**Sample Agenda for a System-Mapping Meeting**

**9 - 9:15 a.m. Welcome and Context –** *Leadership*

Provides context for the day – how does this exercise fit in to the jurisdiction’s overall reform efforts?

**9:15 - 9:45 a.m. Introductions -** *All participants*

 Go around the room and have everyone identify themselves and note how long they’ve been working in juvenile justice. Designate someone to take notes in Excel or use a calculator so you report back on the collective years of experience in the room. Include an [ice-breaker question](https://www.thebalance.com/fun-ice-breaker-questions-1918413) in the introductions to get people talking, e.g., something that made you smile yesterday, favorite guilty pleasure TV show, fun fact your colleagues don’t know about you.

**9:45 - 10 a.m. Overview of System-Mapping**

In a terrible juvenile justice system with no discretion and no way to inform decision-making, every delinquent act would lead directly to arrest, then formal prosecution, then adjudication, then probation, then a violation of probation, then placement. Thankfully, we don’t operate in that system — we have built many exit ramps from the highway that would otherwise lead from delinquency to placement. This exercise is designed to help you identify those exit ramps.

Participants should be pre-assigned to five groups according to their familiarity with decision-points: (1) arrest, (2) prosecution/adjudication, (3) risk assessment, (4) dispositional decision-making, and (5) probation practice. Each group will discuss two statements, e.g., every delinquent act results in arrest. For each statement, the group should discuss:

1. Is this always true? If not, what else might happen?
2. What makes the difference in individual cases? Who decides? Based on what?
3. What data is available? Can it be disaggregated by race, ethnicity and gender?

*If time allows, consider:*

1. Could you explain this decision-making process in 2-3 sentences, in terms that a 13-year-old could understand?
2. Did you learn anything from this conversation that you didn’t already know?

**10 - 10:45 a.m. Small Group Discussions**

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| **Group** | **Statements to Consider** |
| Group 1 | * If a youth commits a delinquent act, he or she will always be arrested.
* If a youth is arrested, a complaint will always be filed with the juvenile court.
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| Group 2 | * Every complaint results in formal prosecution.
* All formal filings lead to adjudications of delinquency.
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| Group 3 | * All youth are assessed using a risk assessment instrument prior to disposition.
* Supervisors review risk assessments on a routine basis for consistency, accuracy, and fairness with respect to race and ethnicity.
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| Group 4 | * Disposition decisions are always informed by a staffing meeting/screening committee review.
* Disposition decisions are always informed by a written recommendation from probation.
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| Group 5 | * Supervision levels are the same for all youth on probation.
* All violations of probation result in placement.
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**10:45 - 11 a.m. Break**

**11 - 11:30 a.m. Mapping the System: Group Discussion**

 Draw a highway on a flipchart so everyone can see, then note the exit ramps as they are identified in the group discussion.

**11:30 - 11:50 a.m. Table Talk: True or False?**

 If time permits, shuffle up the groups and take another 20 minutes to discuss the following. Use this [link](https://www.ojjdp.gov/ojstatbb/ezapop/asp/comparison_selection.asp?selState=1) to look up population data for your county. For each true/false, consider: If true, how do you know? If false, what’s false about it? Is this something you would like to change?

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| --- | --- |
| True or False? | African American youth account for \_\_\_% of the youth population in \_\_\_\_\_\_\_\_\_ County. African American youth also account for \_\_\_\_% of \_\_\_\_\_\_ County youth placed in secure custody following disposition. |
| True or False? | \_\_\_\_\_\_\_\_ County stakeholders agree that the purpose of probation is \_\_\_\_\_\_\_\_\_\_\_\_\_. |

**11:50 a.m. - noon Wrap-Up and Questions**