



Advisory Committee on Juvenile Justice and Prevention

Henrico County Public Schools Oak Complex
15 S. Oak Ave
Highland Springs, Virginia 23075

AGENDA

September 19, 2023

- **Call to Order and Welcome**
Member Roll Call
- **Introductions**
Welcome New Members: Sallie Amos, Alexandria Wall, Dana Partin,
Bridgette Bowman, Kathryn Rowell, Valerie Coley
- **Approval of Minutes (4/18/23)**
- **DCJS Updates**
JDPA Compliance, Tony Nelson DCJS
Agency Updates, Greg Hopkins DCJS
- **Virginia Three Year Plan Review,** Greg Hopkins DCJS
- **Presentation**
Virginia Rules, Kyle Woods, Metro Richmond Ceasefire Coordinator, Office of the
Attorney General
Boys and Girls Club of Northern Neck, Phillip Munford, Executive Director
- **Public Comment**

- **Upcoming Meeting Dates**
Grants Committee November 9, 2023

2024

January 23, 2024, Location TBA

April 16, 2024, Location TBA

September 17, 2024, Location TBA

- **Adjournment**

DRAFT

Five Steps to Completing Your Juvenile Crime Analysis



STEP

1

Identify the Universe of Systems to Be Included in the Crime Analysis

The juvenile justice and delinquency prevention system is vast and the idea of collecting data from all sectors can be daunting. The purpose of completing a thorough data analysis every 3 years allows for identification of issues and concerns that may have only recently crept up in your state. As data are refreshed every 3 years, it can offer you and the State Advisory Group (SAG) the opportunity to determine what areas have improved or even worsened despite attention and focus by the SAG or others. Intervening factors such as legislation, policy, or changes in how juvenile justice is administered could have negatively or positively affected the outcomes for juveniles at risk of or involved in the juvenile justice system.

As noted in Module 2, the Juvenile Justice and Delinquency Prevention Systems can include the following:

Delinquency Prevention (and Early Intervention) System Components	Juvenile Justice System Components
<ul style="list-style-type: none">• Education• Child Abuse and Neglect/CHINS (Child Welfare System)• Mental Health/Substance Abuse or Co-Occurring Services System	<ul style="list-style-type: none">• Law enforcement• Juvenile diversion• Juvenile detention• Prosecution• Juvenile court• Juvenile probation• Long-term commitment• Parole/aftercare

It is particularly important to review the Three-Year State Plan crime analysis requirements as mandated by the Juvenile Justice and Delinquency Prevention (JJDP) Act as amended by the Juvenile Justice Reform Act (JJRA) of 2018 (SEC. 223. 34 U.S.C. 11133 (a)(1)-(32). When reviewing the requirements, consider what data will be necessary to complete a plan to address the identified concerns, issues, or population needs noted and where these data can be obtained.

Use your SAG to determine the scope of the data analysis that needs to be completed.

- Will you collect and analyze data from all possible juvenile justice and delinquency prevention systems?
- Has a pre-determination been made by your Designated State Agency (DSA) and/or SAG that narrows the focus for strategic planning purposes? Have they decided that they will just continue with the prior plan's priorities without the benefit of an updated crime analysis?
- How much of a focus will you put on delinquency prevention and early intervention data versus the deep end of the juvenile justice system?
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- What data were provided to your SAG in past Three-Year State Plan process?
 - Review minutes of the last Three-Year State Plan strategic planning process (if available).
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 - Look for an appendix to the prior Three-Year State Plan that may hold the entirety of the data initially analyzed.
- What systems data were not included in the prior Three-Year State Plan data analysis? Should they now be included?

STEP 2

Locate Your Data Sources

- Does the prior Three-Year State Plan note what data sources were used for that data analysis and where they can be accessed (i.e., a URL)?
- For each required data element, determine who (which system) has the data and how can it be accessed.
- Is there a statewide database that houses all juvenile justice data? How can you access the data?
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 - Who collects the data and how can you access it?
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- Who is the contact for providing the data for the other systems? If unknown, begin by contacting the research and evaluation director/staff at each agency/system from which you need data.
- Annual reports for state and local agencies often provide detailed data regarding who was served, the services provided, and outcomes experienced by those served.
 - Many of these reports contain additional data analyses such as an examination of juveniles served by race, ethnicity, gender, outcomes, and issues of concern.

STEP
3

Select Data to Be Collected

- Start with a big picture review, such as a current “State of the State” in juvenile justice and delinquency prevention showing the trajectory of juveniles through the juvenile justice system.
- Look at the overall numbers of juvenile arrests, length of stays, and so on. Ask, “Are the numbers going up or down? Is that good or bad?”
- What do delinquency prevention indicators look like?
- Are the types or levels of cases entering the juvenile justice system (juvenile arrest and/or prosecution) changing?
- Are there differences in the numbers or rates by race, ethnicity, gender, and/or age? If so, what might explain those differences?
- Do the numbers differ across the state? Do high-density urban areas look the same as rural or frontier portions of the state? Why might there be regional differences?
- You will likely find a need for deeper analyses that should be conducted as you begin the preliminary review. Continue the data analysis until you feel confident you understand what is occurring.

STEP
4

Begin Analyzing Your Data

- Some states bring all the data to the full SAG Three-Year State Plan process. This process necessitates a multiday agenda to cover all systems and data. This process is the most thorough as it allows SAG members (and others if invited) to examine the data presented from a variety of perspectives.

- Some states do a pre-review of the data to look for issues or trends that suggest a need for focus by the SAG. This process is less thorough as it does not provide the entirety of the SAG to critically review the data to determine its highest priorities.
 - Consider conducting an internal review with DSA staff only [director, juvenile justice specialist, racial and ethnic disparities (RED) coordinator and/or compliance monitor].
 - Consider implementing a process with DSA staff and a subcommittee of the SAG, or with chairs of all the SAG subcommittees.
 - Be sure to have SAG members present when data regarding their respective systems are being discussed.
- Bring the (research or evaluation) staff who provided the data from the various systems to the discussions. They can provide context and ensure the data assumptions being made are correct.
- It is helpful to have charts, graphs, and tables when reviewing data. Use multiple formats (these can be reused later at SAG meeting) and the Three-Year State Plan.
- If necessary, develop a process for narrowing the data to that which is necessary for planning with the larger SAG.
- You will have much more data collected and analyzed that can be placed into an appendix of the Three-Year State Plan. This appendix may create, for the first time, a location where all or almost all juvenile justice and delinquency prevention data can be found. Make sure to note data sources for all data in the Three-Year State Plan and any appendices.

STEP 5

Engaging Your SAG in Strategic Planning

- Each of the prior Three-Year State Plan priorities should be presented and discussed to allow the following questions to be answered:
 - Is this issue still pertinent?
 - What data is being collected to measure success? What is the data telling you?
 - Has progress been made to address the issue? What remains to be done?
 - Will continued prioritization likely lead to substantive improvement?
 - Is Title II funding needed to support this priority?
- For the crime analysis, you might consider asking SAG members to provide the data presentation and lead the discussion for the systems they represent. This helps build buy-in by the SAG membership.

- Begin by providing a high-level view of the juvenile justice system.
- From there, break the data into sections. Start with delinquency prevention systems data, move to the “front end” of the juvenile justice system (arrest/diversion) data, and then proceed to review all other data points along the juvenile justice continuum (secure long-term commitment/parole/aftercare). Providing it in this way shows what populations are moving deeper into the juvenile justice system and might offer ideas about why and how to curb deeper level/system involvement. Make sure to describe each point using race, ethnicity, gender, and age details whenever possible. Also provide recidivism data for each level of system involvement.
- Use charts, graphs, and tables when reviewing data, and use multiple formats when possible.
- Remember to include information on potential precursors to justice system involvement (i.e., educational issues, abuse/neglect, etc.) to determine whether resources are needed to address these precursors and keep youth from ever entering the juvenile justice system.



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Statewide Initiatives Regarding Juvenile Justice and Delinquency Prevention

Generate a list of current juvenile justice efforts underway in your state. Consider local campaigns or planning initiatives, legislation, policy change, reform efforts, calls to action by community leaders/governing bodies, etc. Provide a description and note whether a State Advisory Group (SAG) member or Designated State Agency (DSA) staff member is currently attending meetings for each effort.

Board/Council/Commission/ Committee/Task Force	Description of Purpose	SAG Member/DSA Staff Attendees (if any)
State Advisory Group		
Start with any SAG subcommittees that may be addressing priorities.		
Delinquency Prevention/Early Intervention		
Human/social services work groups?		
Mental health/substance abuse work groups?		
Education work groups?		
Juvenile Justice Interventions		
Juvenile arrest work groups?		
Diversion work groups?		
Juvenile detention work groups?		
Prosecution of juveniles work groups?		
Juvenile court work groups?		
Juvenile probation work groups?		
Long-term commitment work groups?		
Parole/aftercare work groups?		



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Identifying and Accessing Juvenile Justice and Delinquency Prevention Data for Three-Year State Planning

Disclaimer: This brief provides suggestions for how best to identify and access data that can be included in your Three-Year State Plan. Not all the data referenced below are required for submission of your Three-year State Plan. You should reference the Fiscal Year 2023 Title II Formula Grant solicitation to determine what specific data points must be included in your application.

Who Holds the Data?

The juvenile justice and delinquency prevention systems across the states and territories operate very differently. Some operate solely at the state level, some operate at both the state and local levels, and others operate exclusively at the local level. So, the questions are, in your state and then within each system, who collects and holds the aggregate statewide data, and how can you access those data?

Does your state have a centralized juvenile justice database? If so, are all data collected there, or do you need to contact systems individually for their data as well? If you do not have direct access to another agency's or system's data, you will need to make requests for what you need. Who are the keepers of the data in the other systems? Once you know what data you need, you may need to ask the state and/or local agencies if they can run the data for you.

When you encounter challenges in obtaining actual data to review, explore other options. Annual reports for state and local agencies often provide detailed data regarding the juvenile populations served, the services provided, and the outcomes of those served. Many reports also contain additional data analyses, such as analyses of juveniles served by race, ethnicity, gender, issues of concern, and so forth.

System Components: What Data Do We Need?

Whenever possible, all data should be provided by race, ethnicity, age, and gender. Three years of data is the minimal amount needed to explore trends.

What questions do you want to answer with the data? What puts youth at risk of delinquency involvement? How prevalent are those risk factors in our communities and states? Who is entering the juvenile justice system? Are more boys than girls entering the juvenile justice system? Are more youth of one race or ethnicity than another entering the juvenile justice system? Does the type or level of crime explain those differences? What about factors such as mental illness or substance use? What services do youth receive? How is success measured? Graduation? Recidivism? Program completion?

Why Collect Data From the Education System?

Educational risk factors for delinquency include academic failure beginning in late elementary school, inadequate school climate, truancy, and economic deprivation. School discipline (e.g., suspensions/expulsions and school arrests) can also contribute to school disengagement (National Research Council and Institute of Medicine, 2020).

It is therefore implicit that targeting services to educationally at-risk students can improve the possibility of better long-term outcomes. Additionally, child abuse and neglect, poverty, and a host of other issues have been found to contribute to truant behavior. For these reasons, schools and other youth serving systems with expertise in those areas should form collaborative partnerships to develop solutions.

Education system data points include but are not limited to:

- Graduation rates
- Dropout rates
- School disciplinary actions (in-school and out-of-school suspension, expulsion, referrals to law enforcement, and any other applicable data collected in your state)
- Truancy filings by schools or school districts (as applicable) and use of detention related to the truancy court case

Why Collect Data from the Child Welfare/Social Service System?

Children and youth who are victims of child abuse and neglect are more likely to develop behavior issues, including engaging in juvenile delinquency. These “crossover” youth (those who have contact with both the child welfare and juvenile justice systems) have higher rates of complex trauma than other youth. They are also more likely to be detained, to be detained for longer periods of time, and to have histories of out-of-home placements with the child welfare system. The level of services required to address their complex trauma needs is both costly and disruptive and often results in further traumatic experiences due to multiple changes in educational settings, placements, and services (Juvenile Justice Information Exchange, 2021a and 2021b).

Child welfare/social service system data points include but are not limited to:

- Rates and trends of child abuse and neglect and re-incidence rate
- Rates and trends of involvement for the Children in Need of Supervision population
- Rates of history of abuse/neglect with Beyond Control of Parent population

- Rates and trends of out-of-home placement, age at placement, types of placement, and lengths of stay for child abuse and neglect.
- Prevalence of mental health and/or substance use and abuse
- Numbers of youth discharged from services, including out-of-home care due to a delinquency finding and placement into the juvenile justice system
- Number of juveniles in the justice system who have a prior case within the child welfare/social services system; breaking the data down by type of case (abuse/neglect, voluntary request for services, out-of-home placement, and child in need of supervision), age of youth at last child welfare intervention, and length of time between child welfare case and juvenile justice case

Why Collect Data from the Mental Health/Substance Use Disorder/ Co-occurring Services Systems?

There is an over-representation of youth with substance use, mental health, or co-occurring disorders in the juvenile justice system. At some juvenile justice contact points, as many as 70% of youths have a diagnosable mental health need, with the over-representation increasing as the juvenile moves deeper into the system. For juveniles subjected to child abuse and neglect and placed in out-of-home care, “... the presence of a mental health disorder was significantly associated with juvenile justice system involvement (Office of Juvenile Justice and Delinquency Prevention, 2017).”

Mental health/substance use/co-occurring system data points include but are not limited to:

- The prevalence (percentage) of substance abuse, mental health, or co-occurring disorders (i.e., dual diagnoses) in the general juvenile population and within the juvenile justice population
- The number and percentage of youth in need of services for substance abuse, mental health, or co-occurring disorders at the time such juveniles first have contact with the juvenile justice system¹
- The percentage of youth receiving mental health/substance abuse services who are involved in the child welfare or juvenile justice systems or both systems simultaneously
- The prevalence and length of stay of residential treatment placement for youth with substance abuse, mental health, or dual diagnoses and juvenile justice involvement and the discharge setting for these youth
- Prevalence of substance abuse and mental health diagnoses for youth, availability of treatment, length of time between referral and provision of services

¹ A plan is required to address this per Section 223, 34 U.S.C. § 11133 (a)(7)(B) (i)-(viii).

Law enforcement data points include but are not limited to:

- Total number of juvenile arrests
- Total number of arrests by type of offense and level of offenses charged (minimally, top five types of crimes for which youth arrests are made [e.g. assault, burglary])
- Total number of arrests made on school grounds
- Total number of survivors of commercial sexual exploitation²

Prefile detention data points include but are not limited to:

- Number of new admissions to detention
- Number of new admissions by level of assessed risk of juvenile
- Number of new admissions by level and type of charges leading to detention
- Number of admissions for other reasons
- Number of new admissions to detention due to a probation revocation
- Average length of stay in detention
- Rate of use of detention at prefile stage (arrest)

If screenings are done to determine the appropriate level of placement (home, out-of-home placement, nonsecure family foster care, secure group care, detention), include:

- number of youth screened to each level of care

If overrides are permitted, include the number of overrides granted

- from more secure to less secure
- from less secure to more secure
- reasons for overrides

If assessments are conducted at the detention facility or by law enforcement, note the level of risk of youth detained pre-filing, reasons for detainment versus release, as well as needs (e.g., substance abuse, mental health).

- Number of youth released at initial court hearing
- Average daily population in detention: what trends are seen by location, county, etc.
- Length of stay for pretrial detention

² A plan is required to address this per Section 223, 34 U.S.C. § 11133(a)(7)(B) (i)-(viii).

- Number of juveniles placed in secure detention who are awaiting placement in residential treatment programs³

Diversion data points include but are not limited to (diversion at any point prefile or post-file):

- Total number of cases diverted by type and level of charges (differentiating if diversion is pre- or post-file)
- Services provided
- Assessed or screened level of needs of youth diverted
- Outcomes of youth diverted
- Reasons for unsuccessful completions
- Recidivism for diversion participants years 1–3 post-termination

Prosecution data points include but are not limited to:

- Number of juvenile cases referred to prosecution
- Number of juvenile cases filed
- Number of cases resulting in no filing
- Number and types/levels of crimes of juvenile cases filed and not filed
- Number of cases formally diverted
- Number of cases resulting in a court filing
- Number of cases petitioned, waived, or direct filed to adult court
- Number and type of legal representation of juvenile (private attorney, public defense, none)
- Number of survivors of commercial sexual exploitation⁴

Probation data points include but are not limited to:

- Number of pre-sentence investigations conducted
- Number of new probation cases
- If assessments are conducted, the level of risk of new probation cases
- Average length of stay on probation at termination
- Terminations from probation and status (e.g., successful, unsuccessful, moved, etc.)

³ A plan is required to address this per Section 223, 34 U.S.C. § 11133 (a)(7)(B) (i)-(viii).

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- Number of probation revocations filed and reasons (e.g., new misdemeanor, new felony, technical violation [including the nature of the violation])
- Recidivism among probationers' 1–3 years post-termination

Long-term commitment data points include but are not limited to:

Commitment may have varying levels of care from nonsecure, community-based to secure juvenile corrections. Data should be provided for the different levels of care when possible.

- Number of new commitments
- Number of new commitments by committing offense type
- Within those newly committed:
 - Number of prior adjudications
 - Number of prior out-of-home placements
- Percentage of new commitments with assessed mental health and/or substance abuse needs (and level of need)
- Number of juveniles placed in secure commitment facilities awaiting placement in residential treatment programs⁵
- New sentences per year to commitment by
 - prior juvenile justice involvement (e.g., prior diversion, prior probation, prior commitments, etc.)
 - prior adjudications
 - type and level of current committing offense
 - assessed level of need
- Average daily population of commitment
- Average length of stay for those released from commitment

Juvenile parole data points include but are not limited to:

- Average daily population on parole
- Average length of stay on parole
- Number of parole hearings held
- Parole decision (e.g., early parole denied, early parole granted, mandatory parole granted, mandatory parole granted with prejudice [dismissed permanently])

⁵ A plan is required to address these per Section 223, 34 U.S.C. § 11133 (a)(7)(B) (i)-(viii).

- Types of parole placements at discharge (e.g., parent, relative, friend, other out-of-home placement such as foster care or treatment center, homeless, independent living, adult jail/prison, etc.)
- Number of juvenile parole revocations and reasons for revocations (new arrest, failure to adhere to parole plan)
- Post-commitment discharge recidivism in 1-year increments (years 1–3)

Direct filing to adult court data points include but are not limited to:

- Total number of juveniles petitioned, waived, or direct filed to adult court for prosecution
- Total number of cases where juvenile returned to juvenile court setting
- Types and levels of crime alleged for direct-file cases
- Adjudication/conviction (guilty, not guilty)
- Disposition (juvenile corrections, adult jail, adult prison, probation, etc.)

Recidivism data points:

It is important that all juvenile justice systems use the same definition of what constitutes recidivism. If definitions are different when comparisons are made across systems, one system may erroneously appear to have higher rates of recidivism than another. Use of the same definition of recidivism allows for accurate comparisons. When providing recidivism data, always cite how recidivism rates have been defined and calculated.

- Minimally measure recidivism 1, 2, and 3 years out.
- Be sure to look at adult justice system data for recidivism data on released juveniles who aged out of juvenile court jurisdiction.
- Include types and levels of crime associated with recidivism

References

- Juvenile Justice Information Exchange. Dual status youth. (2021a). <https://jjie.org/hub/dual-status-youth/>
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<https://www.nap.edu/read/9972/chapter/5>
- Office of Juvenile Justice and Delinquency Prevention. (2017). *Intersection between mental health and the juvenile justice system*.
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State Advisory Group Strategic Planning Potential Priorities Worksheet

Identify potential priorities/issues to be addressed through the 2021–23 Juvenile Justice and Delinquency Prevention Three-Year Plan.

Issue:

1. What data/rationale support identification of this issue as a concern?

2. What steps might be taken to address this issue?

3. What are the known or suspected challenges of prioritizing this issue?

4. What would success look like in addressing this issue?

5. What data would we need to collect in order to measure success?

6. What Title II funding or other State Advisory Group (SAG)/Designated State Agency (DSA) resources might be needed?

7. Is anyone else (system, committee, task force, etc.) already addressing this issue? How could our SAG partner with them?

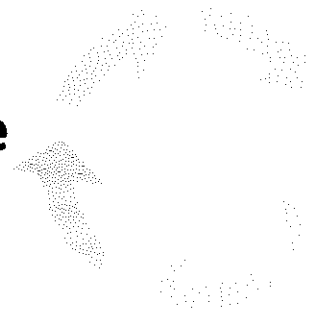


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State X State Advisory Group (SAG) Sample Strategic Planning Agenda



Add purpose of the SAG (SAG Mission or Purpose Statement/Governor's Order)

Date: _____ Time: _____

Depending on the process that the Juvenile Justice (JJ) Specialist and the SAG agree to use, this agenda can be split between 1 and ½ or 2 full days or broken into multiple 2- to 3-hour sessions (especially for virtual meetings).

Time	Agenda Item	Purpose	Discussion	Presenters
	Welcome and Introductions	Facilitator/JJ Specialist gives introductory remarks. Review agenda and defined purpose of SAG (as well as use of technology if the meeting is held remotely so all members can be heard). Discuss reason for strategic planning. SAG members (and staff) are introduced.	What is the goal of this strategic planning process?	Facilitator/ JJ Specialist and SAG members
	Framing the Three-Year Plan	Explore the use of adolescent development and behavior and of delinquency prevention programs and juvenile justice intervention best practices in plan development.	How can the SAG use adolescent development and delinquency prevention and intervention best practices in your planning and action steps?	Facilitator, JJ Specialist, or SAG Chair
	2021–2023 Priorities and Progress	Review 2021–23 priorities and progress/outcomes of efforts.	What were previous three-year plan priorities? Are these issues still pertinent? Has progress been made in addressing the issues? If so, how much? Will continued prioritization likely lead to substantive movement?	2021–23 SAG Committee Chairs or other identified lead
	Current Crime Analysis/Data and Trends Presentation	Present state juvenile justice and delinquency prevention data.	Begin review of current data and trends, issues, and concerns.	Facilitator/ JJ Specialist

Time	Agenda Item	Purpose	Discussion	Presenters
	Themes From the Data	Review pre-identified issues provided by Designated State Agency (DSA)/SAG Subcommittee, etc.	Should these new issues be added to the list for 2024–26 three-year plan consideration?	Facilitator/ JJ Specialist
	Possible Additional Priorities Discussion	Identify other additional areas for possible prioritization.	Using the current data provided at this meeting, have SAG members identified additional issues/areas that should be considered for inclusion in the three-year plan?	All SAG members
	Goal-Setting Parameters	Discuss parameters of goals (i.e., federal requirements regarding mandatory pass-through of funds and other considerations).	Discuss pass-through requirements and the practical number of priorities that SAG members and DSA staff can support.	DSA Staff
	Scoring of Proposed Priorities	List priorities based on the highest to lowest score, using the identified prioritization process.	Are there any surprises about the ranking of priorities? Is there a large differentiation in scores among the priorities, suggesting that some may not be truly supported as priorities?	Facilitator/ JJ Specialist
	Establishment of Work Groups to Develop Goals, Objectives, Activities, and Success Measures for Each Priority	Work groups of SAG members and staff will create a plan with goals/activities etc. for each of the priorities.	SAG members select the work group in which they will participate. Using the worksheet provided, the work group members will collectively develop goals, activities, and measures for the assigned priority.	Facilitator/ JJ Specialist
	Presentation from Each Work Group on Its Priority	The SAG lead for each work group will present the plan created for their assigned priority; discussion with the full SAG might help to further refine the plan for the priority.	Was it hard to discern what the SAG was hoping to accomplish through the plan for each priority? Is there a clear understanding of what success in this area would look like? Have you identified measurable data points that can help determine success? Is someone else addressing this same issue in the state? If yes, does the SAG need to have a separate work group, or can they merge with the other?	SAG Work Group Leads

Time	Agenda Item	Purpose	Discussion	Presenters
	Finalization of Priorities for 2024–26	Finalize the list of priorities that will become part of the 2024–26 Three-Year Plan.	Discuss whether all or some of the priorities will be part of the 2024–26 plan. If another vote is needed to further narrow down the priorities, this can take place after the discussion. A motion to approve will be entertained.	Facilitator/ JJ Specialist
	Congratulations and Thank You	Celebrate 2024–26 priority setting and plan.		All



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