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# **Building Bridges: A Community Engagement Framework for State Advisory Groups to Advance Systems Change**

**The Coalition for Juvenile  
Justice**



Prepared by the Coalition for Juvenile Justice in partnership with  
the Annie E. Casey Foundation

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# INTRODUCTION

Community engagement is a vital approach to addressing the multifaceted needs of young people and families that encounter or are at risk of involvement in juvenile justice systems. By fostering a sense of belonging and mutual support, communities can create environments where individuals thrive. This toolkit explores how State Advisory Groups (SAG) operating under the Juvenile Justice and Delinquency Prevention Act (JJDPa) can collaborate and co-lead probation reform and delinquency prevention efforts that prioritize community engagement.

Title II of the JJDPa encourages investment in juvenile justice programs that support at-risk youth in a community-based setting, as opposed to an institutional setting. Funding is distributed based on the needs of each unique jurisdiction. Under Title II, each state and territory conducts a needs analysis and develops a plan for delinquency prevention that allows states and territories to provide young people with tailored support and resources necessary to reduce delinquency, resulting in community investments focused on prevention, coordination, alternatives to incarceration, and reducing racial and ethnic disparities in the juvenile justice system.

Critically, State Advisory Groups (SAGs) serve as the bridge between state-level policymakers and local communities. By design and federal statute, SAGs are to be led by and made up of at least 51% community members, while also ensuring representation by government and elected officials. This ensures collaboration and representation between government and communities and promotes the importance of community voice while SAGs effectuate the following key roles:

- **Guiding Reform:** SAGs provide expert guidance and recommendations to state executives on juvenile justice policy, funding priorities, and improvement efforts. This ensures that state-level decisions reflect the needs and realities of local communities.

# ACKNOWLEDGEMENTS

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- **Oversight of Title II Funds:** SAGs are primarily responsible for reviewing applications and approving funding for local projects. This oversight ensures that Title II funds are used effectively to support programs that align with three-year plan goals and are responsive to identified community needs.
- **Sharing Data:** SAGs are responsible for ensuring that local jurisdictions and Title II funded projects are collecting and reporting data on juvenile justice outcomes, as required under Title II.
- **Fostering Community Collaboration:** SAGs facilitate engagement with community members to ensure they have a voice in the three-year planning process.

Many states and territories focus on prevention goals within their three-year plans. Similarly, the Annie E. Casey Foundation's vision for probation transformation includes expanding the use of diversion and calls on states and communities to collaborate. The vision calls on the justice system to divert 60% or more of the young people who would have previously been placed on probation, including all young people who engaged in low-level behaviors, and who have low risk levels. The model further calls on the justice system to use probation only "as a purposeful intervention to support growth, behavior change and long-term success for youth with serious and repeat offenses." This requires strong partnerships with families and communities.

## **Community Engagement Partnership: Why engage community?**

- **Collective Responsibility:** The concept of collective responsibility emphasizes that the well-being of individuals is intrinsically linked to the health of the community.
- **Empowerment and Building Trust:** Relationship building to establish trust and providing opportunities for co-creation are central for supporting authentic engagement in decision-making processes and honors community capacity for self-determination.

- **Social Justice and Equity:** Community engagement must be rooted in principles of social justice and equity. This involves recognizing and addressing systemic barriers that disproportionately affect marginalized groups.

SAGs play an important role in community engagement and can leverage community partnerships in the following core areas of their work:

- SAGs can engage community organizations, youth, and families while putting together the three-year plan that is submitted to the Office of Juvenile Justice and Delinquency Prevention as part of the Title II grant applications.
- SAGs can engage the community in data collection, asset mapping, strategic planning and program implementation as part of their grant-making efforts.
- SAGs can include community feedback and recommendations in their reports to the Governor and other policy-related documents.
- SAGs can look at ways to support diversion programming and other alternatives with a focus on ensuring that programming is in young peoples' communities and that it is being carried out in a culturally competent and trauma responsive manner.
- SAGs can ensure their membership reflects community organizations and ensure SAG meetings are safe spaces for community-based entities and individuals to share about their experiences and inform system improvement.

This toolkit weaves these foundational principles and opportunities for SAGs to enhance community engagement and partnership into four core areas:

- (1) **Education and Data Sharing**
- (2) **Mobilization**
- (3) **Asset Mapping**
- (4) **Empowerment**



# Education and Data Sharing

In the vision of the JJDP, it is community members who guide the SAG's operations, offering their lived experiences and unique perspectives to guide the SAG's goals. This provides a unique opportunity for transparency from the SAGs to community members on the JJDP, state planning efforts, state and community level data, and current or intended outcomes of Title II funded work.

To ensure Title II resources are allocated effectively and align with local community needs, it is important for SAGs to provide transparency by answering the following questions:

- What programs are currently funded through Title II?
- How can local organizations apply for Title II funding?
- What are the outcomes of previous Title II funded programs?

It is the responsibility of SAGs to make state-level information, such as three-year plans, budgets, and/or projects, available to local communities.

Moreover, when developing these items, SAGs have an opportunity to do so in collaboration with and informed by community.

States conduct an analysis of statewide data on youth crime and community needs as part of the three-year planning process. As part of this work, states may develop and disseminate community level surveys, conduct listening sessions, or host community forums that allow communities to provide critical qualitative feedback that enhances the picture of what qualitative data shows is happening in communities.

When developing three-year plan goals, SAGs should consider both the qualitative and quantitative data collected and ensure goals are reflective of and responsive to the data collected. Moreover, SAGs can ensure Title II funding is budgeted and allocated to Title II program areas designed to directly impact the identified needs discovered.

## Data Sharing with the Community

Access to data is essential for communities to understand how their juvenile justice system is functioning and to advocate for policy changes where necessary. Additionally, a transparent, community-based approach to data collection can help bring more diverse voices into reform conversations and ensure that the needs of communities are met. Community partners should be privy to key system data including information on arrests, detention, recidivism rates, probation data, prosecutorial activities, and court intake data. Additionally, it is important that they are informed about how this data is reported, such as whether it is disaggregated by race or gender. Access to these data foster transparency, accountability, and enables all parties to more accurately identify where young people need support.

### **Resource: National Center for Juvenile Justice's Fundamental Measures for Juvenile Justice**

- **The 'Fundamental Measures for Juvenile Justice' interactive database is an online tool that presents model data elements and methods for quantifying critical components of the juvenile justice systems.**
- **<https://www.ncjj.org/fmjj/>**

SAGs can accomplish this by sharing the results of the crime and needs analysis and three-year plan more intentionally with communities by creating communication or dissemination plans or community education plans. These plans should consider where communities prefer to get their information and what formats best reach different audiences. SAGs might consider creating summary documents, infographics, or fact sheets about their three-year plans or progress toward state plans goals and should be sure to share this progress with communities.

Another mechanism for SAG data sharing is in the creation and publication of bi-annual reports to state executives. These reports typically share information about the state or territories compliance with the JJDPA and share metrics on Title II grant

investments, sharing relevant program data and outcomes. These reports should be published online and distributed intentionally to more than just governors, but also community members.



## Qualitative Data from Communities

Qualitative data from community members offers a deeper, more nuanced understanding of how systems impact individuals, families, and communities in both the short and long term. This data is essential throughout the development, implementation, and evaluation of programs and policies, helping State Advisory Groups (SAGs) identify areas for improvement and achieve better outcomes for youth, families, and communities.

For example, justice professionals in King County, Washington conducted focus groups as a part of the county's juvenile justice reform process, leading to the development of programs that serve as alternatives to detention. One such initiative is the county's Restorative Community Pathways program— a restorative justice approach launched in 2021. This program was shaped by input from focus groups with youth in the justice system and community service providers in King County. The qualitative data collected through these discussions has proven invaluable for creating and evaluating programs responsive to the needs of youth, families, and the broader community.

**Resource: Learn more about King County's Restorative Community Pathways Program below**

- <https://www.restorativecommunitypathways.org/>

**Resource: How to conduct focus groups to better understand community needs**

- <https://ctb.ku.edu/en/table-of-contents/assessment/assessing-community-needs-and-resources/conduct-focus-groups/main>

**Resource: 3 Keys to Effective Communication with Community**

- <https://infograph.venngage.com/pl/G42gjA93vY0>

# Mobilization

SAG efforts go from planning to implementing state plan goals through investments in programs and projects. Community level involvement is necessary for building long-lasting initiatives and change that can be sustained over time. By involving community members or investing in community level work, SAGs can foster local leadership, create a sense of ownership over the success of improvement efforts, and implement interventions that are tailored to the specific needs and strengths of the community and its young people.

## Community Partners: Who are the champions in your community?

There are often existing opportunities in the community that can be leveraged for comprehensive system improvement. These include:

- Youth and parent organizations
- Faith-based organizations
- Local youth organizations (e.g., YMCAs and Boys and Girls Clubs)

- School boards
- Local businesses
- Foster care agencies
- Violence prevention groups
- Local NAACPs
- Defense attorney organizations
- Local law enforcement
- Community centers
- Mental and behavioral health providers
- Other institutions that represent underserved and marginalized groups



# How do you mobilize community partners?

## 1. Building Trust

Community partners need to feel seen and heard to efficiently work alongside the juvenile justice system to achieve shared goals; therefore, SAGs must prioritize efforts that bring community members into decision-making spaces. To do this, SAGs can create advisory councils or bring community organizations onto the SAG to serve as members or advisors. These spaces should position community members as leaders in the SAGs decision making.

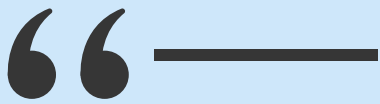
It is not enough to bring community members to the table. In these spaces, community members must feel comfortable voicing concerns, providing feedback, and asking questions. In other words, community members must feel like they can trust their SAG.

### **Resource: City of Philadelphia Equitable Community Engagement Toolkit / Building Trust**

- <https://engagement-toolkit.phila.gov/guides/building-trust/>
- This toolkit on community engagement further discusses common barriers to building trust with community members, and strategies for avoiding these barriers, and how to work with trusted messengers in the community.

### **Resource: Local Police Athletic League (PAL) chapters**

- <https://national-pal.org/>
- PAL is a juvenile crime prevention program that uses mentoring, educational, athletic and recreational activities to create trust and understanding between law enforcement and youth. With over 300 PAL chapters, this program aims to promote a healthy environment for youth and law enforcement professionals. PAL assists youth in developing character, integrity and leadership skills, as well as respect for themselves and others, while simultaneously building a bridge between law enforcement and communities.



**“Change moves at the speed of trust.”**  
***Stephen M.R. Covey, Author of ‘The Speed of Trust’***

SAGs should aim to build trust between the public and the juvenile justice system, tearing down an ‘us versus them’ mentality and reducing the negative stigma community members may hold about the juvenile justice system.

## **2. Creating Opportunities for Collaboration**

To encourage and foster meaningful community involvement in improving the juvenile justice system, SAGs should prioritize the creation of inclusive spaces where families and community members feel supported and equipped to engage. This can look like hosting events that emphasize shared learning. By having an open conversation about the current juvenile justice system, its challenges, and the need for system improvement, SAGs can build transparency between community and the system. Emphasizing how reform can positively impact young people, families, and the broader community, SAGs can inspire active participation in improvement efforts.

These events may showcase:

- Current investments in community
- How community feedback is used to develop and improve programs and plans
- The importance of uplifting youth, family, and community voices to work in collaboration with system efforts
- Examples of the system's success with serving young people and families
- How communities can stay in contact with, join, or share feedback with the SAG

Community members should also be encouraged to participate or engage in the following:

- Join their state's SAG or attend SAG committee meetings
- Apply for grant opportunities
- Be a grant application reviewer to help select programs and projects for funding
- Meet with system stakeholders to collaborate on designing, implementing, or evaluating programs and initiatives

These opportunities are clear ways communities can engage and support system improvement and resource development. However, it is the responsibility of SAGs to ensure that these opportunities are communicated broadly and are accessible to community members.



### 3. Storytelling

Storytelling is a powerful tool for rallying support behind system improvement. By sharing young people's stories, SAGs not only humanize individuals who have faced struggles, but also create a narrative that fosters connection and empathy. Additionally, highlighting young people's successes can help shift the focus away from negative stereotypes about system-involved youth, encouraging communities to engage with young people and offer support. Social media is one avenue for SAGs to uplift youth voices while also reaching advocates from diverse backgrounds and geographic locations and uniting them in support of youth initiatives.

SAGs can also use social media to showcase the impactful work community members are doing and illustrate how their advocacy efforts contribute to positive outcomes for young people. By emphasizing the interconnectedness of community and youth success, SAGs can reinforce the idea that when young people thrive, the entire community benefits. This reciprocal relationship encourages more individuals to get involved, fostering a sense of shared responsibility and purpose.



#### Resource: Journey.do

- <https://info.journey.do/>
- Journey.do is a social growth app / storytelling platform that aims to make connections and build a supportive network with members in your community, as community members share, connect, and support each other's growth.

## Asset Mapping

Asset mapping is a practical tool for State Advisory Groups (SAGs) to identify and organize community resources to support young people both in and out of the justice system. Asset mapping empowers SAGs by providing a comprehensive view of the community's strengths. By focusing on the resources that already exist, SAGs can foster collaboration, support sustainable youth programs, and develop pathways for positive youth outcomes. This proactive approach not only strengthens service delivery but also builds a solid foundation for long-term community resilience, helping young people in the justice system gain access to a wide range of supportive resources.

Within the crime and needs analysis section of the Title II application, SAGs are already required to do a mapping of needs in their state.

This section encourages SAGs to be data informed about gaps and assets at the community level and include local needs in their state assessment. More community level data enables SAGs to improve state planning and make more effective grant investments. This work has to be done alongside communities, and SAGs can play a role in supporting when gaps are identified or when financial support is needed to sustain community level assets.

Asset mapping encourages a shift from focusing on deficits to recognizing the potential of existing community assets, ultimately fostering collaboration across sectors and expanding support systems for young people. In essence, asset mapping is about gathering information on the people, places, and resources that can help youth.

For SAGs, asset mapping offers a clear picture of what the community has to offer, showing where young people can find mentorship, skills training, mental health services, and other forms of support. Rather than concentrating on what's missing, asset mapping centers on what is present and how these assets can work together to address the needs of youth. This approach helps SAGs build on community strengths, forming a roadmap to effectively leverage what is already available.

### **Key Resources to Map**

To develop a comprehensive asset map, SAGs should engage with local communities to develop a comprehensive array of local resources. Key resources in local asset maps include resources, programs, places, people who directly support young people, and established community-based groups. Community resource maps should include:

- organizations like nonprofits, schools, and vocational programs, offering programs that promote positive development and skill-building

- financial resources, including grants and donations, are important for expanding services, especially for high-demand areas such as mental health and crisis intervention
- community spaces and social groups, such as faith-based organizations, community centers, and youth clubs, offer welcoming environments where young people can engage in constructive activities and build positive relationships.

Having access to this level of resource mapping allows SAGs to create a clear picture of what's available and where Title II investments can make the most impact.

### **Collecting Information for the Three-Year Planning Process**

SAGs can collect information about community level resources or assets conducting surveys and interviews with state and local leaders, educators, and service providers. Community meetings are another effective way to engage residents, parents, and stakeholders in conversations about what young people need and what resources exist.

Additionally, using simple mapping tools allows SAGs to visually represent where resources are located, helping to highlight areas that may need more focused support. Together, these methods provide a well-rounded view of community assets, showing not only the resources but also any missing elements that could enhance support for youth.

**Resource: Guide to Mapping Community Assets for Transitioning Youth**

- <https://www.aecf.org/resources/guide-to-mapping-community-assets-for-transitioning-youth>

SAGs can connect with existing local or regional groups or designated community bodies charged with assessing community assets and needs and coordinating or tracking community resources. See examples from Maine [here](#), and from Maryland [here](#).

**Finding Gaps and Using Resources Well**

Asset mapping helps identify not only the resources that are present but also the gaps where additional support is needed. For example, the map might reveal areas that lack mental health

services or identify regions with an oversupply of similar programs that could benefit from coordination. By analyzing gaps, SAGs can make informed decisions about where to direct resources and funding and find areas where services could be strengthened. This strategic approach helps ensure that resources and funding are allocated effectively, maximizing their impact on youth support programs and reducing redundancies in service delivery.

**Building Partnerships**

The process of asset mapping often reveals potential partnerships that can strengthen community support networks. By connecting with organizations, schools, and local leaders, SAGs can foster relationships that enhance the scope and depth of services available to youth. These partnerships are essential for creating a cohesive, collaborative network that allows multiple organizations to work toward a common goal. For example, a SAG might connect a nonprofit offering career training with a school that provides mentorship, creating a more comprehensive support system. Partnerships like these enable SAGs to extend their reach, offering coordinated services that help young people access the resources they need for positive development.





# Empowerment

State Advisory Groups (SAG) have a unique structure that intentionally provides space for collaboration by requiring that government entities, community providers, youth and families be at the table. SAGs and Designated State Agencies (DSAs) who facilitate SAG efforts are also uniquely qualified to serve as a bridge to community partners and provide or connect community providers to capacity building resources that empower them to better engage as partners in creating and delivering solutions for probation transformation and delinquency prevention efforts.

Examples of capacity building supports that SAGs and DSAs can provide include:

1. Funding opportunity list serves or announcements
2. Grant Management Training and Resources
3. Budget Development and Management Resources
4. Audit or Financial Review Resources
5. Encouraging partnerships between grassroots organizations and larger entities to increase capacity
6. Grant Writing Training
7. Data and Evaluation Training and Resources

Additionally, SAGs can empower community partners by making meetings and information about their work more accessible. Considerations for accessibility include:

1. Facilitating SAG meetings at times that work around school and work schedules for community members and are in locations convenient for community to join or attend (whether virtual or in person). Consider childcare, transportation, or related participation needs.
2. Expand communication and outreach efforts to include posting in community forums, community listservs, or other innovative access points where community is more likely to engage and learn about SAG meetings, funding opportunities, reports released by the SAG, etc.
3. Increase intentional recruitment of community members to fill SAG vacancies by asking for recommendations from community members or community-based organizations.
4. Consider any application or screening processes to join the SAG that can be unintended barriers to participation, such as background checks or tax record screenings.
5. Consider requirements or red tape that may be barriers to accept a grant from the SAG/DSA, such as requiring applicants deliver evidence-based programs, be a 501(c)3 organization, or show proof of costly insurance policies before being awarded a grant.

**Resource: Federal Grant Funding toolkit**

- [https://fundingtoolkit.sji.gov/wp-content/uploads/2022/05/Federal-Grant-Programs-SJI\\_3rd-Issue.pdf](https://fundingtoolkit.sji.gov/wp-content/uploads/2022/05/Federal-Grant-Programs-SJI_3rd-Issue.pdf)

Empowerment requires intentional relationships and trust building with community-based providers, giving low barrier opportunities to be partners and leaders, and demonstrating ongoing and active commitment to community voices. In action, this should include encouraging community providers to share regular feedback and discuss their successes and challenges delivering services to youth and families or implementing grant-funded programs. Community providers can also provide valuable insights into what types of policies or programs they believe would be most effective in achieving intended outcomes, where current gaps in resources exist, or where they need support or increased capacity to implement supportive solutions.

### **Resource: Sharing Power with Communities- A Field Guide**

- <https://communitywealth.com/wp-content/uploads/2023/04/Sharing-Power-with-Communities-Field-Guide-v5.pdf>

Strategies that SAGs and DSAs can implement to foster stronger relationships and create regular communication with community partners may include: create space on SAG regular meeting agendas to collect community insights and feedback, partner with a credible community organization to host community forums or listening sessions, send out surveys to collect information from communities to support ongoing feedback loops with community partners, and follow up with community after information is collected to share the steps being taken to leverage their feedback or any actions taken or outcomes achieved based on the feedback they shared. These efforts also support the SAGs role in developing Three-Year plans and making recommendations to decision-makers.

Most critically, SAGs and DSAs can empower community partners by being responsive to identified development and sustainability needs of community organizations.

Examples include:

1. Supporting multi-year awards
2. Fostering a partnership structure that positions the SAG or DSA as a collaborative problem-solving ally, rather than an auditor or monitor
3. Supporting sustainability planning for community-based efforts

### **Resource: PHASE: A Practical Approach to Implementation**

**Purpose**

**How**

**Action plan**

**Support**

**Examine**

- <https://www.ncsc.org/consulting-and-research/areas-of-expertise/court-management-and-performance/phase>

**Resource: The Spectrum of Community Engagement to Ownership**

- [https://d3n8a8pro7vhmx.cloudfront.net/facilitatingpower/pages/53/attachments/original/1596746165/CE2O\\_SPECTRUM\\_2020.pdf?1596746165](https://d3n8a8pro7vhmx.cloudfront.net/facilitatingpower/pages/53/attachments/original/1596746165/CE2O_SPECTRUM_2020.pdf?1596746165)

**Resource: Kentucky Model for Reducing REED with an equity lens for community engagement**

- <https://www.kycourts.gov/Court-Programs/Family-and-Juvenile-Services/Documents/reedguide.pdf>



Community partners can make an impact through direct services and programs, and also by serving as a bridge between communities and SAGs/DSAs, communities and executive agencies, and communities and legislative bodies. Community partners can share direct insights on the strengths and needs of the youth and families they serve, can provide insight into service gaps and assets, and can share what they need to better support communities or increase the reach of their efforts. Additionally, these partners can bring youth and families to the table as advocates for different policies, programs, and laws in decision-making spaces, such as SAG meetings or legislative sessions. Uplifting and amplifying the stories and experiences of youth and families can be one of the strongest ways to impact change.



## Other Equity Considerations

Grass-roots organizations or non-traditional partners in communities may need support in connecting with and partnering with larger or more established organizations (e.g., universities, private partners, larger non-profit entities). Larger or more established organizations can support fiscal and administrative needs, while also supporting growth and learning for the grassroots organization around fiscal, policy, and practice standards that comply with funding or contract requirements.

For example, the University of Maryland School of Social Work has a coalition called The Collaborative. The Collaborative is a coalition of Institutes of Higher Education, grassroots organizations, non-profit organizations, and governmental agency partners focused on Healing-Centered engagement in the community. Through the university, they operate a program called Growing Grassroots. Growing Grassroots is a capacity building program focused on teaching the Results-Based Accountability framework to grassroots organizations to aide in measuring and telling the story of their work, as well as framework for future programming and implementation. The Collaborative also offers assistance with connecting with other Grassroots organizations as well as Institutional and City government partners. **Learn more here:** <https://www.ssw.umaryland.edu/collaborative/>

SAGs can serve as connectors to established partner agencies that are willing to support or incubate community-based or grass-roots organizations. This reduces barriers to access to funding support and ensures that smaller organizations can comply with funding requirements.



# CONCLUSION

There are no drawbacks to community engagement in the work of the State Advisory Group. Community partnerships are beneficial on multiple levels.

## **At the individual level, community partnerships:**

- Draw on the strengths of communities, including youth and families
- Lead to more sustainable outcomes for youth
- Allow for more targeted and individualized youth support
- Help community members, youth, and families feel seen
- Teach young people and families how to advocate for themselves
- Have credibility with the young people and families in their community
- Understand the challenges and dynamics that young people and their families experience in their community

## **At the system level, community partnerships:**

- Support well-informed policies and programs
- Compliment quantitative data with lived experience
- Address knowledge gaps among practitioners
- Improve system decision making
- Challenge the negative reputation of the juvenile justice system

# SAG Implementation and Exploration Worksheet



## Educating Community

- Where do you currently publish your three-year plan?

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- Where are three additional places you could share it to increase community access?

.....

.....

- Do you create any slide decks, infographics, summaries or reports to communicate your crime and needs analysis to the community? .....
- What is one resource you currently have or could create that would synthesize your crime and needs analysis to make it easier to share with communities and partners?

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- Do you have a communications or dissemination plan to share the data and insights you collect for your three-year plan with communities?

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- Did you do a survey, interviews, listening sessions, or attend events with specific groups to collect data for your state plan?

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- How can you use the information collected to create a distribution plan for sharing the findings and conclusions that this data was used to develop?

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# SAG Implementation and Exploration Worksheet



## Mobilizing Community

- Are there other designated bodies with credibility or community trust that you can partner with or leverage in the work of the SAG?

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- What activities or opportunities does your SAG provide to build trust with communities?

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- What opportunities are there for storytelling in SAG efforts or initiatives?

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## Asset Mapping

- Are there communities in your state or territory that have done local asset mapping?

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- Are there existing bodies like regional boards or community action boards that are already asset and gap mapping at the local level that the SAG can partner with?

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# SAG Implementation and Exploration Worksheet



## Empowering

- What capacity building resources does your DSA or SAG provide to community-based organizations?

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- What opportunities are there to reduce barriers to access for participation in the SAG?

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- What opportunities exist to reduce barriers to receiving Title II funds through SAG solicitation and grantmaking?

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**IF YOU WOULD LIKE TO EXPLORE TECHNICAL ASSISTANCE OR  
IMPLEMENTATION PLANNING SUPPORT FOR INCREASING OR  
SUSTAINING COMMUNITY ENGAGEMENT, PLEASE REACH OUT TO  
[INFO@JUVJUSTICE.ORG](mailto:INFO@JUVJUSTICE.ORG).**

# GLOSSARY

**Collaboration** *working together towards common goals*

**Community** *a group of people living in the same place and/or who share common interests or values*

**Community-based providers** *any person or entity that serves a local community and who provides resources and services, such as education, employment, or recreational activities, that are tailored to the needs of the community*

**Disparities** *unequal treatment and often unfair differences in outcomes or access to opportunities, particularly related to one's race, ethnicity, socioeconomic status, or other demographic factors*

**Engagement** *the process of actively involving groups or individuals in activities and decision-making, for example, shaping policies and practices*

**Ethnicity** *belonging to a group of people who share a common cultural background, including shared language, traditions, and beliefs*

**Equity** *the fair distribution of resources, opportunities, and treatment*

**Family** *a group of individuals connected by blood, marriage, or who provide support and care but are not biologically related*

**Grassroots** *movements or efforts that originate at the local level*

**Inclusion** *the practices of providing equal access to opportunities to people who might otherwise be excluded*

# GLOSSARY

**Local organizations** *entities that operate within a specific geographic location and focus on issues or activities relevant to that community*

**OJJDP** *Office of Juvenile Justice and Delinquency Prevention; an office of the United States Department of Justice focused on state and local juvenile justice systems*

**SAG** *State Advisory Group; made up of individuals appointed by the governor in each state or territory that advise on juvenile justice matters*

**Shared learning** *the process where people learn from each other through shared experiences or by sharing insights, sometimes also referred to as peer-to-peer learning*

**Title II** *refers to a section of the Juvenile Justice and Delinquency Prevention Act, which provides federal funding to states for juvenile justice programs*

**Young people** *individuals who are transitioning from childhood to adulthood*