

RACIAL AND ETHNIC DISPARITIES (RED) COORDINATOR
MONTHLY CALL

Wednesday, December 9, 2020

2:02 p.m.

Reported By
Elijah Lee Ashby

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22

A P P E A R A N C E S

Lisa Hutchinson
TeNeane Bradford
Tina Borner
Katie Penkoff

1 P R O C E E D I N G S

2 MS. HUTCHINSON: Good day, everybody. My
3 name is Lisa Hutchinson with the Center for
4 Coordinated Assistance to States. And today, we are
5 hosting a collaborative meeting (phonetic) with OJJDP,
6 the monthly SRAD RED Coordinator call.

7 So a couple of housekeeping things I want to
8 go over real quickly before we get to the content of
9 the call, is that all attendees are in listen mode
10 only. If you have any issues technical or can't hear
11 or are just losing connectivity, send us an e-mail if
12 at all possible to ccas@air.org. We have staff who
13 are monitoring the inbox and can call in appropriate
14 people to help with any technical issues you may deal
15 with.

16 We are going to be facilitating our roll call
17 through the chat inbox. And so, as you can see
18 there's a couple of ways you can share your content,
19 questions, et cetera, with us. You can deal with the
20 -- change the video layout, you can change the coding
21 panel view and you can chat. And so, what we're going
22 to ask you to do is look to the right of your screen,

1 you will see a chat link, you can click on that link.
2 And when you get into that chat box, what we want you
3 to do for roll call is type in your name, the state
4 and/or territory that you're representing today on the
5 call. And if it's more than one of you joining from a
6 computer or -- just let us know everybody that is with
7 you today on the call. That way we can get an
8 accurate roll call for this and not take up any more
9 the content time for delivery.

10 The one other thing, before we move to the
11 content that I would like to say is in the chat box,
12 if you'll scroll up to the very top, there is a link
13 that Katie has put in the chat box for us. We are
14 still taking feedback on the conference. So it's
15 really important to us to make sure that OJJDP has all
16 of the feedback from as many of you in the field that
17 has attended the conferences as possible.

18 So if you haven't already filled out that
19 survey, if you would do so, we really would appreciate
20 that feedback form. And just the feedback that you
21 could share with us around the conference and future
22 planning for future training events. So the link is

1 in the chat box. If you'll fill out that feedback
2 form, we'd appreciate it. And with that I'm going to
3 turn it over to TeNeane.

4 MS. BRADFORD: Hello, can you all hear me?

5 MS. HUTCHINSON: We can.

6 MS. BRADFORD: I just got kicked out, so I'm
7 going to try to rejoin the video.

8 MS. HUTCHINSON: Okay.

9 MS. BRADFORD: But if you can hear me, I just
10 want to go ahead and just give a warm welcome to our
11 RED coordinators and those who are on the call today,
12 thank you. Special thanks to our team, the SRAD team
13 and CCAS for just being, you know, great partners in
14 this work. I'm honored to be your serving leader in
15 this work.

16 I want to give a special thanks to the RED
17 coordinators. It's not an easy job to do this work to
18 focus on addressing disparities that may be occurring
19 getting those numbers down. And so I reemphasize
20 OJJDP's commitment to this work and thank you for the
21 commitment to this work. It's just an enormous job to
22 do to take on such a humongous task and you continue

1 to do it despite some of the challenges that present
2 themselves.

3 I want to again remind you to provide
4 feedback to Lisa and Tina when she comes up to speak
5 to you all. We'll share that information again, but
6 we just had an exciting time during our conference.
7 It was so amazing to be able to engage with you all.
8 For me, COVID has presented so many challenges and
9 continuing to stay connected to where it matters.

10 I spent a lot of time working on a lot of
11 Hill matters, was part of media increase,
12 congressional increase and so imagine you really get
13 caught up in the messaging of it all in the Beltway.
14 And you forget about, when you don't get out in the
15 field, and you don't engage with the field, where the
16 work really matters and where the rubber meets the
17 road. And so the conference was just really
18 energizing exciting time, to just focus on you all who
19 are doing the work and really engage with the people
20 that matter and that's you. So we're grateful to you
21 again for just jumping in and pivoting off into a
22 virtual environment and hanging out with us during the

1 conference. That was no small feat.

2 As we close the year, COVID continues to just
3 elevate our game in ways that we never would have
4 thought. It challenges us in our work in ways that we
5 never would have thought. I'm sure that we've found
6 innovative ways to do the work that we're doing.

7 There's no group of people that are bigger champions
8 to figuring out how to do this than those who work in
9 the juvenile justice arena. And we figured out how to
10 make that happen despite the challenge of COVID and
11 all the, you know, interesting things that the
12 pandemic and hurtful things that the pandemic has
13 brought to our nation.

14 As we reflect on the year, we have really
15 focused a lot on try and assist (phonetic) to continue
16 to engage the states in voluminous ways, in monumental
17 ways. CCAS has been our partner in delivering lots of
18 different modalities or training despite the pandemic.
19 We have churned out and churning out certification
20 programs, certificate programs, really spending time
21 talking to DSA heads in a way that we haven't done
22 before to help with understanding the work that you

1 all do or that they may not, we shifted gears in
2 information sharing in trying to post things on the
3 website in more informative ways.

4 And so that brings me to a really important
5 point to note is that we're sharing on our webinars
6 and calls, and that is OJJDP is your main delivery of
7 information around Title II Formula Grants requirement
8 to include the RED core requirement. It's essential
9 that you all understand that as there are so many
10 wonderful and/or advocacy groups out there, whose
11 focus is to try to help you understand that the Title
12 II Formula Grants Program and the JJRA. But it's
13 important to really emphasize that the requirement,
14 the way the requirements operationalize fall under
15 statutory obligation of the Office of Juvenile and
16 Delinquency Prevention. And at this point that a
17 delegated authority is to the State Relations and
18 Assistance Division.

19 So if you have questions or you're hear any
20 kind of conflicting information about what's required
21 or you are new, you're not sure, you're hearing things
22 in other meetings and other forums, or what have you,

1 visible groups and organizations that show you're in.
2 Certainly we respect your -- your need to be involved
3 with that -- those organizations but we want to make
4 sure that if you have questions about what is
5 required, how to get the job done, or how to comply
6 with the codes, how to make sure you're in compliance
7 with eligibility requirements for Title II Formula
8 award, that you get that information from us. Please
9 be in touch with your program managers that are
10 assigned. We try to scale up our staffing so that
11 they get more time to support you. The program
12 managers for other programs will be -- will try to
13 make sure that their main focus is them being
14 responsive to your needs and requests.

15 If you have issues and you want to make sure
16 that they reach my attention, you can certainly, you
17 know, e-mail them or copy me or send me an e-mail and
18 let me know what's on your mind and I'll certainly do
19 -- and could call me and I'll certainly try to make
20 sure I get back to you as soon as possible. Sometimes
21 it's difficult because I manage enough to have
22 multiple requests that I am responding to. But I do

1 try to make sure that I reconcile each day's calls and
2 e-mails and prioritize getting back to you.

3 We are excited to move into this call with
4 you. I'm going to turn it over to Tina Borner, who,
5 all of you very well know, has worked with you and has
6 supported this core requirement for many years. So,
7 thank you for your patience. Welcome everyone. Thank
8 you for all that you do in the field, Tina, passion
9 (phonetic) of the time of the year.

10 MS. BORNER: All right. Hafa Adai, everyone.
11 And I say that as a tribute to my beloved Guam
12 compatriots who have joined us on this call today. I
13 really appreciate it, that's the greetings of the day
14 on the Pacific island. But hello, thank you so much
15 for joining us on this call. And so, I am going to
16 talk briefly about the Racial and Ethnic Disparities
17 statute and what is -- and the requirements that are
18 involved in -- within that statute to make sure that
19 you guys are all aware.

20 If you were at the -- if you attended the
21 conference, which I hope you did, please again provide
22 feedback. But you know, this information was also

1 provided during that time but, you know, at OJJDP,
2 one, we want to make sure that you guys are
3 successful. And so, one of the things that we are
4 doing to make sure that you are successful is
5 reiterating some basic statutory requirements. And
6 one of the things, as you see on this slide that's
7 here, is what is in the statute now around Racial and
8 Ethnic Disparities once called Disproportionate
9 Minority Confinement. And so, as you can see down
10 here there is an A, B, and C.

11 And so I want to focus on A for just a
12 moment. And I want to talk about how as a
13 requirement, as a statute requirement, states are to
14 establish and designate existing coordinating bodies
15 composed of juvenile justice stakeholders including
16 representatives of the educational system at the
17 state, local and tribal level to advise efforts by
18 state, units of local government, and Indian tribes to
19 reduce racial and ethnic disparities.

20 Now, this requirement is not saying that you
21 have to have a separate or a new committee within your
22 -- you know, if you have a committee within your state

1 that was dealing with DMC now has switched over to
2 Racial and Ethnic Disparities, which is the same thing
3 that you guys have an entity that is talking about
4 racial and ethnic disparities within your state. And
5 so, we want to make sure that this requirement is
6 being met. And this is probably something that we are
7 going to be asking about as we go through the
8 evaluation of your plans to make sure that there is
9 some type of entity or coordinating body that you have
10 that is talking about, you know, specifically around
11 reducing racial and ethnic disparities within your
12 state.

13 When we talk about B and C, we are talking
14 about the areas where identifying and analyzing data
15 on race and ethnicity a decision point to the state,
16 local and tribal juvenile justice system to determine
17 which such points create racial and ethnic disparities
18 among youths who come into contact with the juvenile
19 justice system and developing and implementing a work
20 plan that include measurable objectives for policy
21 practice or other system changes based on the needs
22 identified by the data collection and analysis under

1 sub-paragraph 223E15.

2 So when we're talking about B and C, that is
3 exactly the area that we are talking about when we
4 ask, in the R-E-D solicitation, the Title II
5 solicitation that had a specific area around racial
6 and ethnic disparities. So that you guys are
7 providing us with the data and the information and
8 your plan. Again, this is your plan, this is not
9 something that we are talking -- or we are telling you
10 that you have to do, as in "we" OJJDP are telling you
11 that you need to do. We want you to tell us, what it
12 is that you're going to do in the state for how you
13 plan on reducing racial and ethnic disparities. Next
14 slide, please. Lisa.

15 MS. HUTCHINSON: I'm trying to continue to
16 the next slide real quick. So Tina, I'm not exactly
17 sure which slide after that you wanted. I apologize
18 for the misunderstanding.

19 MS. BORNER: I wanted the FY '20.

20 MS. HUTCHINSON: Oh, got you. That was my
21 mistake, I apologize, you all. So, this is the FY'20.

22 MS. BORNER: No, this is the second page.

1 MS. HUTCHINSON: Yeah, let me -- Okori, can
2 you help me get it to the first page? I'm not able to
3 -- it's not working for me to do that. Let me try one
4 more time. There we go. All right. All right.
5 You're good to go.

6 MS. BORNER: Thank you so much. So, thank
7 you all for your patience, you know, technology is a
8 beast sometimes. But I want to show you, this is the
9 document under the 2020 Title II solicitation that
10 talks about the compliance data submission and your
11 racial and ethnic disparities plan submission. There
12 is going -- you know, you there could be some changes
13 to this but, you know, for us, I believe, it's going
14 to be minor changes.

15 But this is the document that talks about
16 what it is that is going to be required from you when
17 we talk about those -- that B and C areas, when we
18 talk about the data and the information that you need
19 to provide to us. This will give you in the
20 solicitation, you know, the 2021 solicitation, which
21 is not -- which is not out yet, but this will give you
22 the information that is needed in order to provide the

1 plans that we are looking for. So, when you look at
2 this document and Lisa, can you scroll down?

3 MS. HUTCHINSON: Is that far enough down for
4 you, Tina?

5 MS. BORNER: I don't -- oh, there it goes.
6 Okay.

7 MS. HUTCHINSON: Yeah.

8 MS. BORNER: So as I was talking the B and C,
9 but one of the things, you know, that we have found
10 that we need to reemphasize, you know, based on these
11 last two years, in 2019 we -- OJJDP moved and shifted
12 from the five phase reduction model to this new model
13 of how we have decided to look at racial and ethnic
14 disparities in a state. And so, as we have asked in
15 the past if we look at, you know, there's a three-
16 pronged, a three-phase model of questions that are
17 provided that we ask you to provide to us in your
18 plan.

19 Some of the information, when you look at
20 Phase 1, which is one the screen, where it says,
21 "Identify state-wide data and research based points of
22 potential disparity." Data collection must occur for

1 at least four of the five points below. At each
2 point, your state must provide percent of population
3 data using the most recent U.S. census data. So we
4 have the five data collection points which is arrest,
5 diversion, pre-trial detention, disposition,
6 commitment and data transfer. And so, we ask you to
7 provide us with the population data and we do have an
8 Excel spreadsheet if you -- as a tool that can used if
9 you need it in order to provide this information. It
10 does the calculation for you. The only thing that you
11 have to put in there are like the basic numbers of
12 arrests, diversion, the population and it will devise
13 -- it will do the calculations for you. So, this is
14 the start of what it is that we are asking that you
15 provide to us as a part of your DMC or your -- I'm
16 sorry, your RED, your Racial and Ethnic Disparities
17 plan that you will be providing to us.

18 Next page. Okay, I just happened to look
19 over at Laura. Hi, how are you? I see your question
20 about the easy access. Yes, you can definitely still
21 use that as your census data point and we will move
22 forward yeah, and so you're able to pull the

1 information from there. You are absolutely able to
2 continue to use that.

3 One of the things that, again, I need to
4 reemphasize because, you know, I know as we started
5 this in 2019 there were some questions because we were
6 shifting from using the RRI data into using this
7 population based data. Again, I just want to
8 emphasize that even though you, as a state, may like
9 using the RRI data and want to continue using the RRI
10 data, it cannot be used in lieu of the data that we
11 are asking for, the population data. So you can still
12 use RRI as a means of getting information for internal
13 purposes, but for our purposes in what you are going
14 to supply to us, you are not able -- we will not
15 accept RRI or Relative Rate Index data in order to --
16 in lieu of the population data that we are asking for.

17 So as we move into Phase II, which is develop
18 an action plan -- and this is where the rubber meets
19 the road, and so this is where we want you, as the
20 state, to tell us and answer these six questions about
21 what it is you see in your state. And let me
22 backtrack for just a minute, when I'm talking about

1 the data I'm talking about state-wide data. So if you
2 are looking to do some jurisdictional specific
3 information or, you know, intervention in like a
4 county or a couple of counties, that's fine and you
5 can provide that information as well. But you must
6 provide state-wide data. So that is what we are
7 looking for, we need state-wide data and then if you
8 want to provide jurisdictional data that's fine as
9 well. So when you do -- when we're looking at the
10 questions and the answers to the questions below, I
11 think that what you need to remember, there are
12 specific indicators that we are looking at to figure
13 out whether or not you, as a state, have adequately
14 answered the questions.

15 So some of the things that I know
16 Administrator Harp has said, you know, because this is
17 an area that she holds near and dear to her heart is
18 that, we are looking for fact based direct answers.
19 You know, we're looking for you to directly and
20 concisely answer the required question. You know,
21 we're not looking for a doctoral or master --
22 dissertation, we are looking for you to be very

1 specific and just answer the question. And so, as you
2 see on here in this -- and I'm not sure if this is
3 going to change or not, but we -- the indicators that
4 we are looking for, when we as your OJJDP program
5 managers are evaluating your plan, there are certain
6 things that we look for to see if you are responsive
7 to the question. And so, with these questions we want
8 -- what we're really looking for is for you to say
9 what it is that you as a state are going to be looking
10 at and what kind of successes do you want to see in
11 your racial and ethnic disparity reduction. And we're
12 not going to be judging you on how much, or if it is,
13 even how much or, you know, because there is no area
14 for a -- you know, for us to tell you you have to have
15 10 percent reduction otherwise, you know, you're going
16 to be out of compliance. That is not what we're
17 looking for. We want to look -- we want to see some
18 thoughtful plans that said, you know, this is where we
19 see that we have a problem and this is what we're
20 going to do, you know, baby-steps work.

21 So take a look at what it is that you're
22 going to do, you know, is it reasonable and answer

1 each of the questions very concisely. And you don't
2 have to go -- you don't have to do much else from
3 there.

4 MS. HUTCHINSON: Tina, we do have a question
5 in the chat box, I don't know if you -- well, if this
6 is a good time to address that.

7 MS. BORNER: No, I can address that. I see
8 it's from Christie (phonetic). Hi, Christie.

9 CHRISTIE: Yeah.

10 MS. BORNER: For diversion you do not want
11 pre-arrest diversion, just diversion in lieu of filing
12 charges in court. I am not sure if TeNeane is on the
13 line or not. My view of this is whatever diversion
14 you have that's what you need to report on. So if you
15 have or if you can get pre-arrest diversion numbers
16 that would be great but, you know -- TeNeane, are you
17 on the line? Okay. Christie, I might have to get
18 back to you on that because I need to -- I just need
19 to verify before I say any more about whether this
20 diversion is pre-arrest diversion -- if it's pre-
21 arrest diversion or filing charges in court. So I
22 will -- we will get back to you on that one.

1 I see your next comment but we will get back
2 to you on that one. Okay. Okay. So we will get back
3 to you on that one. So scroll down just a little bit
4 Lisa for Phase III.

5 Okay. So I do not completely see Phase III.
6 So I'm going to go to another document but Phase III...

7 MS. HUTCHINSON: I can move it down further
8 for you, Tina. My apologies, is this better.

9 MS. BORNER: It's not coming down for me. Oh
10 wait, oh, got it. Yeah.

11 MS. HUTCHINSON: Okay.

12 MS. BORNER: Okay. So on Phase III, this is
13 where we want you to think about what has happened.
14 You know, we want you to explain to us what the
15 outcome based evaluation is. And so, we want you to
16 explain to us what your new numbers are, did you meet
17 your goals that you had said that you were going to
18 try to accomplish back in Phase II, you know. So the
19 next year, you talk about, you know, what worked, what
20 didn't work, what drove your successes, what were the
21 barriers, how did you -- how might you overcome them
22 next year. And when we talk about if you don't meet

1 your goals again that is not an area where we will say
2 that you are out of compliance. We will not say that
3 if you say, "Oh well, we didn't meet your goal." We
4 want you to just explain to us what happened. Why
5 didn't you meet your goal? Are there other people
6 that need to be around at the time in order to help
7 you meet the goal that you had said that you wanted to
8 do. Maybe the goals that you had set were just too
9 ambitious for the community or for the area right then
10 and there. And so, maybe you need to scale things
11 back.

12 That's fine. As long as it's explained, you
13 are okay and we can move forward with you. And all of
14 the questions in both Phase II and Phase III, one of
15 the things that we want to know and we want to help
16 you with is what can OJJDP do for you? I know that in
17 the last couple of years, one of the things that we
18 have heard from the field was about research and what
19 it is that are the -- what's working and what's not
20 working.

21 And we have heard you. And that is an area
22 that we will be working on, in order to be able to

1 move forward, to provide you with, you know, the
2 states with some more information on what it is that
3 that can happen and what it is that we can do for you.
4 But again, if you don't need anything from us at this
5 -- at that time, that you are completing your plans,
6 that's good too. You don't have to say that. You
7 don't have to say what -- that OJJDP to do anything
8 for you.

9 One of the things that in both Phase II and
10 Phase III, question 6 in Phase II and question 5 in
11 Phase III, one of the things that we focus on a lot
12 is, are you protecting the public by making these
13 reductions in your RED? Are you holding youth
14 accountable, given the reduction in your Racial and
15 Ethnic Disparities and are you equipping the youth to
16 live a crime free productive life. And really in
17 those -- both of those questions, we want you to
18 address each one of those areas in your answer as to
19 what it is that you are doing to protect the public,
20 to hold youth accountable and to equip the youth to
21 live a crime-free life.

22 With -- even though we are -- you are

1 reducing racial and ethnic disparities we don't want
2 it to be the reduction just to be an area where you
3 say, "Hey, we've let them out of detention. But the
4 minute we left them out of detention, they went back
5 to unprotected -- not protecting the public by
6 stealing some more or making another -- having another
7 crime or something like that." So we want you guys to
8 evaluate these areas, but we really want you in
9 question 6 in Phase II and question 5 in Phase III to
10 talk about and address each one of those areas in your
11 answer.

12 So I think that is it for now. Do you guys
13 have any -- are there any other questions out there?
14 Are there any other bits of information that I may or
15 may not be able to apply for -- be able to give to
16 you? But I know that, again, providing feedback, if
17 you were at the conference and you attended the
18 virtual conference that, that you provide us with some
19 feedback, and then we can provide some answers to
20 perhaps some of your questions.

21 So I see a question from Laura (phonetic).
22 If we have data to show that arrest did not go up when

1 alternative to detention or arrests are used, would
2 this support number 5?

3 Yes, I believe it would. I mean, if you show
4 -- you know, because that you are still protecting the
5 public and holding youth accountable, showing that the
6 arrests did not go up. So I believe yes, having that
7 as an answer would definitely support it.

8 Rosemarie (phonetic), how does COVID impact
9 protecting the public clause? Well, I think you're
10 going to have to be creative in that one, because I'm
11 not sure in your state if -- because a lot of -- some
12 states are releasing a lot of youth, you know, you're
13 not having them come into your facilities because of
14 the possible COVID impact. So I think that, that
15 you're going to have to -- that's just an area that's
16 going to have to be thought about a little bit, how
17 you would answer that in -- when you're talking about
18 protecting the public, under this environment that
19 we're in right now.

20 So I can -- I will definitely reach out to my
21 supervisor to see if there's any other information
22 that we may have in order to provide you with some

1 guidance around that. But -- yeah. Yes Laura, you're
2 absolutely right on that one. Because I know of a lot
3 of jurisdictions that are not bringing youth inside
4 their facilities, but are as well increasing their
5 support and supervision outside in the community. So
6 yes, you're absolutely right. Okay. So can we go
7 back to the agenda?

8 MS. HUTCHINSON: Yes, ma'am. I am pulling
9 that up for now. There we go.

10 MS. BORNER: Okay. So, again, if you have
11 questions, where you are -- I don't think we have
12 opened any of the lines, but Okori, if you want to
13 open the lines for any kind of open discussion, I
14 think that having the questions in the chat allow us
15 to have a discussion -- documented discussions around
16 areas. Does anybody have anything that they --
17 anything more that they need information about?

18 Greg asks, will you send us a copy of the
19 document you just covered? Well, I can send you a
20 copy of that, but again, that was from FY 2020. So it
21 is not current for FY 2021, but if you would like to
22 have a copy of it, I do believe it's in the

1 solicitation from FY '20, which is on our website at
2 ojldap.gov and you can pull it up. But we can provide
3 you with that copy, just so that you can see all the
4 questions that have been asked or that will be asked
5 for the RED plan.

6 MS. HUTCHINSON: And Tina is it helpful right
7 now if one of our team members from CCAS to find that
8 on the website and post the link in the chat box for
9 you?

10 MS. BORNER: That would be perfect. I
11 appreciate that.

12 MS. HUTCHINSON: Yeah. I'm going to ask
13 Katie to do that, find that on the website and put it
14 in the chat box for everybody. And in terms of
15 facilitating the discussion around, there were some
16 questions that we had received from OJJDP. Do you
17 want me to proceed with making sure that we've got
18 that in front of people and they can respond or put
19 the information in the chat box, would that be a good
20 way to proceed.

21 MS. BORNER: That would be great.

22 MS. HUTCHINSON: Okay. So the question, the

1 main question is how are you overcoming your
2 challenges in collecting the data since -- well,
3 during COVID-19? And I can put that text in the chat
4 box, just so everybody can read it and see it.

5 MS. BORNER: Okay. And so I am -- Manpreet
6 (phonetic) from Indiana. I will contact you and talk
7 to you about the information that you just submitted
8 to me.

9 MS. HUTCHINSON: And where, I'm seeing from
10 my team that Tanya (phonetic) has asked a question
11 twice, but I'm not seeing it in the chat box. So Mark
12 (phonetic), if you could put -- are you seeing it,
13 Tina?

14 MS. BORNER: No, I'm not.

15 MS. HUTCHINSON: Okay. Mark, if you would
16 just copy that and send it into the chat box to
17 everyone, we can get that question answered. Thanks
18 for pointing that out.

19 MS. BORNER: So I see a question from Joshua
20 (phonetic) on, so the question in Phase III, what are
21 your new numbers? Does that mean we have to take an
22 actual comparison of the data we submitted last year

1 to see what changes might have occurred? You can. I
2 think that what most people have been doing is, one of
3 the things that we are going to look at, is how long
4 the data is, how far. You know, if you are submitting
5 2017 data in 2021, that's a long time in between data
6 submission. And so, we would like to have at least
7 the most up-to-date data that we could get. And so,
8 if, you know, there's a issue with your state in
9 getting data on an annual basis and being able to
10 provide the data on that basis, you may want to look
11 at -- we're not going to tell you that that means that
12 you have to do an actual comparison of the data that
13 you submitted last year to see what changes might have
14 occurred, because you may not have more up-to-date
15 data, but if you do have more up-to-date data and the
16 actual comparison of the data would be great. And
17 (cross talk)

18 MS. HUTCHINSON: Yeah. We got the question.
19 Mark copied the question from Sonia (phonetic), it's
20 in the chat box now.

21 MS. BORNER: Okay. Talking about the RED
22 manual that is something that could be in the works

1 for us. This is not something that's going to be
2 coming out any time soon, because that old DMC manual
3 was 300, 400 pages. And if we move forward with a new
4 RED manual, it definitely won't be that big. But I'm
5 sure it's on our to-do lists here. Oh, yes.

6 MS. HUTCHINSON: There's one message we
7 mapped from Parik (phonetic) and he's asking, "Should
8 we be substituting the term in writing in our plan,
9 moving forward?"

10 MS. BORNER: And I'm -- I think I saw that,
11 but I'm confused on that, substituting what term? If
12 you're talking about Racial and Ethnic Disparities or
13 RED for DMC; yes, you should be, you know, RED is the
14 new term that is in this that we should be using
15 instead of DMC, but we're not, I mean, it's -- I still
16 get mixed up and DMC as well. But so, it's not going
17 to be that we -- that holds you accountable for but
18 yes, yes, yes.

19 MS. HUTCHINSON: Okay. He said, yes, that
20 was his question. So thank you for answering that for
21 him.

22 MS. BORNER: Sure thing.

1 MS. HUTCHINSON: And then the last question
2 that we had from OJJDP to facilitate the discussion
3 is, can you talk about your interaction with the SAG
4 and the ways in which you're able to present
5 information and data to them?

6 MS. BORNER: Say that again.

7 MS. HUTCHINSON: The questions that we
8 receive in terms of getting feedback, that we received
9 from OJJDP has to deal with the interaction with the
10 SAG and the ways in which you're able to present
11 information and data to them. So just asking about,
12 how they interact with the SAGs and what type of
13 information are you able to share and data are you
14 able to share within your SAG?

15 MS. BORNER: Yes. And I believe as a state,
16 if you answer that question, that is really doing a --
17 having a good area around that first aid piece around
18 the statute. So if you are able to talk about how you
19 interact with the SAG and provide them with data and
20 information as to -- and include them in the plan
21 development, in the RED plan development, then you can
22 move forward. You know, I think that's a good way of

1 answering and supplying that statutory requirement. I
2 think I saw a question from Sangeeth (phonetic) as
3 well, talking about, are you still able to reference
4 the DMC manual? And I'm sorry, but no, you cannot
5 reference the DMC manual at all, because the DMC
6 manual is really focused on the five, the five days
7 reduction model, which is not something that we are
8 doing anymore. And so, I would just be careful if you
9 want to reference some information in the manual,
10 because I believe the manual has been taken down by
11 order of the past attorney general, so. Okay.

12 MS. HUTCHINSON: We have one more comment
13 from Laura Fri (phonetic). So, I can read it to you,
14 Tina. COVID has presented some problems with
15 conducting SAG meetings because fair open meeting laws
16 do not allow them to meet virtually right now in
17 Oklahoma. So prior to November 15th, we were able to
18 meet and plan for any state plans -- prior to November
19 15th meeting and planning for any state plan may need
20 to come from those monthly SAG meetings and move at
21 the annual retreat. So normally, they used the
22 retreat for their annual training. And is it okay

1 that we modify due to COVID barriers? I'm not exactly
2 sure. Exactly what the question is here, so Laura if
3 you could just enter in the chat box, just trying to
4 make sure I'm understanding the question and able to
5 convey that to Tina.

6 MS. BORNER: Yeah. And as I hear that, I'm
7 looking at -- I'm thinking Laura, and you can tell me
8 right around if I'm completely off the mark there. As
9 we are asking that your SAG be a part of your state
10 planning processes and because of COVID you are unable
11 to do that, because you can't meet virtually, is that
12 going to be -- is it okay that we are modifying due to
13 the COVID barrier. And yes, you know, you have to be
14 able to do what you can in your state. You know, just
15 like we have talked about, you know, if you have -- in
16 your state, you have laws or you have explaining that
17 you are not able to do that to meet or to have
18 conversations with your SAG around the planning,
19 doesn't mean that the work has to stop. You guys have
20 to do what you have to do. And even if you are able
21 to explain that in a plan saying that have, what it --
22 whatever it is that your state -- whatever it is that

1 your law has said, that is what you're going to have
2 to follow in it. And you explaining that to us is
3 what is going to just be necessary. It's not --
4 you're still going to have to submit a RED plan
5 whether you have a SAG meeting or not.

6 MS. HUTCHINSON: Okay. Tina, I don't see any
7 more questions. And the team says we've answered all
8 the questions that were in the chat box. So just want
9 to give you that status update.

10 MS. BORNER: Okay. And between -- and Katie,
11 can you put in the chat box the -- if you -- can you
12 put in the chat box the feedback, the conference
13 feedback?

14 MS. PENKOFF: Absolutely. And there was one
15 other question for the field, Lisa, that I placed in
16 on late for you there.

17 MS. HUTCHINSON: Katie, if you could read it.
18 I'm not seeing --

19 MS. PENKOFF: Absolutely. Absolutely. So
20 the question -- the second question that we're hoping
21 that you all can see too in the chat box is, "Can you
22 talk about your interaction with your State Advisory

1 Group and the ways in which you were able to present
2 information and data to them?" And again, I'm going
3 to put that in the federal chat box here to everyone,
4 so that you can see the question that we're hoping
5 that you can share your experiences with?

6 MS. HUTCHINSON: Thank you, Katie. I think
7 that we were -- that some of what we were just talking
8 about, if anybody has anything now they want to add to
9 that question, feel free to put it in the chat box.
10 But I think Laura that was a -- part of Laura's
11 question, spurred that question from Laura. So
12 there's anything else anybody wants to put in there?
13 Let us know. We'll give everybody a 2 minute. And
14 Katie, did -- put the conference feedback form again
15 in that chat box. So if you happen to have a chance
16 to do it and don't want to scroll up to the very top
17 of the chat box, feel free to click on that link and
18 be sure to share that with us.

19 Tina, it looks like we do have one other
20 question from Joshua and he's saying in Hawaii. "We
21 contracted the crime analysis to the University of
22 Hawaii, and they recently presented some of the high

1 level findings to the SAG, last week, and that it went
2 really well. So that's a good example. And then
3 Christie, I'm sorry, go ahead, Tina.

4 MS. BORNER: No. I was just saying that's
5 fantastic.

6 MS. HUTCHINSON: And then from Christie, wow.
7 She says, given juvenile data restrictions, they're
8 having to get permission from the court each time they
9 want to share data with the SAG.

10 MS. BORNER: Well, that's really hard. So
11 it's not -- I mean, you guys are showing -- aren't
12 sharing PII. So just having numbers is kind of hard
13 to believe that the court would have a problem with
14 that. But just let us know if there's something you
15 think that we can -- that OJJDP might be able to help
16 you with, with that. Thank you, Laura.

17 And Christie, you say that small numbers
18 could result in identification. Identify -- oh, I
19 understand what you're talking about now. I see what
20 you're saying. Okay. You don't have a whole lot of,
21 of numbers. And so if you have one, somebody may know
22 who that one is and be able to identify who it is that

1 you guys are talking about. Is that what you're
2 referring to? Yes. Okay. Yeah, I understand. I
3 understand.

4 Okay. So -- and you guys may not be able to
5 provide numbers there in D.C., but you may be able to
6 just talk broadly about what it is that you're seeing
7 with the numbers. That might help. So, okay. Oh,
8 that's wonderful, Alice, and hi. Are you guys -- and
9 they're able to do that for your -- for -- based on
10 Racial and Ethnic Disparities type of numbers? Oh,
11 that's wonderful. That's really good that you guys
12 have those numbers. Thank you so much for sharing
13 that.

14 So we have about four minutes left and I want
15 to -- I'm not sure if there's any other information
16 that somebody would like to share. But I think that I
17 am going to give you back your four minutes. And so,
18 we thank you so much for being a part of this call
19 with us. We will be back in contact as OJJDP to let
20 you know what the next call session is going to be.
21 If you have any questions or information that you
22 need, please reach out to your program manager and we

1 will go from there. So thank you so much for joining
2 us today.

3 MS. HUTCHINSON: Thanks everybody.

4 UNIDENTIFIED SPEAKER: Take care.

5 MS. HUTCHINSON: Bye.

6

7

8

9

10

11

12

13

14

15

16

17

18

19

20

21

22

1 CERTIFICATE OF TRANSCRIBER

2 I, JIMMY JACOB, do hereby certify that this
3 transcript was prepared from audio to the best of my
4 ability.

5

6 I am neither counsel for, related to, nor
7 employed by any of the parties to this action, nor
8 financially or otherwise interested in the outcome of
9 this action.

10

11

12 December 16, 2020

13 DATE

14

15

16

17

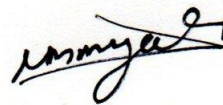
18

19

20

21

22

A handwritten signature in black ink, appearing to read "Jimmy Jacob", is written over a horizontal line.

JIMMY JACOB

A ability 39:4 able 6:7 14:2 16:22 17:1 17:14 22:22 24:15,15 29:9 31:4,10 31:13,14,18 32:3,17 33:4 33:14,17,20 35:1 36:15 36:22 37:4,5 37:9 absolutely 17:1 26:2,6 34:14,19,19 accept 17:15 access 16:20 accomplish 21:18 accountable 23:14,20 25:5 30:17 accurate 4:8 action 17:18 39:7,9 actual 28:22 29:12,16 Adai 10:10 add 35:8 address 20:6,7 23:18 24:10 addressing 5:18 adequately 18:13 Administrator 18:16 advise 11:17 Advisory 34:22 advocacy 8:10 agenda 26:7 ahead 5:10 36:3	aid 31:17 Alice 37:8 allow 26:14 32:16 alternative 25:1 amazing 6:7 ambitious 22:9 analysis 12:22 35:21 analyzing 12:14 and/or 4:4 8:10 annual 29:9 32:21,22 answer 17:20 18:20 19:1 19:22 23:18 24:11 25:7 25:17 31:16 answered 18:14 28:17 34:7 answering 30:20 32:1 answers 18:10 18:18 24:19 anybody 26:16 35:8,12 anymore 32:8 apologies 21:8 apologize 13:17,21 apply 24:15 appreciate 4:19 5:2 10:13 27:11 appropriate 3:13 area 13:3,5 18:17 19:13 22:1,9,21 24:2 25:15	31:17 areas 12:14 14:17 23:18 24:8,10 26:16 arena 7:9 arrest 16:4 20:21 24:22 arrests 16:12 25:1,6 Ashby 1:21 asked 15:14 27:4,4 28:10 asking 12:7 16:14 17:11 17:16 30:7 31:11 33:9 asks 26:18 assigned 9:10 assist 7:15 Assistance 3:4 8:18 attended 4:17 10:20 24:17 attendees 3:9 attention 9:16 attorney 32:11 audio 39:3 authority 8:17 award 9:8 aware 10:19 B B 11:10 12:13 13:2 14:17 15:8 baby-steps 19:20 back 9:20 10:2 20:18,22 21:1,2,18 22:11 24:4 26:7 37:17 37:19 backtrack	17:22 barrier 33:13 barriers 21:21 33:1 based 12:21 15:10,21 17:7 18:18 21:15 37:9 basic 11:5 16:11 basis 29:9,10 beast 14:8 believe 14:13 25:3,6 26:22 31:15 32:10 36:13 beloved 10:11 Beltway 6:13 best 39:3 better 21:8 big 30:4 bigger 7:7 bit 21:3 25:16 bits 24:14 bodies 11:14 body 12:9 Borner 2:5 10:4,10 13:19,22 14:6 15:5,8 20:7,10 21:9 21:12 26:10 27:10,21 28:5,14,19 29:21 30:10 30:22 31:6 31:15 33:6 34:10 36:4 36:10 box 4:2,11,13 5:1 20:5 27:8 27:14,19 28:4,11,16 29:20 33:3 34:8,11,12	34:21 35:3,9 35:15,17 Bradford 2:4 5:4,6,9 briefly 10:16 bringing 26:3 brings 8:4 broadly 37:6 brought 7:13 Bye 38:5 C C 2:1 3:1 11:10 12:13 13:2 14:17 15:8 calculation 16:10 calculations 16:13 call 1:7 3:6,9 3:13,16 4:3,5 4:7,8 5:11 9:19 10:3,12 10:15 37:18 37:20 called 11:8 calls 8:6 10:1 care 38:4 careful 32:8 caught 6:13 CCAS 5:13 7:17 27:7 ccas@air.org 3:12 census 16:3 16:21 Center 3:3 certain 19:5 certainly 9:2 9:16,18,19 certificate 7:20 39:1 certification 7:19 certify 39:2
--	---	---	--	--

cetera 3:19 challenge 7:10 challenges 6:1 6:8 7:4 28:2 champions 7:7 chance 35:15 change 3:20 3:20 19:3 changes 12:21 14:12,14 29:1,13 charges 20:12 20:21 chat 3:17,21 4:1,2,11,13 5:1 20:5 26:14 27:8 27:14,19 28:3,11,16 29:20 33:3 34:8,11,12 34:21 35:3,9 35:15,17 Christie 20:8,8 20:9,17 36:3 36:6,17 churned 7:19 churning 7:19 clause 25:9 click 4:1 35:17 close 7:2 codes 9:6 coding 3:20 cold 9:19 collaborative 3:5 collecting 28:2 collection 12:22 15:22 16:4 come 12:18 25:13 32:20 comes 6:4 coming 21:9	30:2 comment 21:1 32:12 commitment 5:20,21 16:6 committee 11:21,22 community 22:9 26:5 comparison 28:22 29:12 29:16 compatriots 10:12 completely 21:5 33:8 completing 23:5 compliance 9:6 14:10 19:16 22:2 comply 9:5 composed 11:15 computer 4:6 concisely 18:20 20:1 conducting 32:15 conference 4:14,21 6:6 6:17 7:1 10:21 24:17 24:18 34:12 35:14 conferences 4:17 Confinement 11:9 conflicting 8:20 confused 30:11 congressional 6:12	connected 6:9 connectivity 3:11 contact 12:18 28:6 37:19 content 3:8,18 4:9,11 continue 5:22 7:15 13:15 17:2,9 continues 7:2 continuing 6:9 contracted 35:21 conversations 33:18 convey 33:5 Coordinated 3:4 coordinating 11:14 12:9 Coordinator 1:6 3:6 coordinators 5:11,17 copied 29:19 copy 9:17 26:18,20,22 27:3 28:16 core 8:8 10:6 counsel 39:6 counties 18:4 county 18:4 couple 3:7,18 18:4 22:17 court 20:12,21 36:8,13 covered 26:19 COVID 6:8 7:2 7:10 25:8,14 32:14 33:1 33:10,13 COVID-19 28:3 create 12:17 creative 25:10	crime 23:16 24:7 35:21 crime-free 23:21 cross 29:17 current 26:21 D D 3:1 D.C 37:5 data 12:14,22 13:7 14:10 14:18 15:21 15:22 16:3,3 16:4,6,7,21 17:6,7,9,10 17:10,11,15 17:16 18:1,1 18:6,7,8 24:22 28:2 28:22 29:4,5 29:5,7,9,10 29:12,15,15 29:16 31:5 31:11,13,19 35:2 36:7,9 DATE 39:13 day 3:2 10:13 day's 10:1 days 32:6 deal 3:14,19 31:9 dealing 12:1 dear 18:17 December 1:13 39:12 decided 15:13 decision 12:15 definitely 16:20 25:7 25:20 30:4 delegated 8:17 Delinquency 8:16 delivering	7:17 delivery 4:9 8:6 designate 11:14 despite 6:1 7:10,18 detention 16:5 24:3,4 25:1 determine 12:16 develop 17:17 developing 12:19 development 31:21,21 devise 16:12 different 7:18 difficult 9:21 direct 18:18 directly 18:19 discussion 26:13,15 27:15 31:2 discussions 26:15 disparities 1:6 5:18 10:16 11:8,19 12:2 12:4,11,17 13:6,13 14:11 15:14 16:16 23:15 24:1 30:12 37:10 disparity 15:22 19:11 disposition 16:5 Disproportio... 11:8 dissertation 18:22 diversion 16:5 16:12 20:10
---	---	---	--	--

20:11,11,13 20:15,20,20 20:21 Division 8:18 DMC 12:1 16:15 30:2 30:13,15,16 32:4,5,5 doctorial 18:21 document 14:9,15 15:2 21:6 26:19 documented 26:15 doing 6:19 7:6 11:4 23:19 29:2 31:16 32:8 drove 21:20 DSA 7:21 due 33:1,12 E E 2:1,1 3:1,1 e-mail 3:11 9:17,17 e-mails 10:2 easy 5:17 16:20 educational 11:16 efforts 11:17 elevate 7:3 eligibility 9:7 Elijah 1:21 emphasize 8:13 17:8 employed 39:7 energizing 6:18 engage 6:7,15 6:19 7:16 enormous 5:21	enter 33:3 entity 12:3,9 environment 6:22 25:18 equip 23:20 equipping 23:15 essential 8:8 establish 11:14 et 3:19 ethnic 1:6 10:16 11:8 11:19 12:2,4 12:11,17 13:6,13 14:11 15:13 16:16 19:11 23:15 24:1 30:12 37:10 ethnicity 12:15 evaluate 24:8 evaluating 19:5 evaluation 12:8 21:15 events 4:22 everybody 3:2 4:6 27:14 28:4 35:13 38:3 exactly 13:3 13:16 33:1,2 example 36:2 Excel 16:8 excited 10:3 exciting 6:6,18 existing 11:14 experiences 35:5 explain 21:14 21:16 22:4 33:21 explained 22:12	explaining 33:16 34:2 F facilitate 31:2 facilitating 3:16 27:15 facilities 25:13 26:4 fact 18:18 fair 32:15 fall 8:14 fantastic 36:5 far 15:3 29:4 feat 7:1 federal 35:3 feedback 4:14 4:16,20,20 5:1 6:4 10:22 24:16,19 31:8 34:12 34:13 35:14 feel 35:9,17 field 4:16 6:15 6:15 10:8 22:18 34:15 figure 18:12 figured 7:9 figuring 7:8 filing 20:11,21 fill 5:1 filled 4:18 financially 39:8 find 27:7,13 findings 36:1 fine 18:4,8 22:12 first 14:2 31:17 five 15:12 16:1 16:4 32:6,6 focus 5:18 6:18 8:11 9:13 11:11 23:11	focused 7:15 32:6 follow 34:2 forget 6:14 form 4:20 5:2 35:14 Formula 8:7 8:12 9:7 forums 8:22 forward 16:22 22:13 23:1 30:3,9 31:22 found 7:5 15:9 four 16:1 37:14,17 free 23:16 35:9 35:17 Fri 32:13 front 27:18 further 21:7 future 4:21,22 FY 13:19 26:20 26:21 27:1 FY'20 13:21 G G 3:1 game 7:3 gears 8:1 general 32:11 getting 5:19 10:2 17:12 29:9 31:8 give 5:10,16 14:19,21 24:15 34:9 35:13 37:17 given 23:14 36:7 go 3:8 5:10 12:7 14:4,5 20:2 21:6 24:22 25:6 26:6,9 36:3 38:1	goal 22:3,5,7 goals 21:17 22:1,8 goes 15:5 going 3:16,21 5:2,7 10:4,15 12:7 13:12 14:12,13,16 17:13 19:3,9 19:12,15,20 19:22 21:6 21:17 25:10 25:15,16 27:12 29:3 29:11 30:1 30:16 33:12 34:1,3,4 35:2 37:17,20 good 3:2 14:5 20:6 23:6 27:19 31:17 31:22 36:2 37:11 government 11:18 Grants 8:7,12 grateful 6:20 great 5:13 20:16 27:21 29:16 greetings 10:13 Greg 26:18 group 7:7 35:1 groups 8:10 9:1 Guam 10:11 guidance 26:1 guys 10:19 11:2 12:3 13:6 24:7,12 33:19 36:11 37:1,4,8,11 H
---	--	---	---	---

Hafa 10:10 hanging 6:22 happen 7:10 23:3 35:15 happened 16:18 21:13 22:4 hard 36:10,12 Harp 18:16 Hawaii 35:20 35:22 heads 7:21 hear 3:10 5:4,9 8:19 33:6 heard 22:18,21 hearing 8:21 heart 18:17 hello 5:4 10:14 help 3:14 7:22 8:11 14:2 22:6,15 36:15 37:7 helpful 27:6 Hey 24:3 hi 16:19 20:8 37:8 high 35:22 Hill 6:11 hold 23:20 holding 23:13 25:5 holds 18:17 30:17 honored 5:14 hope 10:21 hoping 34:20 35:4 hosting 3:5 housekeeping 3:7 humongous 5:22 hurtful 7:12 Hutchinson 2:3 3:2,3 5:5	5:8 13:15,20 14:1 15:3,7 20:4 21:7,11 26:8 27:6,12 27:22 28:9 28:15 29:18 30:6,19 31:1 31:7 32:12 34:6,17 35:6 36:6 38:3,5 I identification 36:18 identified 12:22 identify 15:21 36:18,22 identifying 12:14 II 8:7,12 9:7 13:4 14:9 17:17 21:18 22:14 23:9 23:10 24:9 III 21:4,5,6,12 22:14 23:10 23:11 24:9 28:20 imagine 6:12 impact 25:8,14 implementing 12:19 important 4:15 8:4,13 inbox 3:13,17 include 8:8 12:20 31:20 including 11:15 increase 6:11 6:12 increasing 26:4 Index 17:15	Indian 11:18 Indiana 28:6 indicators 18:12 19:3 information 6:5 8:2,7,20 9:8 10:22 13:7 14:18 14:22 15:19 16:9 17:1,12 18:3,5 23:2 24:14 25:21 26:17 27:19 28:7 31:5,11 31:13,20 32:9 35:2 37:15,21 informative 8:3 innovative 7:6 inside 26:3 interact 31:12 31:19 interaction 31:3,9 34:22 interested 39:8 interesting 7:11 internal 17:12 intervention 18:3 involved 9:2 10:18 island 10:14 issue 29:8 issues 3:10,14 9:15 J JACOB 39:2 39:13 JIMMY 39:2,13 JJRA 8:12 job 5:17,21 9:5	joined 10:12 joining 4:5 10:15 38:1 Joshua 28:19 35:20 judging 19:12 jumping 6:21 jurisdictional 18:2,8 jurisdictions 26:3 justice 7:9 11:15 12:16 12:19 juvenile 7:9 8:15 11:15 12:16,18 36:7 K Katie 2:6 4:13 27:13 34:10 34:17 35:6 35:14 kicked 5:6 kind 8:20 19:10 26:13 36:12 know 4:6 5:13 7:11 9:17,18 10:5,22 11:1 11:22 12:10 14:7,12,13 14:20 15:9 15:10,15 17:4,4 18:3 18:15,16,19 18:20 19:13 19:14,15,18 19:20,22 20:5,16 21:14,18,19 22:15,16 23:1 24:16 25:4,12 26:2	29:4,8 30:13 31:22 33:13 33:14,15 35:13 36:14 36:21 37:20 L late 34:16 Laura 16:19 24:21 26:1 32:13 33:2,7 35:10,11 36:16 Laura's 35:10 law 34:1 laws 32:15 33:16 layout 3:20 leader 5:14 Lee 1:21 left 24:4 37:14 level 11:17 36:1 lieu 17:10,16 20:11 life 23:16,21 line 20:13,17 lines 26:12,13 link 4:1,1,12 4:22 27:8 35:17 Lisa 2:3 3:3 6:4 13:14 15:2 21:4 34:15 listen 3:9 lists 30:5 little 21:3 25:16 live 23:16,21 local 11:17,18 12:16 long 22:12 29:3,5 look 3:22 15:1
---	---	---	---	--

15:13,15,19 16:18 19:6 19:17,21 29:3,10 looking 15:1 18:2,7,9,12 18:18,19,21 18:22 19:4,8 19:9,17 33:7 looks 35:19 losing 3:11 lot 6:10,10 7:15 23:11 25:11,12 26:2 36:20 lots 7:17 M ma'am 26:8 main 8:6 9:13 28:1 making 23:12 24:6 27:17 manage 9:21 manager 37:22 managers 9:9 9:12 19:5 Manpreet 28:5 manual 29:22 30:2,4 32:4,5 32:6,9,10 mapped 30:7 mark 28:11,15 29:19 33:8 master 18:21 matter 6:20 matters 6:9,11 6:16 mean 25:3 28:21 30:15 33:19 36:11 means 17:12 29:11 measurable	12:20 media 6:11 meet 21:16,22 22:3,5,7 32:16,18 33:11,17 meeting 3:5 32:15,19 34:5 meetings 8:22 32:15,20 meets 6:16 17:18 members 27:7 message 30:6 messaging 6:13 met 12:6 mind 9:18 minor 14:14 Minority 11:9 minute 17:22 24:4 35:13 minutes 37:14 37:17 mistake 13:21 misundersta... 13:18 mixed 30:16 modalities 7:18 mode 3:9 model 15:12 15:12,16 32:7 modify 33:1 modifying 33:12 moment 11:12 monitoring 3:13 monthly 1:7 3:6 32:20 monumental 7:16	move 4:10 10:3 16:21 17:17 21:7 22:13 23:1 30:3 31:22 32:20 moved 15:11 moving 30:9 multiple 9:22 N N 2:1 3:1 name 3:3 4:3 nation 7:13 near 18:17 necessary 34:3 need 9:2 13:11 14:18 15:10 16:9 17:3 18:7,11 20:14,18,18 22:6,10 23:4 26:17 32:19 37:22 needed 14:22 needs 9:14 12:21 neither 39:6 never 7:3,5 new 8:21 11:21 15:12 21:16 28:21 30:3,14 normally 32:21 note 8:5 November 32:17,18 number 25:2 numbers 5:19 16:11 20:15 21:16 28:21 36:12,17,21 37:5,7,10,12	O O 3:1 objectives 12:20 obligation 8:15 occur 15:22 occurred 29:1 29:14 occurring 5:18 Office 8:15 oh 13:20 15:5 21:9,10 22:3 30:5 36:18 37:7,10 OJJDP 3:5 4:15 8:6 11:1 13:10 15:11 19:4 22:16 23:7 27:16 31:2,9 36:15 37:19 OJJDP's 5:20 ojjdp.gov 27:2 okay 5:8 15:6 16:18 20:17 21:2,2,5,11 21:12 22:13 26:6,10 27:22 28:5 28:15 29:21 30:19 32:11 32:22 33:12 34:6,10 36:20 37:2,4 37:7 Oklahoma 32:17 Okori 14:1 26:12 old 30:2 once 11:8 open 26:13,13 32:15 opened 26:12	operationalize 8:14 order 14:22 16:9 17:15 22:6,22 25:22 32:11 organizations 9:1,3 outcome 21:15 39:8 outside 26:5 overcome 21:21 overcoming 28:1 P P 2:1,1 3:1 p.m 1:14 Pacific 10:14 page 13:22 14:2 16:18 pages 30:3 pandemic 7:12 7:12,18 panel 3:21 Parik 30:7 part 6:11 16:15 33:9 35:10 37:18 parties 39:7 partner 7:17 partners 5:13 passion 10:8 patience 10:7 14:7 Penkoff 2:6 34:14,19 people 3:14 6:19 7:7 22:5 27:18 29:2 percent 16:2 19:15 perfect 27:10 permission
---	---	--	--	--

36:8 phase 15:12 15:20 17:17 21:4,5,6,12 21:18 22:14 22:14 23:9 23:10,10,11 24:9,9 28:20 phonetic 3:5 7:15 10:9 20:8 24:21 25:8 28:6,10 28:12,20 29:19 30:7 32:2,13 piece 31:17 PII 36:12 pivoting 6:21 placed 34:15 plan 12:20 13:8,8,13 14:11 15:18 16:17 17:18 19:5 27:5 30:8 31:20 31:21 32:18 32:19 33:21 34:4 planning 4:22 32:19 33:10 33:18 plans 12:8 15:1 19:18 23:5 32:18 please 9:8 10:21 13:14 37:22 point 8:5,16 12:15 16:2 16:21 pointing 28:18 points 12:17 15:21 16:1,4 policy 12:20 population	16:2,7,12 17:7,11,16 possible 3:12 4:17 9:20 25:14 post 8:2 27:8 potential 15:22 practice 12:21 pre- 20:20 pre-arrest 20:11,15,20 pre-trial 16:5 prepared 39:3 present 6:1 31:4,10 35:1 presented 6:8 32:14 35:22 Prevention 8:16 prior 32:17,18 prioritize 10:2 probably 12:6 problem 19:19 36:13 problems 32:14 proceed 27:17 27:20 processes 33:10 productive 23:16 program 8:12 9:9,11 19:4 37:22 programs 7:20 7:20 9:12 pronged 15:16 protect 23:19 protecting 23:12 24:5 25:4,9,18 provide 6:3 10:21 14:19	14:22 15:17 16:2,7,9,15 18:5,6,8 23:1 24:18,19 25:22 27:2 29:10 31:19 37:5 provided 11:1 15:17 providing 13:7 16:17 24:16 public 23:12 23:19 24:5 25:5,9,18 pull 16:22 27:2 pulling 26:8 purposes 17:13,13 put 4:13 16:11 27:13,18 28:3,12 34:11,12 35:3,9,12,14 Q question 16:19 18:20 19:1,7 20:4 23:10,10 24:9,9,21 27:22 28:1 28:10,17,19 28:20 29:18 29:19 30:20 31:1,16 32:2 33:2,4 34:15 34:20,20 35:4,9,11,11 35:20 questions 3:19 8:19 9:4 15:16 17:5 17:20 18:10 18:10,14 19:7 20:1	22:14 23:17 24:13,20 26:11,14 27:4,16 31:7 34:7,8 37:21 quick 13:16 quickly 3:8 R R 2:1 3:1 R-E-D 13:4 race 12:15 racial 1:6 10:16 11:7 11:19 12:2,4 12:11,17 13:5,13 14:11 15:13 16:16 19:11 23:14 24:1 30:12 37:10 Rate 17:15 reach 9:16 25:20 37:22 read 28:4 32:13 34:17 real 3:8 13:16 really 4:15,19 6:12,16,17 6:19 7:14,20 8:4,13 10:13 19:8 23:16 24:8 31:16 32:6 36:2,10 37:11 reasonable 19:22 receive 31:8 received 27:16 31:8 reconcile 10:1 RED 1:6 3:6 5:11,16 8:8 16:16 23:13 27:5 29:21	30:4,13,13 31:21 34:4 reduce 11:19 reducing 12:11 13:13 24:1 reduction 15:12 19:11 19:15 23:14 24:2 32:7 reductions 23:13 reemphasize 5:19 15:10 17:4 reference 32:3 32:5,9 referring 37:2 reflect 7:14 reiterating 11:5 rejoin 5:7 related 39:6 Relations 8:17 Relative 17:15 releasing 25:12 remember 18:11 remind 6:3 report 20:14 Reported 1:20 representati... 11:16 representing 4:4 requests 9:14 9:22 required 8:20 9:5 14:16 18:20 requirement 8:7,8,13 10:6 11:13,13,20 12:5 32:1
---	--	--	--	--

requirements 8:14 9:7 10:17 11:5	34:7 36:7 scale 9:10 22:10	slide 11:6 13:14,16,17	33:22 34:22 state-wide 15:21 18:1,6 18:7	9:15,20 10:1 10:18 11:2,4 12:5,8 13:17 19:2 20:12 25:11 27:17 30:5,22 33:2 33:4 35:18 37:15
research 15:21 22:18	screen 3:22 15:20	small 7:1 36:17	states 3:4 7:16 11:13 23:2 25:12	survey 4:19 switched 12:1 system 11:16 12:16,19,21
respect 9:2	scroll 4:12 15:2 21:3 35:16	solicitation 13:4,5 14:9 14:20,20 27:1	statute 10:17 10:18 11:7 11:13 31:18	
respond 27:18	second 13:22 34:20	somebody 36:21 37:16	statutory 8:15 11:5 32:1	T
responding 9:22	see 3:17 4:1 11:6,9 16:19 17:21 19:2,6 19:10,17,19 20:7 21:1,5 24:21 25:21 27:3 28:4,19 29:1,13 34:6 34:21 35:4 36:19	soon 9:20 30:2 sorry 16:16 32:4 36:3	stay 6:9 stealing 24:6 stop 33:19 sub-paragra... 13:1	take 4:8 5:22 19:21 28:21 38:4 taken 32:10 talk 10:16 11:12 12:13 14:17,18 21:19,22 24:10 28:6 29:17 31:3 31:18 34:22 37:6 talked 33:15 talking 7:21 12:3,10,13 13:2,3,9 15:8 17:22 18:1 25:17 29:21 30:12 32:3 35:7 36:19 37:1 talks 14:10,15 Tanya 28:10 task 5:22 team 5:12,12 27:7 28:10 34:7 technical 3:10 3:14 technology 14:7
responsive 9:14 19:6	seeing 28:9,11 28:12 34:18 37:6	speak 6:4 SPEAKER 38:4	submission 14:10,11 29:6	
restrictions 36:7	send 3:11 9:17 26:18,19 28:16	special 5:12 5:16	submit 34:4 submitted 28:7,22 29:13	
result 36:18	separate 11:21	specific 13:5 18:2,12 19:1	submitting 29:4	
retreat 32:21 32:22	serving 5:14	specifically 12:10	substituting 30:8,11	
right 3:22 10:10 14:4,4 22:9 25:19 26:2,6 27:6 32:16 33:8	session 37:20 set 22:8 share 3:18 4:21 6:5 31:13,14 35:5,18 36:9 37:16	spending 7:20 spent 6:10 spreadsheet 16:8	successes 19:10 21:20	
road 6:17 17:19	shared 8:2,5 36:12 37:12	spurred 35:11	successful 11:3,4	
roll 3:16 4:3,8	shifting 17:6	SRAD 3:6 5:12	supervision 26:5	
Rosemarie 25:8	show 9:1 14:8 24:22 25:3	staff 3:12	supervisor 25:21	
RRI 17:6,9,9 17:12,15	showing 25:5 36:11	staffing 9:10	supply 17:14 supplying 32:1	
rubber 6:16 17:18	six 17:20	stakeholders 11:15	support 9:11 25:2,7 26:5	
S		started 17:4	supported 10:6	
S 2:1 3:1		state 4:3 8:17 11:17,18,22 12:4,12,15 13:12 15:14 16:2 17:8,20 17:21 18:13 19:9 25:11 29:8 31:15 32:18,19 33:9,14,16	sure 4:15 7:5 8:21 9:4,6,13	
SAG 31:3,10 31:14,19 32:15,20 33:9,18 34:5 36:1,9				
SAGs 31:12				
Sangeeth 32:2				
saw 30:10 32:2				
saying 11:20 33:21 35:20 36:4,20				
says 15:20				

tell 13:11 17:20 19:14 29:11 33:7 telling 13:9,10 TeNeane 2:4 5:3 20:12,16 term 30:8,11 30:14 terms 27:14 31:8 territory 4:4 text 28:3 thank 5:12,20 10:7,7,14 14:6,6 30:20 35:6 36:16 37:12,18 38:1 thanks 5:12,16 28:17 38:3 thing 4:10 12:2 16:10 30:22 things 3:7 7:11 7:12 8:2,21 11:3,6 15:9 17:3 18:15 19:6 22:10 22:15,17 23:9,11 29:3 think 18:11 21:13 24:12 25:9,14 26:11,14 29:2 30:10 31:22 32:2 35:6,10 36:15 37:16 thinking 33:7 thought 7:4,5 25:16 thoughtful 19:18 three- 15:15 three-phase 15:16	time 4:9 6:6,10 6:18 7:20 9:11 10:9 11:1 14:4 20:6 22:6 23:5 29:5 30:2 36:8 Tina 2:5 6:4 10:4,8 13:16 15:4 20:4 21:8 27:6 28:13 32:14 33:5 34:6 35:19 36:3 Title 8:7,11 9:7 13:4 14:9 to-do 30:5 today 3:4 4:4,7 5:11 10:12 38:2 tool 16:8 top 4:12 35:16 touch 9:9 training 4:22 7:18 32:22 TRANSCRIB... 39:1 transcript 39:3 transfer 16:6 tribal 11:17 12:16 tribes 11:18 tribute 10:11 try 5:7 7:15 8:11 9:10,12 9:19 10:1 14:3 21:18 trying 8:2 13:15 33:3 turn 5:3 10:4 twice 28:11 two 15:11 type 4:3 12:9 31:12 37:10	U U.S 16:3 unable 33:10 understand 8:9,11 36:19 37:2,3 understandi... 7:22 33:4 UNIDENTIFI... 38:4 units 11:18 University 35:21 unprotected 24:5 up-to-date 29:7,14,15 update 34:9 use 16:21 17:2 17:12 V verify 20:19 video 3:20 5:7 view 3:21 20:13 virtual 6:22 24:18 virtually 32:16 33:11 visible 9:1 voluminous 7:16 W wait 21:10 want 3:7 4:2 5:10,16 6:3 9:3,15 11:2 11:11,12 12:5 13:11 14:8 17:7,9 17:19 18:8 19:7,10,17 19:17 20:10	21:13,14,15 22:4,15,15 23:17 24:1,7 24:8 26:12 27:17 29:10 32:9 34:8 35:8,16 36:9 37:14 wanted 13:17 13:19 22:7 wants 35:12 warm 5:10 way 4:7 7:21 8:14 27:20 31:22 ways 3:18 7:3 7:4,6,16,17 8:3 31:4,10 35:1 We'll 6:5 35:13 we're 3:21 6:20 7:6 8:5 13:2 18:9,19 18:21 19:8 19:11,16,19 25:19 29:11 30:15 34:20 35:4 we've 7:5 24:3 27:17 34:7 webinars 8:5 website 8:3 27:1,8,13 Wednesday 1:13 week 36:1 welcome 5:10 10:7 went 24:4 36:1 wonderful 8:10 37:8,11 work 5:14,15 5:17,20,21 6:16,19 7:4,6 7:8,22 12:19	19:20 21:20 33:19 worked 10:5 21:19 working 6:10 14:3 22:19 22:20,22 works 29:22 wow 36:6 writing 30:8 X Y yeah 14:1 15:7 16:22 20:9 21:10 26:1 27:12 29:18 33:6 37:2 year 7:2,14 10:9 21:19 21:22 28:22 29:13 years 10:6 15:11 22:17 youth 23:13,15 23:20,20 25:5,12 26:3 youths 12:18 Z 0 1 1 15:20 10 19:15 15th 32:17,19 16 39:12 2 2 35:13 2:02 1:14 20 13:19 27:1 2017 29:5 2019 15:11
---	---	--	---	---

17:5				
2020 1:13 14:9				
26:20 39:12				
2021 14:20				
26:21 29:5				
223E15 13:1				
3				
300 30:3				
4				
400 30:3				
5				
5 23:10 24:9				
25:2				
6				
6 23:10 24:9				
7				
8				
9				
9 1:13				