

CEYJ Proposals for Funding 7.17.2025

Summary of Title II Funds for Projects- July 17, 2025

	FFY 21 No Cost Extension (9/30/2026)	FFY 22 (9/30/2026)	FFY 23 (9/30/2027)
Remaining Funds to Obligate	\$ 101,226	\$ 380,844	\$ 475,314
Committees			
ERD Committee			\$ 200,000
SI Committee		\$ 90,960	\$ 104,040
YS Committee			\$ 137,649
Governance Committee			
Projects/Contracts			
Council Support (ERD project)		\$ 48,314	\$ 33,625
DOC Training		\$ 91,570	
HESOC		\$ 150,000	

FFY 21

- **Remaining Obligation Amount: \$101,226**
 - This amount needs to be obligated by the end of FFY 21.

FFY 22

- **Remaining Obligation Amount: \$90,960**
 - Originally assigned to Systems Improvement. This amount needs to be obligated by the end of FFY 22.
- **HESOC Negotiation:**
 - Negotiations are underway with a bidder.
- **DOC Training Proposal:**
 - Funding request to be voted on July 17.
- **Council Support (ERD):**
 - Potential Mathematica amendment.

FFY 23

- **Remaining Obligation Amount: \$ 475,314**
 - **Projects from Committees:**
 - Need to obligate funds for these projects.
 - **Council Support (ERD):**
 - Potential Mathematica amendment.

FFY 24

- **Awaiting OJJDP Approval:**

- Approval needed for appeal on noncompliance and budget.

April 18 2024 Approved Minutes

- Motion to approve the FFY2022 and FFY2023 budget as reviewed by Elizabeth, with the caveat that \$195,000 goes to SI, \$200,000 goes to ERD, and \$137,474 goes to YS from the FFY2022 and FFY2023 formula grant. Second. Passed. Unanimous.

Systems Improvement

Council for Equitable Youth Justice Committee Proposal for Funds

Funding for DOC Training Program

All fields marked with a * are required

1. How does this proposal impact delinquency? *

When a youth (age 16-18) is charged in adult court with a serious violent offense, they can potentially be placed in an adult correctional facility. It is essential that officers employed by the Department of Corrections (DOC) understand both the substance and the reason behind federal and state laws requiring sight and sound separation from older adult inmates. The rationale behind those laws is solidly based on research related to the impact of adolescent brain development on adolescent behavior and the consequences when younger offenders are mixed with older more experienced offenders

2. Please include a description of the proposed project. *

- a. What is the target population? *

DOC corrections officers particularly officers who serve in Vermont facilities where youth are most likely to be housed.

- b. What opportunity are you trying to provide?

This grant will provide DOC officers, particularly those who work with youth, with training and tools that allow them to better serve youth who are placed in an adult correctional facility. The training will cover the impact of adolescent brain development on adolescent behavior, risk and need principles and the legal requirements under federal and state law related to sight and sound separation.

- c. What approach do you suggest to best meet the desired goal?

In person training coupled with the development of a video module that can be used with officers who are newly hired or transferred to a facility where youth may be housed.

d. Are there any restrictions?

The training module must include youth voice, **other ideas for restrictions?**

e. What is the expected timeline? *

It is anticipated that this project will take 12 months with the possibility of an extension for an additional 6 months if it takes longer than anticipated.

2. How does the proposal impact prevention?

Research tells us that youth who are housed with older offenders are more likely to commit new offenses upon release. Frequently the subsequent offenses are more serious than the initial offense. Sight and sound separation from older adults reduces the likelihood of recidivism.

3. What are the measurements that will be used to determine success?

Before and after surveys of corrections officers who attend the training or watch the video.

A secondary measurement would be 100% compliance with sight and sound separation requirements under federal and state law.

<https://ojjdp.ojp.gov/funding/performance-measures/performance-measures-Title-II.pdf>

5. What is the projected budget, and how does this fit into the Council's budget? *

\$91,750 from FFY22 funding.

6. How does this relate to the three-year plan? Other committees? *

One of the goals of the 2024-2027 Three Year Plan for System Improvement is to “ensure that Vermont’s juvenile justice system has an appropriate response based on risk and need principles for youth, particularly through a lens of dismantling inequities.” When youth have to be placed in a correctional facility to protect themselves or the community, well trained corrections officers who understand youth development reduce the risk that the youth will be further traumatized by their placement in the facility.

7. How have you considered youth voice? *

Yes. Incorporating youth voice into the training module is a requirement.

Youth Services Committee

Council for Equitable Youth Justice Committee

Proposal for Funds

Funding for...

All fields marked with a * are required

1. How does this proposal impact delinquency? *

- It allows our council to collect the accurate, ethical, and precise data we need to ensure our work is guided by youth voice. This information is essential for identifying which areas to prioritize and which populations of youth are most impacted.
- Say more about how we want to change things
 - We hope that it will lead to/the outcomes will be...hope this will direct our working going forward about...
 - Snatch some stuff from the three year plan
 - Treat like vision statement

2. Please include a description of the proposed project. *

- We aim to hire an individual who is trauma informed and educated on ethical youth engagement to collect data from system impacted youth. We want to know what specifically they need from the system (how it could be more helpful/or improved) and what has been harmful in their process. We want to narrow down what populations are most impacted and how their identity has affected their experience in the system. Having a specific position to gather the data needed to inform how we construct our 3 year plan, where we spend our funds, and where our overall focus goes.
- Individual would provide us with tools to sustain the effort to continually engage youth voice/gather youth input
- How do we identify growth points for the system

a. What is the target population? *

- System impacted youth in vermont
- Beyond the court system? Foster care? Age range? Youth suspended in school?
- Focus on POC, new american youth, LGBTQIA+ youth, youth with disabilities/neurodivergence, convos with youth who failed diversion about why diversion failed them
- Info from folks who have exited the system - reflective perspective
- Age range? 14-26

b. What opportunity are you trying to provide?

- For youth to have a safe person to share their story and what they need to thrive. This empowers youth to take part in shaping the systems and policies that affect their lives.
- Resulting in systems change - we need to learn what has to change in the system and be more supportive to young people & reduce recidivism
- What young people would've needed to not have been system impacted to begin with

c. What approach do you suggest to best meet the desired goal?

- We'd prefer a varied approach for information gathering, including, but not limited to: personal interviews, focus groups, surveys, etc. We'd prefer youth involvement in the crafting of questions and require youth compensation for their participation both as project developers and as participants.

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d. Are there any restrictions?

-There must be youth involvement in crafting the project...

-Applying entity not DCF/JJ related entity

-Must be trauma informed/mental health/neuroinclusive

e. What is the expected timeline? *

- 3-5 year contract
- At least a year to design, at least 2 years of implementation
- How much \$

3. How does the proposal impact prevention?

- By centering youth voices and gathering data directly from system impacted youth, this proposal helps identify the root causes of harm before they escalate. Understanding what youth need to feel safe, supported, and heard allowed us to create more effective, responsive systems that address risk factors early on. Investing in ethical data collection and youth engagement strengthens prevention efforts by informing programs and policies that are proactive rather than reactive, ultimately reducing the likelihood of further system involvement.
- Address risk factors early on and help build protective factors
- Help system better understand how it can ^

4. What are the measurements that will be used to determine success?

- If our future work is shaped by the collected data by these system impacted youth
- prevention/systems project
- Youth from all 12 AHS areas in Vt/14 counties have been heard from

- Number of youth (50?) + demographic data - ensuring populations of focus (POC, LGBTQ+, Disabilities)
- Recommendations for system improvement and for project replication
- Improve practices, policies, and procedures on a system wide basis

5. What is the projected budget, and how does this fit into the Council's budget? *

- Of FFY21, 50k and then 137k FFY23
- Potentially FFY24 - but need to have a broader convo about how to spend down those funds
- Want the bidder to tell us what it costs

6. How does this relate to the three-year plan? Other committees? *

Objective 2: Create a structure for youth who are justice system-involved to provide the Council and other youth justice decision-making entities with youth perspective.

- a. The Council will determine whether this objective should be accomplished by a youth committee, youth focus group, or other youth centric processes
- c. Create a process for youth to give feedback to the Council, DCF and relevant decision-making bodies about policy and practice changes that impact youth.

The other committees will know more about youth perspective in addressing their goals.

7. How have you considered youth voice? *

Yes and the YS committee also considered the results of the survey to the council about youth engagement.

ERD Proposal PENDING

Council of Equitable Youth Justice Committee Proposal for Funds

All fields marked with a * are required

ERD Committee Proposal June 2025

1. How does this proposal impact delinquency? *

The proposal impacts delinquency by addressing its root causes and providing a supportive environment that encourages positive behavior and decision-making among students. Here are several ways in which the proposal can reduce delinquency:

1. **Youth Led:** The project aims to have students at the table as decision makers, for older youth to support younger students to make positive and healthy decisions, and to participate with adults to help intervene.
2. **Early Intervention:** By fostering positive relationships between students and adults, the proposal enables early identification and intervention for students at risk of delinquency (suspension from school). Adults can provide guidance, mentorship, and support to help students navigate challenges and make healthier choices.
3. **Engagement in School:** The proposal emphasizes keeping youth engaged in school through play and joyful activities integrated with restorative practices. Engaged students are less likely to become involved in delinquent behavior, as they have a sense of belonging and purpose within the school community.
4. **Restorative Practices:** Implementing restorative practices offers alternatives to punitive measures, such as suspensions, which can exacerbate delinquent behavior. Restorative practices focus on repairing harm and restoring relationships, helping students understand the impact of their actions and encouraging accountability.
5. **Professional Development for Educators:** Professional development for teachers and administrators in restorative justice practices equips them with the skills to address conflicts and behavioral issues constructively. Training in combination with reflective practice and coaching will support the application of restorative justice practices. Educators can create a supportive environment that reduces the likelihood of delinquency by promoting understanding and empathy.
6. **Meeting Basic Needs:** Ensuring that students' basic needs are met through positive relationships and early intervention reduces stress and instability, which are often contributing factors to delinquency. When students feel supported and secure, they are more likely to make positive choices.
7. **Community Engagement:** Involving families and community organizations in the project creates a network of support that extends beyond the school. Community engagement fosters a shared commitment to reducing delinquency and promoting positive behavior among youth.

Overall, the proposal impacts delinquency by creating a nurturing environment that addresses its underlying causes, promotes positive relationships, and provides constructive alternatives to punitive measures. By focusing on early intervention, engagement, and restorative practices, the proposal aims to reduce delinquent behavior and support students in making healthy decisions.

2. Please include a description of the proposed project. *

a. What is the target population? *

Eligible school aged students, attending schools within Chittenden County.

With additional funds the project will expand beyond Chittenden County.

b. What opportunity are you trying to provide?

The project will provide the following opportunities for youth, peers, families, schools, and the community.

1. Expand trusting relationships of peers and adults for systems change.

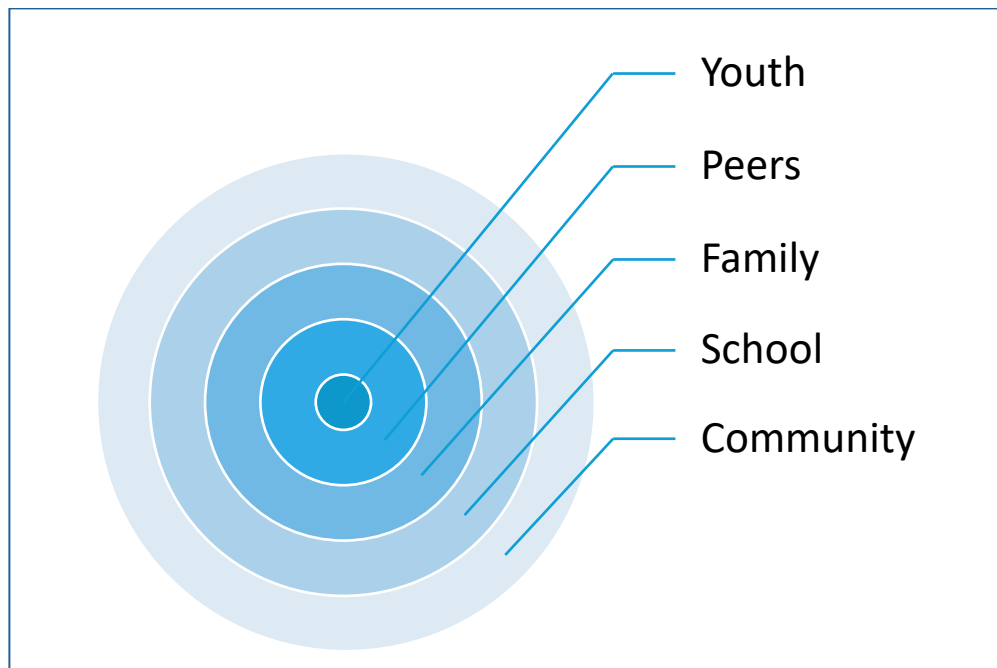
2. Create wellness, belonging and inclusion by acting in a restorative manner.
3. Create play and joyful activities integrated with restorative practice.
4. Transform the power dynamic (student led and decision making)
5. Provide resources based on youth and family basic needs.
6. Implement professional development for school staff and leaders in restorative justice practices and adoption that are effective and sustainable (e.g. school wide professional development plan, reflective practices and coaching).
7. Implement early intervention and prevention.
8. Reduce racial and ethnic disparities in the school system.
9. Build youth and adult partnership.
10. Ensure youth and families basic needs are met.
11. Enhance collaborative partnerships between schools and community-based organizations to connect youth/families to resources and services (e.g. mental health, substance use disorder, etc.).

c. What approach do you suggest to best meet the desired goal?

To best meet the desired goal of creating a supportive and inclusive environment for youth and implementing restorative practice and alternatives to suspension, the following approach will be taken :

1. **Stakeholder Engagement:** Begin by forming a collaborative team that includes students, parents, educators, community partners, and other relevant stakeholders. Ensure that all voices are heard and youth feedback is valued in the decision-making process.
2. **Needs Assessment:** Conduct comprehensive assessments to identify the specific needs and challenges faced by students and families. Use surveys, focus groups, and direct feedback from youth to gather insights.
3. **Training and Capacity Building:** Provide training for teachers and school staff on Tier 1 restorative practices, emphasizing relationship-building, conflict resolution, de-escalation and creating a positive school climate. Include ongoing coaching and reflective practice to reinforce learning.
4. **Implementation of Restorative Practices:** Integrate restorative practices into the school culture, focusing on proactive measures to build community and address issues constructively. Encourage practices that promote empathy, understanding, and mutual respect.
5. **Continuous Monitoring and Evaluation:** Establish mechanisms for regular monitoring and evaluation of the implemented strategies. Use data to assess progress, identify areas for improvement, and make necessary adjustments.
6. **Feedback Loops:** Create channels for continuous feedback from students, parents, and community partners to ensure the approach remains responsive to their evolving needs.
7. **Celebrate Successes:** Recognize and celebrate achievements and positive outcomes to maintain motivation and engagement among all stakeholders.

By following this approach, the project can effectively meet its goals of fostering a culture of wellness, kindness, and joy within schools, while using alternatives to suspensions and ensuring that the needs of students and families are prioritized and addressed.



d. Are there any restrictions?

Organizations that do not align with philosophy, values, mission, and vision of the Council should not apply. There must be capacity to fulfill the requirements within the specify guidelines and time.

Organizations must have identified collaborators for this project within the community (e.g., letter of supports, mou, etc.)

e. What is the expected timeline? *

This is a time sensitive project that requires capacity to implement activities within the first 6 months of the project (e.g. readiness factor). The project will continue for up to 2 years' total time.

This is a multi-year project and will continue with additional funding and if there is satisfactory work and performance results are achieved.

3. How does the proposal impact prevention?

Older students will support younger students. Parents will be connected and involved. Schools will build or enhance relationships with community partners to support youth and parents. Students will have better relationships that are designed to promote wellness and wellbeing and engage in school and prevent risky behaviors.

The project will ensure there are active student connections with positive relationships between students and adults (e.g. relationship mapping). Early intervention and prevention are designed to disrupt delinquent behavior.

4. What are the measurements that will be used to determine success?

<https://ojjdp.ojp.gov/funding/performance-measures/performance-measures-Title-II.pdf>

- Delinquency prevention efforts measure the needs of youth through collaboration of local systems (schools, community-based organizations).
- The project will also affect system improvement and sustainability of the practices after the project ends (training, procedures and policies implemented.).
 - How many professional development opportunities have been created?
 - How many overall hours for training, reflective practice and coaching have been dedicated to the educators and other staff in the school?
 - How many adult and student partnerships have been developed?
 - How many older youths to younger youth partnerships have been developed?
 - How many policies were changed or created for alternatives to suspension?
 - What are the numbers of out of school suspensions and alternatives to suspension over time?
 - What are the racial and ethnic disparities being reduced by these measures?

5. What is the projected budget, and how does this fit into the Council's budget? *

Total \$250,000 for 2 projects. This will cover \$50,000 of FFY21 and \$200,000 for FFY 23.

6. How does this relate to the three-year plan? Other committees? *

For the ERD committee this project addresses Objective 3: Fund community-based programs designed to reduce racial and ethnic disparities in the Juvenile Justice System and ensure opportunities for youth to provide feedback. As identified in the Council's last three-year plan, there was a substantial amount of funding allocated to organizations focused on reducing disparities in school suspensions and expulsions as a tactic to reduce arrests. Some potential examples of this may include but are not limited to:

a. Provide funding for programs that focus on eliminating disparities in school suspensions and expulsions especially of youth of the global majority.

b. Any program funded by the Committee will provide opportunities for youth of the global majority to give feedback.

This project aligns with the Youth Services goal: Youth are actively engaged in their communities—participating in initiatives and programs that promote civic participation, social responsibility, and community development.

Objective 1 Programs for positive youth development that assist delinquent and other at-risk youth in obtaining (i) a sense of safety and structure; (ii) a sense of belonging and membership; (iii) a sense of self-worth and social contribution; (iv) a sense of independence and control over one's life; and (v) a sense of closeness in interpersonal relationships.

Objective 2 Comprehensive juvenile justice and delinquency prevention programs that meet the needs of youth through the collaboration of the many local systems before which a youth may appear, including schools, courts, law enforcement agencies, child protection agencies, mental health agencies, welfare services, healthcare agencies, and private nonprofit agencies offering youth services

7. How have you considered youth voice? *

Yes, we have considered youth voice. The project will be done through youth and adult partnership. Youth will be leaders and decision makers. Older youth will support younger youth, and youth will work to train adults in how to build relationships with youth.

