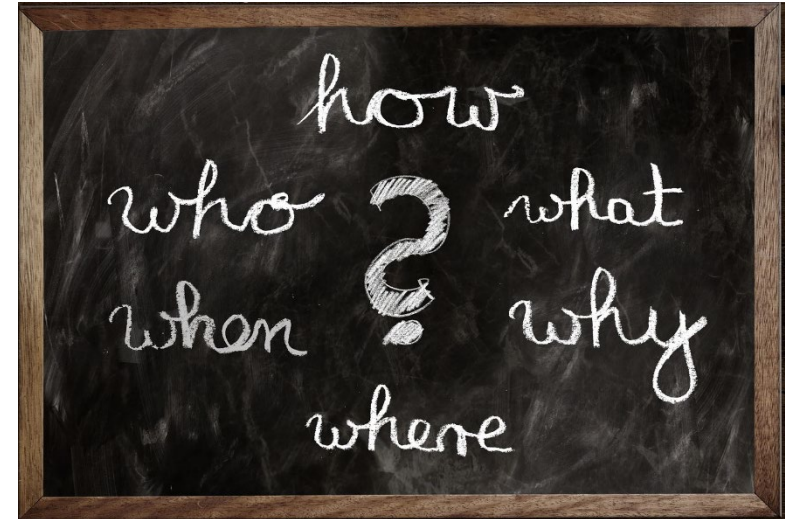
- Will 2021–23 Title II Formula Grant funding be needed to support this priority?
 - Were 2018–20 funds used to support work under the priority areas?
 - Were staff or consultants used to support committee structure and tasks?

Current Priority Areas Review (cont.)

- Were pass-through funds dispersed under this priority area? If so, for what purposes?
 - Is this need still pertinent? What services have been provided, and how many juveniles have been served?
 - What outcomes are being tracked, and what are those outcomes?
 - What would the impact be if funding were not available for these programs starting in 2021?

Potential New Priorities: Questions to Consider

- What data support identification of this new priority?
- What steps might be taken to address this issue?
- What are the known or suspected challenges of prioritizing this issue?
- What would success look like?



Potential New Priorities: Questions to Consider (cont.)

- What data would be collected to measure success?
- What funding or other SAG/DSA resources might be needed to address this priority?
- Is anyone else (system, initiative, committee, task force, etc.) already addressing this issue? If so, would prioritizing this issue be a duplication of effort? How could the SAG partner with the entity already attempting to address this issue?

Status Check: Are You Ready?

- Have you mapped your Three-Year State Planning process? (e.g., yearlong, 1 to 3 days, virtual, etc.)
- Have SAG members discussed their collective and individual responsibilities in the process, and have they committed to sharing their knowledge and expertise?
- Have you identified missing voices/perspectives, and have you resolved to engage them in the strategic planning process?
- Have up-to-date crime analysis statistics and other data been collected from all pertinent juvenile justice and delinquency prevention systems? Have issues and trends been identified?

Selection of Priorities for 2021–23

Three-Year State Plan: Steps to Consider

- Post (online or in a prominent place if meeting is held in person) all proposed priorities for the 2021–23 plan.
- Determine a process that will be used to narrow the number of priorities in the 2021–23 plan.
- List the priorities in order from highest to lowest.
- SAG discussion items:
 - What surprises you when looking at the list of priorities ranked from highest to lowest?
 - Why do you think some priorities received lower scores?
- Narrow the list to the desired number of priorities.
 - If, after discussion, a high-scoring priority is deemed to be unnecessary, it can be removed.

Priority Area Work Plans and Measures for Success

Next step is to begin developing the work plan for each priority.

- It is important to be clear about the intentions of the work—what is going to be done (activities), to what purpose (goal), and how you will measure your level of success in attaining the identified goal.

Have SAG members choose which priority(ies) with which they will assist to complete the work plan and break out into work groups.

- Ideally, SAG members will take ownership of this process and not expect staff to independently determine the goals, objectives, activities, and performance measures for the work plan.

Creating a Work Plan for Each Priority

The Action Planning Worksheet (introduced on the next slide) is a helpful way to develop goals, objectives, activities, time frames, and outcome measures.

To maximize effectiveness, ensure that:

- Objectives are SMART (Specific, Measurable, Action Oriented, Realistic, and Time Limited);
- Time frames are realistic;
- Outcomes are measurable; and
- A SAG member can lead (with staff assistance, if needed) implementation of the work plan for the established priority.



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Action Planning Worksheet

Goal:

Objectives/Tasks SMART Goals: Specific, Measurable, Action oriented, Realistic, Time limited (Be thoughtful about how to pull them off.)	Owner/ Responsible Person	Time Frame		Who Else to Involve if Needed	Support and Resources Needed	Indicators to Track and Outcome Measure(s) (How will I know when this task is done?)
		Start Date	End Date			

SAG Ratification of Selected Priorities and Draft Work Plans

- Make sure that the work plan for each priority is presented to the full SAG (allow for questions and clarifications).
- Ask SAG members to commit to working on a minimum of one priority over the next 3 years.
- Some SAGs may require a formal vote to adopt the priorities and plans.

**CELEBRATE THE CONCLUSION OF
YOUR FIRST THREE-YEAR STATE PLAN PROCESS!!!**

Requirement for Posting of the Final Plan

- Not later than 60 days after the date on which a plan or amended plan submitted under this subsection is finalized, a State shall make the plan or amended plan publicly available by posting the plan or amended plan on the State's publicly available website. (p. 35)

Section 223, 34 U.S.C. § 11133(a)

Annual Reporting Requirements

- The State shall submit annual performance reports to the Administrator which shall describe progress in implementing programs contained in the original plan and shall describe the status of compliance with State plan requirements and shall describe how the State plan is supported by or takes account of scientific knowledge regarding adolescent development and behavior and regarding the effects of delinquency prevention programs and juvenile justice interventions on adolescents.

(pp. 34–35)

State = Designated State Agency (DSA)

Section 223, 34 U.S.C. § 11133(a)

Biennial SAG Report

- Section 223, 34 U.S.C. § 11133(a) . . . submit to the chief executive officer and the legislature of the State at least annually recommendations regarding State compliance with the requirements of paragraphs (11), (12), and (13) at least every 2 years a report and necessary recommendations regarding State compliance with the core requirements. (p. 38)

Breakout Room Discussion

For those who have completed their Three-Year State Plan process and for those still developing their process, what issues or challenges did you experience or are you experiencing in the following areas? How did/will you handle these?

- Data collection, interpretation, and/or presentation
- SAG involvement in the process of reviewing data and using data to develop priorities
- SAG involvement in developing work plans and committing to working on priorities throughout their term
- Other

Between Module Activities/Assignments



POLL #2: How helpful were the between-module activities and assignments?

1. They increased my understanding of the content covered in the training module.
2. They will be useful to my work.

Not at all | A little | Somewhat | Very much | NA

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Please provide us with feedback by taking a few moments to complete the feedback form.