



**Juvenile Justice Oversight Commission
Racial and Ethnic Disparities Committee Meeting
February 18th, 2021, 1:00 pm**

Meeting Minutes

Call to Order: Chair, Commissioner Graham, called meeting to order at 1:02 pm. Leslie Bittleston took roll and confirmed there was quorum.

Roll Call:

(Voting Members)

Present: Rebekah Graham, Jennifer Fraser, Katherine Maher, Brigid Duffy

Absent: Alejandro Gonzalez,

(Non-Voting Members)

Present: Zaide Martinez, Captain Henry Blackeye, Trinette Burton

Absent: Toshia Shaw, Esther Rodriguez-Brown, Captain Kenneth Young

Public Present: Lexie Beck

DCFS Staff Present: Leslie Bittleston, Kayla Landes, Kayla Dunn

Meeting Minutes:

Rebekah Graham: Thank you. Is there any public comment or discussion to open the meeting? Is there anything anybody needs to add before we begin discussing items? Hearing none, we'll move on to review and approve minutes from January 7th. They were included in your -- they are posted on the website. They're included in your email invite in that Google drive. So if you haven't had a chance to check them out, take a look.

Brigid Duffy: I reviewed them and I will move to approve.

Jennifer Fraser: I can second that.

Rebekah Graham: All right. All in favor?

MEMBERS: Aye.

Rebekah Graham: All right. Those minutes are approved. And so then there were some really nice drafts that went out. They are again in the Google drive. Ms. Simeo is not present to go over the survey results. Ms. Bittleston, do you want to go over them since you talked to her?

Leslie Bittleston: Actually I -- my apologies, I did not review the survey results.

Rebekah Graham: Okay. I did. I'll bring them up here on the screen.

Leslie Bittleston: Okay. Thank you.

Rebekah Graham: Oh, it says host disabled participant screen.

Kayla Dunn: I got it. Sorry.

Rebekah Graham: Okay. Sorry. I think that gets me every time.

Kayla Dunn: I know. I should just start doing that. Okay, go ahead.

Rebekah Graham: All right. Okay. So we had -- you know, all in all, especially thanks to Ms. Duffy and, you know, many of our members, we got a much improved sampling, so 20 respondents total from different agencies so that kind of improved our results and our outcomes. Some kind of key things to flag from the results, again, most departments are largely males. They are 70 percent males. You know, in good news, many of the departments, 14 of the respondents, said they felt very prepared to deal with you juveniles, so that was well-received. You know, and in other news, the mental-health calls, that seemed to be sort of universally, you know, less prepared. You know, the majority of the respondents found themselves in somewhat. Less than half offered trauma-informed policing and of those that didn't, the rest were interested and so that -- again, that's pretty (inaudible) on the trauma-informed policing. You know, overwhelmingly they didn't have social workers or mental-health clinicians available to dispatchers. You know, and again, that seems to be kind of a striking, you know, stand out from the survey is the kind of lack of resources around the mental-health calls or the triaging and dispatch, kind of like we talked about. And then, you know, some kind of interesting answers along a longer path, just, you know, when they -- you know, most respondents said they did not feel they had adequate resources for juveniles in their area, and if not, what resources did they need. I think my favorite answer was pick any resources and I'll take them. So some of the respondents spoke highly of the Harbor, which is available now in Las Vegas, which is a really nice resource but, yeah, throughout the rest of Nevada, it sounds like pretty resoundingly, there's a need for greater mental-health response and greater options for dealing with juveniles. Any other comments on those survey results? Okay. And then Ms. Bittleston, do you want -- I can stop my share and you can go over the governor's report draft.

Leslie Bittleston: Okay. So the governor's report draft, that is due every year by DCFS at the end of January. I am always late with it because I rely heavily on data from the counties. So in order to do it, I need data from all 17 counties and this year, Clark County was the last to provide data and theirs came in probably the third week in January, which is fine. But so the governor's report really goes over a very high level overview of what is going on in the juvenile justice system. I don't have the governor's report up. I don't know if you want me to share it on the screen, but I can really give you a -- just an overview. Overall we saw almost a 35 percent decrease in referrals statewide in 2020. I don't know if that is due to COVID, I don't know -- I have a theory and the theory is -- thank you, Rebekah. I -- the theory is that we overall saw a decrease in referrals on the child welfare side as well. And it seems on child welfare, our schools are our eyes and ears for a lot of referrals and I'm wondering if that is kind of the same with the JJ side; if first schools are providing a lot of referrals that we would have had, but we didn't have, because schools were closed. So but overall we saw like oh, system involvement decreased by 38 percent. So that's what we saw this last year. And then this is just really the highlights, the executive summary:

African-American youth make up 14.5 percent of the youth population, but make up 28 percent of system involvement; 3497 youth were placed in detention; 274 youth placed in county camps; 233 youth committed to DCFS. The most common arrest type was assault and battery, and the second most common arrest type was domestic battery. In previous years, I kind of lumped all of the assault and batteries into one category but what I was seeing is that there's just really a lot of assault and battery and domestic battery so I decided to split those up and they make up the top two arrest reasons. The top -- the most common re-arrest is probation or parole violation. Recidivism, I was able to do a recidivism measure for the first time this year so what I did is I compared arrests from last year to re-arrests from this year and our overall state recidivism is 11.39 percent, and then a second measure for recidivism is looking at adjudications from last year and then adjudications from this year, and the recidivism rate for that measure in 6.29 percent. And then in the state facility we have always seen a much higher recidivism rate so what we are looking for here is we are looking for those revocations or re-commitments. We call them internal revocations but they are re-commitments and they happen within the same year. So if a juvenile was placed in one of our state facilities, we -- and then they were recommitted in the same year, we count that. So that is 26.32 percent. And then the average risk score for youth committed to DCFS is 25.64, which is on the high side, which is good. So we -- it looks like we here at DCFS are seeing the right kids or getting the right kids. So as you go through the report, all of this stuff is just charted and graphed out in -- in much different ways so you just see a lot of historical trend data. So that's the governor's report. And then going down to -- Rebekah, if you can scroll down to the recommendations, which is towards the end. Here we are. Right there. Thank you. So at the governor's report, based on what DCFS and the JJOC kind of work on throughout the year, I put in recommendations at the end of the report and based on the work of the racial and ethnic disparity committee, I put in number one as a recommendation to the governor for needed updates in the area of racial and ethnic disparities for juveniles; provide training to dispatchers in topic areas relating to racial profile, implicit bias of mental health; provide an updated list of -- or require an updated list of community resources for every dispatcher; require training and policy and how to recognize non-emergent calls, which we just talked about a minute ago; require each entity with a dispatcher to have access to a mental-health clinician or social worker; and then add to AB478, which we reviewed I believe in November of last year, adding training requirements dealing with juveniles trauma-informed policing, and transporting youth based on the severity of the offense. And then moving down, a couple of other things we identified is the standardized training curriculum across the state and the identification of a platform for curriculum such as Nevada E-Learn or something else, and then an oversight agency to verify the training has occurred. So that is what I included and that's what is important to this committee to see if that language is okay. This is still in draft form and I am able to make changes or accept recommendations, but that's what I've put in on behalf of this committee.

Brigid Duffy: This is Brigid. I read through this, and I'm very impressed, Leslie. This was very interesting to read and it's nice to see that some of the data collection's, like, coming into actually seeing it in work, but what I want to -- it's kind of going back to the survey and then how you have in section E dealing with juveniles, I really think we need to word that a little bit differently. So when you look on page 3 of 4 on the survey results, like, our question was how to deal with juveniles. And then when you look at the name of the training that the law enforcement agencies gave us, none of that in my mind has anything to do with what we're talking about --

Leslie Bittleston: Okay. Okay.

Jennifer Fraser: That's fair.

Brigid Duffy: -- like, a juvenile crime. Okay. Right, right. I know that they're trained in juvenile crime because I go and talk about juvenile delinquency or one of my deputies does, right. Child abuse and neglect and human trafficking, sure, they're getting -- you know, understanding that. I know what the school justice partnership is, so part of field training. But what they're not getting and what I think the point of this group is, and well, in people that deal with juvenile justice across the board, is training specific to, like, juvenile development, right, adolescent and teenage development, understanding their impulsivity and their brain development and communication skills and all of those things. So I think that's the point. So I'm just trying to help find a -- find a way to -- what specifically do we want law enforcement trained in --

Leslie Bittleston: Right.

Brigid Duffy: -- and dealing with juveniles is -- I mean, a cop could say I have kids, I know how to deal with juveniles, right?

Rebekah Graham: Yeah, it's too broad of a term. That makes a lot of sense.

Brigid Duffy: What is it that we want, like, understanding, you know, youth and adolescent development?

Leslie Bittleston: I can put something like training in juvenile development and adolescent brain development, or is that two different things, two different lines? Because adolescent brain development is probably one.

Brigid Duffy: I don't know. I mean --

Rebekah Graham: Ms. Fraser, Ms. Maher, do you have any, like, feedback around clarifying that -- the dealing with juveniles? Because that's a very, very good point, Ms. Duffy, because you're spot on I think with the responses that, you know, we got.

Jennifer Fraser: Yeah. I think the adolescent brain development would be important and I was just trying to Google some -- I know in the Supreme Court opinion, some language that might be helpful, but I definitely think the idea of adolescent brain development, social development, the importance of peer relationships on children and all of those things are what we were trying to target, but obviously it doesn't say that.

Rebekah Graham: I think the impact of child abuse and the impact of intellectual or developmental delays, you know, can be more severe. I mean, if you're dealing with a 14 year old with an intellectual disability or developmental delay, it is definitely even harder than a 25 year old with a developmental delay.

Jennifer Fraser: Absolutely.

Rebekah Graham: Because I'm sure that through the courts, you tend to see a lot of juveniles with borderline intellectual functioning, and if officers were maybe more trained in how to deal with that or respond to that, that may help.

Brigid Duffy: Yeah. I mean, I wish I had the answer of how to best word it. I just know it's not the mark we're trying to but there is everything you said, Rebekah, is exactly what we need to learn, what we need

them to understand. It's what we do every day. It's what attorneys do when they go in to talk to kids in detention, right? Like, how do you talk on their level to get them to understand what's going on or, you know, when I walk onto Child Haven campus, our shelter campus, and kids are acting different ways, it's, like, you know, how do you engage them because they have so many different layers to them that you can't.

Rebekah Graham: So I think that's a really good -- I think if we did adolescent brain development impact, you know, child abuse although that kind of crosses over trauma-informed policing, we did, you know, building communication rapport with adolescents and then some specifics around intellectual and developmental delays both on communication and behaviors.

Brigid Duffy: Yeah. Right. I remember in my implicit bias training through that 24-7 at Clark County DJJS RED, we did a whole part around the ACEs, that Adverse Childhood Experiences. That was very great to do because what they did was they had me and the people attending think about a child, just pick any child, and then that specific child, they would call out the different scores on the ACEs and then you had to mark if that child had that score. So, you know, just thinking about, you know, my own children, right, or my neighbor's child, whoever it was that I picked in my head, like, you could see how that adds up so --

Rebekah Graham: Right. And the average number of adverse childhood experiences in our population in juvenile justice is six or more.

Brigid Duffy: Right. Right.

Rebekah Graham: Ninety-five percent of our juveniles in our systems have trauma.

Brigid Duffy: And then explaining how that connects to their behaviors and their reactions. So I don't know how to -- I don't know, when I retire, maybe I'll create the training, right?

Rebekah Graham: Right. So maybe then instead of saying impact of child abuse, let's say trauma and adverse childhood experiences or ACE as our category because it's that impactful. There's a really nice training I like from the National Child Traumatic Stress Network, which is a division of SAMHS, called Think Trauma and one of the stats they put in their training is that youth in juvenile justice have rates of PTSD similar to soldiers returning from Iraq. So the kids we're seeing are unique, and I think with 2020, more than ever, like, when we see it, the number of high-risk kids that we saw, we saw the reduction of referrals with schools closed the only people that we're seeing on our radars, and it's true in my facility as well, are kind of the most extreme who risen to either the extreme arrest able behaviors, or the extreme mental-health behaviors where they're in psychiatric hospitals. That's what we saw in 2020, for sure. But, yeah, I like that. That was really good feedback, really good conversation.

Leslie Bittleston: Yeah.

Rebekah Graham: Are you okay with maybe at least starting with those categories and then as we think of something else we can let Ms. Bittleston know?

Leslie Bittleston: Yeah. I think I found -- I took a lot of notes, so I think I can expand greatly on that to be more specific.

Rebekah Graham: Captain Blackeye, did you have a comment? Are you --

Captain Henry Blackeye: Oh, yeah, about that whole topic, completely agree. When we were looking into it, and years ago I attended -- it was called a school police seminar or conference. It was in 2004 or '05, and they discussed this and they went over early child development or sociology, I guess, the relationships children have with each other, and what's important to them, and all those types of things and that was extremely helpful to us in getting that initial training before we set foot in our schools. And we've continually done that. But I think it would be helpful to have it defined like this, you know, and all of those elements together. It extremely helps, especially when someone's coming through as a police officer and now they have to deal directly with children, you know, they need to know that kind of stuff, because they need to know how to talk to them, what's important to the children, and all those types of things. So great. I just wanted to agree with everybody. I think that's perfect.

Rebekah Graham: Well, thank you. All right. Are we ready to kind of look at the disparity assessment and action plan? Are we ready to move on from the governor report?

Leslie Bittleston: Yes.

Rebekah Graham: Okay.

Leslie Bittleston: And just to give you a background while Rebekah is pulling that up, in the past I would pretty much regurgitate all of the racial and ethnic disparity information into the governor's report, which made the governor's report twice as long. A racial and ethnic disparity report is required for the federal government so this is something that I provide annually to the office of Juvenile Justice Delinquency Prevention on our disparate treatment of youth of color in the system. So in the governor's report, I did not put all of this stuff and I -- into it, I just refer to it. So rather than having a 90-page governor's report, so this piece really addresses what we see throughout the juvenile system, juvenile justice system, for racial and ethnic disparities. And, Rebekah, if you scroll down to -- this is just the basic information. We find more males in the system than females and then let's see. Let's see, 67 percent were minorities of the referrals, 43 percent of the referrals were diverted, 233 youth placed in correctional facilities, which was DCFS custody, 38 youth were certified as an adult and tried in an adult criminal court. Thirty-eight seems like a lot, but it is dropped from last year. Last year it was 65. So we did really good this year. So if you scroll down to the next page, Rebekah -- excuse me, one more page.

Rebekah Graham: I'm a terrible Vanna White. Sorry.

Leslie Bittleston: So these are the definitions of the contact points that you will find throughout the racial and ethnic disparity assessment report: referral; referral source; arrest; re-arrest; diversion; secure detention petition; then all of that. So this just gives a definition to what data we are presenting throughout this report so that's just what that is. And then so if you scroll down to the first chart, this one is a breakdown of demographics within the state of Nevada, youth 0 to 17 years of age. So it's broken down by race and also by gender. So this kind of is what the report is based on. So we take this Table 1 and this breakdown of race and gender, and we compare what we find in our system to this. So every chart that we present throughout this report, so if you want to go down to arrests or referrals or that's trend data -- Yeah. So that's -- yeah, this is just the number of everything that happened within the state, arrests, referrals by counties. So it just at the bottom gives you a number of everything, but keep scrolling, keep scrolling, keep scrolling, right there. That's good, the one with the lines.

Rebekah Graham: This one?

Leslie Bittleston: Nope. One more up.

Rebekah Graham: One more up. Okay.

Leslie Bittleston: Right there. So throughout the report what you will see is each contact point that I've - that we've defined, we compare it to the race in Table number 1. So in this chart, the blue line represents the breakdown of race of those juveniles 0 to 17, and then the yellow line breaks down the referrals that we received in the state. And then you can see just in referral where the disparity lies. And there is one of these charts for every contact point, one for referral, one for arrest, one for this, one for that. So that's how this whole report is laid out and this is a requirement of the federal government. They prefer these line charts cause they want to look at it quickly and say oh, there's disparity in African-American right there. And what's really weird about the way we break down race and the way that race is broken down is they don't have another category, but we do. So you're going to find in every chart, it says 0 for other, but we have another category so that's always something higher. So that's how this report is laid out. So it's laid out by -- and you will find that there is disparity at every contact point with African-American youth, some are worse than others. And, Rebekah, if you want to scroll way down until you find either the certifications or the commitments to DCFS.

Rebekah Graham: Certifications.

Leslie Bittleston: Here's certification.

Rebekah Graham: That's a big old one.

Leslie Bittleston: That's a big old one. So the other thing that we see is the disparity gets greater at African-American youth the deeper into the system that they go. This chart right here with certification was a little surprising because look how the white youth is 45 percent of the population, but only 13 percent are certified, but then we jump way up for African-American, and then right there about equal is the Hispanic youth.

Rebekah Graham: Well, and it tilted significantly from referrals because referrals was about 30 percent - almost -- it was almost a straight line, even though the proportions of the population were different.

Leslie Bittleston: Right.

Rebekah Graham: And so from white youth being 30 percent of their referrals to only 13 percent of certifications is a big tilt, you know.

Leslie Bittleston: It is.

Rebekah Graham: Yeah.

Leslie Bittleston: So that's what this report lays out. I don't know if you've read all of this report but it just really goes through each contact point one at a time and says this is what that disparity is in that particular contact point. And then down -- way down at the bottom is there's like an action plan. So it's really telling OJJDP what we, the state, plan on doing over the next year to address this. And what I put in there -- keep going. It's way down there.

Rebekah Graham: Oh, I went to the bottom and I'm scrolling back up.

Leslie Bittleston: Oh, okay.

Rebekah Graham: I was like if it's that far down, I'm just going to go -- yeah.

Leslie Bittleston: Oh, okay. Yeah. Keep going up. One -- right there. So basically what OJJDP does is they give the state a series of questions: what are your new numbers? So it's really me describing to them this is what happened from last year to this year, this is what we plan on doing to address that. And really what I said is we are requesting some NRS or policy updates to request new training for law enforcement, which is the front end, because we've already identified that disparity begins at referral, and then -- oh, here's a really good table that talks about the decrease in referrals from 2019 to 2020. Remember how I said there was, like, a 35-percent decrease? Well, and then here's a breakdown of the decrease by race and there was a substantial decrease in African-American by 41 percent. The biggest decrease was amongst Asian youth. So it's just really saying that we are going to request some changes system-wide and then monitor our numbers over the next year. So that's really a high-level overview of what this report is. It's due to the federal government at the end of February of every year and I also am required to post this on our website. So are there any questions or clarifications or anything?

Rebekah Graham: The Harbor open mid-year, right? If I recall correctly? I'm in Northern Nevada, sorry, don't pay as much attention=

Brigid Duffy: The first Harbor opened in October of 2016.

Rebekah Graham: Okay. So they've been around a while. I feel like --

Brigid Duffy: Right.

Rebekah Graham: -- I thought they were fairly new.

Brigid Duffy: That was the very first one.

Leslie Bittleston: Yeah, they have several locations now in --

Brigid Duffy: Okay.

Leslie Bittleston: -- Las Vegas -- greater -- you know, greater Las Vegas. I think they have four or five locations now.

Rebekah Graham: And were there any -- there weren't any new ones then that opened in 2020?

Brigid Duffy: We opened two new ones in 2020.

Rebekah Graham: Okay. So then maybe that's worth specifying, you know, because we've the Harbor has been around then since 2016 but additional locations opened in this 2020 year. That may have contributed further to the decrease in referrals.

Leslie Bittleston: Yes, and I completely agree with you. Another thing that I think the Harbor has done, which is not addressed here but is addressed in the governor's report is the decrease in the number of status offenders that are booked into Clark County juvenile detention. We've seen a decrease over four years on the number of staff and that's in the governor's report. So I think the Harbor has made a big difference in Clark County with both referrals and status offenders.

Rebekah Graham: Yeah. And I think everybody, like, throughout the survey results and just the data shows that the rest of the state doesn't have the same resources and they wish they did. I mean, at least on some regional level and probably the best way for our really rural counties that just don't have the

population or the funding to support it at least making in some way having a social worker or a mental-health clinician available or resources available to do some triaging.

Leslie Bittleston: Right.

Rebekah Graham: Yeah. So that's really good. Any questions on this RED assessment report and action plan or comments? All right, well the last document to review is suggested legislative amendments. So if you want to -- the BDR.

Leslie Bittleston: Okay. This one was --

Rebekah Graham: And then the updated language was here.

Leslie Bittleston: That's right. Yes, that BDR came as a surprise to me. I didn't know that there was going to be a BDR, so I included it just as an FYI to this group just to know that it was out there requiring some additional training on implicit bias. I don't think it goes as far as we want it to go, you know, with the juveniles, but it does include the implicit bias, it does include the LGBTQ youth social economics and, you know, the cultural thing. So that -- if that passes, will be more training requirements, but we really want to add to this some juveniles specifics. So I just included it as an FYI to this group to let you know that it's there.

Brigid Duffy: So I -- this is the Nevada Youth Legislature BDR and I reached out to the youth legislator that's the primary on it to -- because I testified in their little mock -- not little in their mock legislative hearing and it wasn't exactly what I expected it to be, specifically the subsection 2 or section 2 there.

Leslie Bittleston: Mm-hmm.

Brigid Duffy: So I actually made some comments that I'm not quite sure that this solves any problems at all, having -- just using my attorneys as an example, I'll use myself as an example, that for every petition I file, I have to sign an affidavit or so I swear or affirm that I've completed training required by section 1, but the training required by section 1 only requires people who work in the criminal justice system to take it.

Leslie Bittleston: Mm-hmm.

Brigid Duffy: So if you look up, it says it's a drafting issue.

Rebekah Graham: Yeah.

Brigid Duffy: It says in the very first paragraph --

Rebekah Graham: Yeah, it's, like, there.

Brigid Duffy: Yeah. Any person who's employed in the criminal justice system, so that would mean Jen's peeps and my peeps are out because we're not in the criminal justice system, we're in the juvenile justice system. So they need to fix that. But then section 2 goes on to say that we have to put an affidavit on every petition that we file saying that we completed the training and, this is the one that I find it a little bit offensive, that my petition is not being filed as a result of any inappropriate discrimination on the basis of any protected class or characteristic, which means basically that I have a history so I, myself, I'm swearing in affirming that even though historically I do file all that I'm saying in this case, I'm not. Like, that's how I took it.

Rebekah Graham: Yeah. Well, and it's not what we're looking for. We're not looking for another rubber stamp kind of thing where what we want actual, like, resources or training, you know what I mean?

Leslie Bittleston: Right.

Brigid Duffy: So I provided my comments after having participated in the event that led up to the youth legislators picking a training bill to address what they wanted to around social justice. But the section 2, I'm not quite sure it gets to anything because I mean, there's no what -- so how are they going to prove that we lied in the affidavit and what's the consequence if we -- I don't know.

Rebekah Graham: Mm-hmm.

Brigid Duffy: So I'll wait and see what they reply, but I think there's definitely ability to work with this group, introduce them to this -- introduce the youth legislatures to this group and see what we can come up with.

Jennifer Fraser: Yeah.

Rebekah Graham: Yeah. So you had more information on it than we did. Thank you, Ms. Duffy.

Leslie Bittleston: Yes, we did. She had more information than I did. I didn't realize it was from a youth group so, yeah. Good.

Rebekah Graham: All right. As far as next steps go, Ms. Bittleston, your governor's report is due at the end of this month, in two weeks?

Leslie Bittleston: Yes. So the governor's report is also going to the other committees that are meeting next week, which is the data committee and the grants and QA committee, because there's a QA section on the governor's report and also a recommendation around quality assurance. So once those two committees review it as this committee did, we will go through the internal review process, it goes through the administrator of DCFS, which is Ross, through the director of Health and Human Services, over to the governor. So it should be there within probably the second week in March is when it will get to the governor.

Rebekah Graham: And so I don't believe that this committee will see it again then before it's submitted, and I think we're okay with that. We've given our comments --

Leslie Bittleston: Yes.

Rebekah Graham: -- given our updates on that. So then as far as next steps or next task, this wasn't our really our big focus. I think Brigid, would be nice to include the youth legislatures, if we wanted to do a special meeting where we could go over our report with them or join when -- invite members of this committee to join one of their meetings, like I think we'd all, see Ms. Maher nodding and Ms. Fraser nodding. Like, we'd be open to that if that's something we want to pursue. Your thoughts, Ms. Duffy? You're muted. You're still muted.

Brigid Duffy: I lost it.

Rebekah Graham: Yeah.

Brigid Duffy: Okay. The screens, like, jump around so sometimes my mute button, and then there's something with the space bar you can do I don't quite understand but.

Rebekah Graham: Yeah.

Brigid Duffy: No, I think if -- going into the legislative session on that bill, I will tell them that we have this group that meets and if they want to get the recommendations that we have after serving everybody, we can ask them if they want to see what's out there and what they need to do. But other than that, I don't think there's much more we need to do. I like the governor's report.

Rebekah Graham: Yeah. So really we have next full Commission meeting on March 12th.

Leslie Bittleston: Yeah.

Rebekah Graham: We can, and Ms. Bittleston can correct me if I'm wrong, I don't know that we have additional tasks to wrap up this year. We will -- if this committee can make -- continues to -- you know, to review on, because it's an annual RED report for OJJDP. So I think it would be appropriate to take out a larger gap between our meetings at this point, and then begin to reconvene to start to prepare the 2021 report or to address any tweaks or changes. Like, if the governor's response from our recommendation requires us to review a reply again.

Leslie Bittleston: Right. And so what we can do with this committee is we can go to an ad-hoc basis and meet as needed because we did satisfy our task, our goal that we wanted to. So if legislation comes out or other bill drafts come out that we need to review, so we can meet to discuss those. And then of course meet annually or a couple of times annually to go over the governor's report and the racial and ethnic disparity report cause those are annual.

Rebekah Graham: Right.

Leslie Bittleston: Yeah.

Rebekah Graham: So then, yeah. Then let's -- as far as the next meeting date and time, we could either pick something far out or we could leave it open and then reach out to schedule based on either the youth legislature interests or our full Commission meeting giving us any additional tasks. Does anybody have any comments or feedback around a preference?

Brigid Duffy: I'm fine leaving it open. This is Brigid. I thought that maybe in your report to the full Commission in your questions, you know how -- because I do it for the data committee, they are like any questions for the Committee, like, you can write in there, you know if there's another specific task they want this Committee to pick up based upon the recommendations to implement some standardized statewide training around these specific areas and then if they give additional tasks, then we can consider then setting a date. Otherwise I don't think you need one.

Rebekah Graham: Yeah. Because if we were to do standardized statewide training in the area, that's a really nice -- I think it'd be really good focus. I think at that point we would need to include like POST and some of those other agency like we've done with Captain Blackeye and some of our law-enforcement partners who've joined us. We would then need to get POST. You know, it's a good idea. We'll just have to reconvene with some more, you know, people at the table around that cause we wouldn't want to invent a POST training without POST at the table.

Brigid Duffy: Right. And I mean, going back to really what we were trying to do which is to address where these disparities come in and then seeing that RED report where you can see them, ultimately then

what do we find as a solution and to how to address those and we landed on training. I think another big one is that access to the social workers and, you know, people for the -- call takers.

Rebekah Graham: The dispatchers, yeah.

Brigid Duffy: Dispatchers.

Rebekah Graham: A social worker or a mental-health clinician accessible to the dispatcher so they can triage instead of calling the police out referring the caller to a resource.

Brigid Duffy: Because one thing you see when the police get called out, and as somebody who reviews a lot of cases, is that the easy answer is just get somebody away from the scene, and it's usually the easier answer is take the kid and not the adult because -- you know, cause there's other kids in the home and I'm talking about our number 1 -- like, our number 2 referral, which is battery DV, right?

Rebekah Graham: Yeah.

Brigid Duffy: So that to me -- when I hear that, I think of all of these cases that we -- I see where it's -- because now Bat-DV is not siblings anymore, that was taken away. So that's just simple battery, but now you have the parent, right and you have three other kids in the homes and the police are going to be like I'm taking the kid for a 12-hour cooling off period and so that starts this whole --

Rebekah Graham: Right. Because otherwise if you take a parent, then you've got to get CPS in to take all the kids and it's --

Brigid Duffy: Yeah.

Rebekah Graham: -- you know, and --

Brigid Duffy: So if police are called out, we know what's happening.

Rebekah Graham: Yeah. And you know, and from my days as a probation officer what we used to say is when the kid gets big enough to hit back is when they start calling the police on them. You know, it's not necessarily that -- it's more complicated than just it's a bad kid who's hitting their parent. So yeah, you're totally right. I think that's really good feedback I'll bring back to the full Commission from this committee and if we get additional directives or feedback from the full Committee with that assignment, I think it would be really, really good work to do and really fun actually to put that together. So then we will reach back out after that next full Commission meeting on March 12th to everybody.

Leslie Bittleston: Okay.

Rebekah Graham: All right. Well, if there are no other additional public comment or discussion, then we will adjourn the meeting. All right.

Jennifer Fraser: Thank you.

Leslie Bittleston: Thank you.

Rebekah Graham: Thank you, everybody. Bye.

Leslie Bittleston: Bye-bye.

Brigid Duffy: See you next week, Leslie.

Leslie Bittleston: Yes. See you next week, Brigid.

[end of meeting]

DRAFT