

**Juvenile Justice Crime Prevention Act &
Youthful Offender Block Grant (JJCPA-YOBG)**

Consolidated Annual Plan

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Instructions:

Government Code Section 30061(b)(4) and Welfare & Institutions Code Section 1961(b) call for consolidation of the annual plans required for JJCPA and YOBG.

Please submit your most up-to-date consolidated plan.

The rest of this document is a standardized template for a consolidated county plan. If you find it helpful to use this template, please do so.

Your submission will be posted, as submitted, to the BSCC website.

Please e-mail your plan to:

JJCPA-YOBG@bscc.ca.gov

Juvenile Justice Plan

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Part I. Service Needs, Priorities & Strategy

Authority: Government Code Section 30061(b)(4)(A) The multiagency juvenile justice plan shall include, but not be limited to, all of the following components:

(i) An assessment of existing law enforcement, probation, education, mental health, health, social services, drug and alcohol, and youth services resources that specifically target at-risk juveniles, juvenile offenders, and their families.

(ii) An identification and prioritization of the neighborhoods, schools, and other areas in the community that face a significant public safety risk from juvenile crime, such as gang activity, daylight burglary, late-night robbery, vandalism, truancy, controlled substances sales, firearm-related violence, and juvenile substance abuse and alcohol use.

(iii) A local juvenile justice action strategy that provides for a continuum of responses to juvenile crime and delinquency and demonstrates a collaborative and integrated approach for implementing a system of swift, certain, and graduated responses for at-risk youth and juvenile offenders.

Government Code Section 30061(b)(4)(B)(ii) Collaborate and integrate services of all the resources set forth in clause (i) of subparagraph (A), to the extent appropriate.

A. Assessment of Existing Services

Include here an assessment of existing law enforcement, probation, education, mental health, health, social services, drug and alcohol, and youth services resources that specifically target at-risk juveniles, juvenile offenders, and their families.

The County of Los Angeles' current Countywide Multi-Agency Juvenile Justice Plan (CMJJP) contains eleven (11) programs that are characterized by three (3) initiatives:

- **Initiative One: Enhanced Mental Health**

- Screening and Treatment
- Multi-Systemic Therapy
- Special Needs Court

- **Initiative Two: Enhanced Services to High-Risk/High-Need Youth**

- Gender Specific Community
- High-Risk/High Need Services – Home-based for male and female youth
- Youth Substance Abuse

- **Initiative Three: Enhanced School and Community-Based Services**

- School-Based Probation Supervision and services for Middle School and High School Probationers and At-Risk Youth
- Abolish Chronic Truancy
- Housing-Based Supervision
- Afterschool Enrichment and Supervision

- Writing Program

Additionally, enhanced programs/services include: Parent/Guardian/Caregiver Support Groups, Direct services for 236 WIC/At-Risk Youth, Educational Enhancements and Cognitive Behavioral Treatment at Juvenile Day Reporting Centers, Commercially Sexually Exploited Children (CSEC) Prevention and Education, Countywide Expansion of Restorative Justice, Front-End Services to Eliminate the Need for Continued Detention, Job Stipends and Vocational Training, After-School Enrichment Summer/Vacation Strategies including Arts and Park Activities, Law Enforcement Programs and Early Intervention and Diversion Program.

As a continuum of care, Juvenile Justice Crime Prevention Act's (JJCPA's) range of initiatives and reforms, while not absolutely comprehensive (given identified services gaps), addresses the call for a robust integrated approach with the capacity to comprehensively intervene in the context of evidence-based practices and principles. As a result, specifically targeted interventions reduce the likelihood of future delinquent behavior and thus, reduce and mitigate the need for out-of-home placement in congregate care, increasing opportunities for long-term self-sufficiency and wellness. On an annual basis, the JJCPA Program outcomes reported to BSCC are reviewed by the Juvenile Justice Coordinating Council (JJCC). Additionally, the JJCC approved a comprehensive evaluation of the JJCPA funded programs. The contractor (Resource Development Associates) i

s tasked to review and evaluate JJCPA program and service delivery, the costs and impacts, as well as the youth populations served, in order to provide data-driven recommendations for how to improve Los Angeles County's current Countywide Multi-Agency Juvenile Justice Plan (CMJJP) under JJCPA, and more effectively reduce youth crime and delinquency and improve youth outcomes.

The evaluation will include both quantitative and qualitative analysis of current JJCPA programs and services to include:

- A quantitative and qualitative description of youth populations currently served under JJCPA funding
- An analysis and assessment of JJCPA population focus and program effectiveness, in light of outcomes data and best practices research
- Recommendations for future CMJJP improvements and modifications.

Describe what approach will be used to facilitate collaboration amongst the organizations listed above and support the integration of services.

The County of Los Angeles' JJCPA programs are grounded in the social ecological research (Bronfenbrenner, 1979) and the causal model studies and empirical literature (Elliot, Huizinga, and Menard, 1989). This research strongly supports the strategic and programmatic approach, whose central tenet is that behavior is multi-determined through the reciprocal interplay of the youth and his/her social ecology, including family, peers, school, neighborhood and other community settings. Given this, Probation and partner stakeholder agencies, through the JJCC and other Countywide strategies and initiatives, will continue to work together to leverage and/or integrate resources to support a comprehensive, multi-disciplinary service

delivery model that supports the youth (probationers and at-risk) and their families in their ecology.

The work through other collaborative forums/initiatives (e.g. Diversion, Prevention, Crossover) to ensure that services are integrated throughout the County to improve outcomes for youth and families, support healthy youth development and thereby, reduce risk factors known to drive delinquency will also continue.

Additionally, the JJCC recently approved a Community Advisory Committee, whose role is to advise the JJCC with regards to fulfilling its mission to facilitate multi-agency collaboration and reduce youth crime and to lend the leadership and experience of community stakeholders to the operation of the JJCC, including the development, implementation and annual review and update of the multi-agency juvenile justice plan for JJCPA in the County of Los Angeles.

The scope of the work of the Community Advisory Committee includes making recommendations to the JJCC as to the composition of the Council and to further make recommendations as to community representation on the Council; examining and making recommendations as to the structure and scope of the JJCC in fulfilling its mission (and consider other JJCC structures throughout the State of California when making such recommendations), making recommendations to the JJCC (through the Chair), and subsequently to the Council, as to the nature of the programs, strategies and systems enhancements for at-risk youth and youth involved in the juvenile justice system in Los Angeles County and communicating all recommendations to the Chair of the JJCC after each Community Advisory Committee meeting. The Community Advisory Committee will provide community partners an opportunity to participate and have a voice in the decisions made by the JJCC.

Monitoring of the Big 6 outcomes (Arrest rates, Incarceration Rates, Violation rates, Probation completion rates, Restitution completion rates and Community Service completion rates will continue until Fiscal Year (F/Y) 17/18, when the new legislative mandates of Arrests, Incarcerations, Probation Violations, Diversions, Petitions Files, Petitions Sustained, Placements and Subsequent Petitions are included. Non-mandated evaluation outcome (supplemental) measures are currently collected to identify to the cost per capita and treatment efficacy in terms of improving education (Improved Grades, Improved Attendance, Decreased Suspensions and Expulsions) and other program/service outcomes.

All new programs will be evaluated to determine efficacy of utilizing JJCPA funds for the specified target populations and related outcomes.

B. Identifying and Prioritizing Focus Areas

Identify and prioritize the neighborhoods, schools, and other areas of the county that face the most significant public safety risk from juvenile crime.

The CMJJP has consistently identified overall neighborhoods, with schools and other JJCPA programs in Los Angeles County, where there have been higher number of juvenile probationers (including those court ordered to out of home care), child welfare referrals, and crime statistics. JJCC also oversaw a process of participatory workgroups, identifying needed services to fill gaps in the areas of Youth and Family, Afterschool Enrichment, Education, Employment and Mental Health/Substance Abuse leading to a process for possible future program/services funding. This process led to JJCC approving one-time, unspent funding for these categories of program/services to be included in this current CMJJP. In addition, the Department, in coordination with JJCC, the JJCC Community Advisory Committee and recommendations from the Landscape Analysis provided by Resource Development Associates, will continue to identify service needs and gaps, in addition to analyzing the neighborhoods with the highest crime rates and number of probationers to direct resources to those most vulnerable populations. The evaluation will include Participatory Research Methods to ensure the community has significant input in identifying and prioritizing focus areas.

Resources will be targeted to those neighborhoods, schools, and other areas of the County that pose the most significant public safety risk from juvenile crime.

C. Juvenile Justice Action Strategy

Describe your county's juvenile justice action strategy. Include an explanation of your county's continuum of responses to juvenile crime and delinquency as well as a description of the approach used to ensure a collaborative and integrated approach for implementing a system of swift, certain, and graduated responses for at-risk youth and juvenile offenders.

The Department's strategies, program and services are predicated on the Causal Model of Delinquency theoretical framework. The Causal Model of Delinquency is based on extensive research that provides strong and consistent evidence that specific factors are linked with and predict the development of delinquency in youth. Although the family is usually the most important influence on youth, there is evidence that delinquent behavior is also associated with extra-familial systems that include the youth's peers, school, and community.

Numerous research studies have defined sophisticated models that describe the causes and pathways to delinquency. The results of these studies suggest the factors causing delinquency are relatively constant and also hold true for explaining the pathways to substance abuse, antisocial behavior, and violence. The results of these studies suggest the following:

1. The best singular predictor of future antisocial/delinquent behavior is past history of antisocial/delinquent behavior.

2. Association with delinquent peers is always a powerful and direct predictor of antisocial/delinquent behavior.
3. Family relations predict antisocial/delinquent behavior either directly or indirectly by predicting association with deviant peers. There is strong evidence that delinquency is associated with low family warmth and cohesion, lax and ineffective parental discipline, and parental criminality. The association with deviant peers is strongly associated with delinquent behavior in the context of negative family relations. In the context of positive family relations, association with deviant peers is weakly associated with delinquent behavior. Authoritative parenting buffers the negative effects of deviant peer associations.
4. School difficulties predict association with deviant peers. Poor school performance and subsequently dropping out of high school are consistently associated with delinquent behavior.
5. Individual factors such as social skills deficits, lack of pro-social interests, and poor self-control lead to rejection by normal peers. As these deficits continue, the youth is likely to associate with peers who present with similar problems.

Through this model, the Department ensures that its juvenile justice practices have the capacity to intervene at the individual, family, peer, and school levels to drive down risk and increase strengths and protective factors to reduce the probability of future criminal behaviors.

Additionally, the eleven (11) JJCPA programs/services included in the CMJJP range from prevention, diversionary (at various levels) through probation supervision at the level of high-risk/high-needs.

As mentioned, throughout Los Angeles County, JJCPA programs and services will continue to leverage and integrate with various countywide strategies and reforms to improve the outcomes for youth and families throughout the County of Los Angeles. The blending of key reforms and initiatives has enhanced the County's ability to implement a comprehensive plan of care, treatment, and supervision that ultimately reduces the likelihood of future delinquent behavior.

Part II. Juvenile Justice Crime Prevention Act (JJCPA)

Authority: Government Code Section 30061(b)(4)(B) Programs, strategies, and system enhancements proposed to be funded under this chapter shall satisfy all of the following requirements:

(i) Be based on programs and approaches that have been demonstrated to be effective in reducing delinquency and addressing juvenile crime for any elements of response to juvenile crime and delinquency, including prevention, intervention, suppression, and incapacitation.

(iii) – Employ information sharing systems to ensure that county actions are fully coordinated, and designed to provide data for measuring the success of juvenile justice programs and strategies.”

Government Code Section 30061(b)(4)(A) The multiagency juvenile justice plan shall include, but not be limited to, all of the following components:

(iv) A description of the programs, strategies, or system enhancements that are proposed to be funded pursuant to this subparagraph.

A. Information Sharing and Data

Describe your information systems and their ability to facilitate the sharing of data across agencies within your county. Describe the data obtained through these systems and how those data are used to measure the success of juvenile justice programs and strategies.

The Department has an automated case management system which tracks probation and at-risk youth related information, which also interfaces with several countywide systems to track recidivism and treatment outcomes. Additionally, contracted agencies input information into our automated system regarding youth participation in referred services.

Due to state and federal privacy laws, and administrative rules of the court, shared data is dependent on a court order and input from various stakeholders.

The Department has established security protocols to adhere to the legal requirements of Welfare and Institutions Code (WIC) 827 and Health Insurance Portability and Accountability Act. The department also has a research unit, evaluation contract, and partners with many local universities to evaluate data.

B. Funded Programs, Strategies and/or System Enhancements

Using the template on the next page, describe each program, strategy and/or system enhancement that will be supported with funding from JJPCA, identifying anything that is co-funded with Youthful Offender Block Grant (YOBG) moneys.

JJCPA Funded Program, Strategy and/or System Enhancement

This template should be copied as many times as needed to capture every program, strategy and system enhancement you plan to fund next year.

Program Name:

Mental Health Screening and Assessment

Evidence Upon Which It Is Based:

This program shares many components with the successful Linkages Project in Ohio (Cocozza and Skowrya, 2000). In that project, the Ohio county of Lorain created the Project for Adolescent Intervention and Rehabilitation, which targeted youths placed on probation for the first time for any offense. The project screens and assesses youths for mental health and substance abuse disorders, then develops individual treatment plans. In conjunction with treatment providers, probation officers and case managers supervise the youths. An evaluation of the program found that it provides an important service and coordinating function for youths, the courts, and the service systems involved (Cocozza and Stainbrook, 1998; Skowrya and Cocozza, 2007). However, success in this context means the coordination of the agencies and does not imply an outcome evaluation.

Terry Fain, Susan Turner, and Sarah Mauri Matsuda, Los Angeles County Juvenile Justice Crime Prevention Act: Fiscal Year 2014–2015 Report, Santa Monica, Calif.: RAND Corporation.

Description:

The Mental Health Screening and Assessment was developed to screen, assess and treat newly admitted youth to the County's three juvenile halls. All youth are screened upon admission by a mental health professional in order to identify those that need treatment and follow-up care. The JJCPA funding was instrumental in addressing the recommended remedial measures from the Department of Justice (DOJ) Settlement Agreement.

Program Name:

Multi-Systemic Therapy (MST)

Evidence Upon Which It Is Based:

Consistently with social-ecological models of behavior and findings from causal modeling studies of delinquency and drug use, MST posits that multiple factors determine youth antisocial behavior, which is linked with characteristics of the individual youth and his or her family and peer group, school, and community contexts (Henggeler et al., 1998). As such, MST interventions aim to attenuate risk factors by building youth and family strengths (protective factors) on a highly individualized and comprehensive basis. MST practitioners are available 24 hours per day, seven days per week, and provide services in the home at times convenient to the family. This approach attempts to circumvent barriers to service access that families of serious juvenile offenders often encounter. An emphasis on parental empowerment to modify children's natural social network is intended to facilitate the maintenance and generalization of treatment gains (Henggeler et al., 1998).

Terry Fain, Susan Turner, and Sarah Mauri Matsuda, Los Angeles County Juvenile Justice Crime Prevention Act: Fiscal Year 2014–2015 Report, Santa Monica, Calif.: RAND Corporation

Description:

Multi-systemic Therapy services is comprised of Community-Based Organizations providing evidence-based intensive family and community-based treatment that focuses on addressing all environmental systems that impact chronic and violent juvenile offenders, their homes and families, schools and teachers, neighborhoods and friends. MST works with the toughest offenders ages 12 through 17 who have a very long history of arrests.

Program Name:

Special Needs Court

Evidence Upon Which It Is Based:

In April 2000, the U.S. Department of Justice (DOJ) reviewed four then-recently developed adult mental health courts in Fort Lauderdale, Florida; Seattle, Washington; San Bernardino, California; and Anchorage, Alaska. Although these specialty courts were relatively new, the evaluation results were limited but promising (Goldkamp and Irons-Guynn, 2000).

DOJ also specifically referenced the success of drug courts as a comparable special needs type court. Drug courts have played an influential role in the recent emergence of mental health courts resulting from "problem-solving" initiatives that seek to address the problems ("root causes") that contribute to people becoming part of the criminal justice population. The judicial problem-solving methodology originating in drug courts has been adapted to address the mentally ill and disabled in the criminal justice population.

A 1997 DOJ survey reported that drug courts had made great strides in the past ten years in helping drug-abusing offenders stop using drugs and lead productive lives. Recidivism rates for drug program participants and graduates range from 2 percent to 20 percent (Goldkamp and Irons-Guynn, 2000). A National Institute of Justice evaluation of the nation's first drug court in Miami showed a 33-percent reduction in

rearrests for drug court graduates compared with other similarly situated offenders. The evaluation also determined that 50 to 65 percent of drug court graduates stopped using drugs (National Institute of Justice, 1995). According to DOJ, “[t]he drug court innovation set the stage for other special court approaches, including mental health courts, by providing a model for active judicial problem solving in dealing with special populations in the criminal caseload” (Goldkamp and Irons-Guynn, 2000, p. 4; Cocozza and Shufelt, 2006).

A subsequent meta-analysis of 50 studies involving 55 evaluations of drug courts found that offenders who participated in drug courts were less likely to reoffend than similar offenders sentenced to more-traditional correctional options. Overall offending dropped by roughly 26 percent across all studies and 14 percent for two high-quality randomized studies (Wilson, Mitchell, and Mackenzie, 2006).

Terry Fain, Susan Turner, and Sarah Mauri Matsuda, Los Angeles County Juvenile Justice Crime Prevention Act: Fiscal Year 2014–2015 Report, Santa Monica, Calif.: RAND Corporation

Description:

The Special Needs Court is a full-time court that has been specifically designated and staffed to supervise juvenile offenders who suffer from a diagnosed serious mental illness, organic brain impairment, or developmental disabilities. The court ensures that each participant minor receives the proper mental health treatment both in custody and in the community. The program’s goal is to reduce the re-arrest rate for juvenile offenders who are diagnosed with mental health problems and increase the number of juveniles who receive appropriate mental health treatment.

Program Name:

Gender Specific Community

Evidence Upon Which It Is Based:

The Probation Department’s gender-specific services are consistent with the Office of Juvenile Justice and Delinquency Prevention’s (OJJDP’s) gender-specific programming and principles of prevention, early intervention, and aftercare services (Greene, Peters, and Associates and Northwest Regional Educational Laboratory, 1998).

Terry Fain, Susan Turner, and Sarah Mauri Matsuda, Los Angeles County Juvenile Justice Crime Prevention Act: Fiscal Year 2014–2015 Report, Santa Monica, Calif.: RAND Corporation

Description:

The Probation Department’s gender-specific services are consistent with the Office of Juvenile Justice and Delinquency Prevention’s (OJJDP’s) gender-specific programming and principles of prevention, early intervention, and aftercare services

(Greene, Peters, and Associates and Northwest Regional Educational Laboratory, 1998):

Prevention services aim to eliminate or minimize behaviors or environmental factors that increase girls' risk of delinquency (Center for Substance Abuse Prevention, 1993). Primary prevention focuses on helping girls to develop the knowledge, skills, and experiences that will promote health and resiliency. All girls can potentially benefit from primary prevention.

Early-intervention services provide early detection and treatment to reduce problems caused by risky behaviors and prevent further development of problems (Center for Substance Abuse Prevention, 1993; Mulvey and Brodsky, 1990). Examples of interventions for girls in the juvenile justice system include educational and vocational training, family-based interventions, and diversion to community-based programs (Mulvey and Brodsky, 1990).

Aftercare services address the progression of problems caused by risky behaviors. They might use residential and secure incarceration to help girls develop perspective, to interrupt high-risk behavior patterns, and to help girls learn skills to address the normal developmental tasks that their life experiences have not allowed them to master. Aftercare is included in the treatment model to prevent recidivism (Altschuler and Armstrong, 1994).

Additionally, the program aims to adhere to essential elements of effective gender-specific programming for adolescent girls. These benchmarks include the following:

- space that is physically and emotionally safe and removed from the demands for attention of adolescent males
- time for girls to talk and to conduct emotionally safe, comforting, challenging, nurturing conversations within ongoing relationships
- opportunities for girls to develop relationships of trust and interdependence with other women already present in their lives (such as friends, relatives, neighbors, and church members)
- programs that tap girls' cultural strengths rather than focusing primarily on the individual girl (e.g., building on Afrocentric perspectives of history and community relationships)
- mentors who share experiences that resonate with the realities of girls' lives and who exemplify survival and growth
- education about women's health, including female development, pregnancy, contraception, and diseases and prevention, along with opportunities for girls to define healthy sexuality on their own terms (rather than as victims) (Greene, Peters, and Associates and Northwest Regional Educational Laboratory, 1998)

Program Name:

High-Risk/High Need Services (HRHN) – Home-based for male and female youth

Evidence Upon Which It Is Based:

The HRHN home-based component integrates the strengths of several existing, empirically supported interventions for juveniles and their families. HRHN is based on program and design elements of four research-based programs:

Multi-Systemic Therapy (MST):

MST addresses the multiple factors known to be related to delinquency across the key settings, or systems, within which youths are embedded. MST strives to promote behavior change in the participant's natural environment, using the strengths of each system (e.g., family, peers, school, neighborhood, the indigenous support network) to facilitate change. At the family level, MST attempts to provide parents with the resources needed for effective parenting and for developing better family structure and cohesion. At the peer level, a frequent goal of treatment of MST interventions is to decrease the participant's involvement with delinquent and drug-using peers and to increase association with prosocial peers (Henggeler et al., 1998).

Functional Family Therapy (FFT):

FFT is a family-based prevention and intervention program that has been applied successfully in a variety of contexts to treat a range of these high-risk youths and their families. It was developed to serve adolescents and families who lacked resources and were difficult to treat and whom helping professionals often perceived as not motivated to change (Sexton and Alexander, 2003).

MTFC:

MTFC provides adolescents who are seriously delinquent and in need of out-of-home foster care with close supervision, fair and consistent limits, predictable consequences for rule breaking, and a supportive home environment. The program places emphasis on reducing participant youths' exposure to delinquent peers. Although MTFC does not prevent out-of-home placement, both biological and foster parents receive parental training. The program trains parents to monitor daily peer associations and the whereabouts at all times of their children. In addition, the program trains parents to know their children's peers and the parents of those peers. MTFC parents are part of the treatment team, along with program staff. MTFC parents implement a structured, individualized program for each participant, designed to simultaneously build on the participant's strengths and set clear rules, expectations, and limits (Westermarck, Hansson, and Olsson, (2011).

Intensive Aftercare Program (IAP).

The IAP is a risk-based model that addresses criminogenic risk and needs from a multisystemic perspective (individual, family, peer, school, substance abuse, and neighborhood). Central to the model is the practice of overarching case management. The IAP focuses on the processes required for successful transition and aftercare and has five subcomponents:

- assessment, classification, and selection criteria. The IAP focuses on high-risk offenders to maximize its potential for crime reduction and to avoid the negative outcomes previously demonstrated to result from supervising low-risk offenders in intensive supervision programs.
- individualized case planning that incorporates family and community perspectives. This component specifies the need for institutional and aftercare staff to jointly identify the participant's service needs shortly after commitment and to plan for how those needs will be addressed during incarceration, transition, and aftercare. It requires attention to the problems in relation to the participant's family, peers, school, and other social networks.
- a mix of intensive surveillance and services. The IAP promotes close supervision and control of high-risk offenders in the community but also emphasizes the need for similarly intensive services and support. This approach requires that staff have small caseloads and that supervision and services be available not only on weekdays but also in the evenings and on weekends.

– a balance of incentives and graduated consequences. Intensive supervision is likely to uncover numerous technical violations and program infractions. The IAP model indicates the need for a range of graduated sanctions tied directly and proportionately to the seriousness of the violation instead of relying on traditional all-or-nothing parole sanctioning schemes. At the same time, the model points to a need to reinforce the participant’s progress consistently via a graduated system of meaningful rewards.

– creation of links with community resources and social networks. This element of case management is rooted in the conviction that parole agencies cannot effectively provide the range and depth of services required for high-risk and high-need parolees unless they broker services through a host of community resources (Altschuler and Armstrong, 1994; Wiebush, McNulty, and Le, 2000).

The employment component of the HRHN program draws from the Guide for Implementing the Comprehensive Strategy for Serious, Violent, and Chronic Juvenile Offenders (OJJDP, 1995). The guide states (p. 102) that vocational training and employment programs may address several risk factors, including academic failure, alienation and rebelliousness, association with delinquent and violent peers, and low commitment to school. Protective factors enhanced can include opportunities to acquire job experience, job skills, and recognition for work performed.

Terry Fain, Susan Turner, and Sarah Mauri Matsuda, Los Angeles County Juvenile Justice Crime Prevention Act: Fiscal Year 2014–2015 Report, Santa Monica, Calif.: RAND Corporation

Description:

The HRHN program targets probationers transitioning from camp to the community, as well as those on other supervision cases who are assessed as high risk. Many of these youths are gang involved, drug and alcohol users, and low academic performers and have multiple risk factors across multiple domains. Offenders with these types of risk profiles are known to pose a high risk for committing new crimes on reentry to the community. The HRHN program employs three service components: home-based services for male participants, home-based services for female participants, and employment services for both male and female participants. The program goals are to

- improve school performance
- strengthen the family
- strengthen parental skills
- link participants to job training and job placement.

The HRHN program uses a specific, structured, and multimodal intervention approach (behavioral skill training across domains—family, peer, school, and neighborhood) and incorporates the phase model of Functional Family Therapy (FFT). Additionally, such programs as MST and multidimensional-treatment foster care (MTFC) place a strong emphasis on skill training for parents, monitoring peer associations, skill-building activities, and positive role modeling by adults in the probationer’s social environment.

The HRHN program consists of two components: a home-based component and a job-based component. A given individual can receive services from either component

or from both. As the program name suggests, HRHN participants are in significant need of services and at high risk for delinquency. Thus, the program attempts to intervene intensely to mitigate risks and meet needs. As we discuss in Chapter Three, this makes HRHN one of the costlier JJCPA programs per capita.

The HRHN program employs a Social Learning Curriculum (SLC) in its home-based service components. It targets services not at the participant alone but at the entire family and other parts of the participant's environment. It focuses on school attendance and performance, parenting skills, and family functioning. The SLC is designed as a set of program enhancements to supplement services for HRHN participants. The SLC provides a standardized approach to service delivery and is designed to positively affect participants' thinking patterns, cognition, and social skills; reduce violent behavior; and improve youth/parent engagement (Underwood, 2005).

The job component of the HRHN program provides assessment, job readiness training, and employment placement for eligible HRHN probationers. The program refers eligible probation youths to JJCPA community-based employment service providers for assessment, job readiness, and vocational job placement.

Program Name:

Youth Substance Abuse (YSA)

Evidence Upon Which It Is Based:

YSA is based on the National Institute on Drug Abuse's relapse-prevention behavioral-therapy research (Whitten, 2005). The relapse-prevention approach to substance abuse treatment consists of a collection of strategies intended to enhance self-control. Specific techniques include exploring the positive and negative consequences of continued use, self-monitoring to recognize drug cravings early on and to identify high-risk situations for use, and developing strategies for coping with and avoiding high-risk situations and the desire to use. A central element of this treatment is anticipating the problems that patients will likely encounter and helping them develop effective coping strategies. Research indicates that the skills that people learn through relapse-prevention therapy remain after the completion of treatment (Whitten, 2005). Behavioral therapy for adolescents incorporates the principle that someone can change unwanted behavior if given a clear demonstration of the desired behavior and consistently rewarded for incremental steps toward achieving it. Therapeutic activities include fulfilling specific assignments, rehearsing desired behaviors, and recording and reviewing progress, with praise and privileges given for meeting assigned goals. Program staff regularly collect urine samples to monitor drug use. The therapy aims to equip the patient with a set of problem solving skills and strategies that help bring life back under his or her control (Whitten, 2005). Although noting that no single treatment approach to substance abuse among juvenile justice youths has been proved most effective, Chassin (2008) recommends engaging adolescents and their families in treatment and better addressing environmental risk factors, including family substance use and deviant peer networks. Programs must also employ empirically validated therapies and address co-occurring conditions, such as learning disabilities and other mental health disorders.

Description:

The Camp Community Transition Program (CCTP), Intensive Gang Supervision (IGSP), School-Based Supervision and other supervision program DPOs refer youth with substance abuse issues to community-based providers for comprehensive assessment. A central focus of this programming is to ensure that each high-risk probationer transitioning to the community from a camp setting is scheduled for an assessment prior to release from camp and that a community-based substance abuse treatment provider sees the probationer within the first 36 hours following his or her release from the camp facility. If the assessment indicates the need for treatment, the substance abuse treatment provider employs intensive case management that will require contact with the youth and probation officer. The program provides treatment through individual, family, and group counseling. The treatment is holistic and focuses on the roots of the problem and not just on the substance abuse manifestation. The program conducts drug testing to verify abstinence and program progress. The treatment provider has access to inpatient services as needed.

Program goals are to reduce crime and antisocial behavior and reduce the number of participants with positive drug tests. YSA providers work collaboratively with school-based DPOs in developing a case plan that addresses the risk factors and criminogenic needs of each participant and provide the participant with substance abuse refusal skill training and a relapse-prevention plan (with emphasis placed on identifying “triggers that prompt drug use and high-risk situations that encourage drug use”).

Program Name:

School-Based Probation Supervision and services for Middle School and High School Probationers and At-Risk Youth

Evidence Upon Which It Is Based:

The School-Based Probation Supervision Program is based on the what-works and resiliency research (Latessa, Cullen, and Gendreau, 2002). The what-works research posits that effective programs (1) assess offender needs and risk; (2) employ treatment models that target such factors as family dysfunction, social skills, criminal thinking, and problem solving; (3) employ credentialed staff; (4) base treatment decisions on research; and (5) ensure that program staff understand the principles of effective interventions (Latessa, Cullen, and Gendreau, 2002). A meta-analysis based on 548 independent study samples, Lipsey (2009) reports that the major correlates of program effectiveness are a therapeutic intervention philosophy, targeting high-risk offenders, and quality of the implementation of the intervention, a finding that was consistent with the what-works research findings. As indicated earlier, the School-Based DPOs assess probationers with a validated assessment instrument, the LARRC (Turner, Fain, and Sehgal, Turner and Fain, 2006). The LARRC is based on the what-works research. Further, school-based DPOs enhance strength-based training, including training in FFT and MST case management interventions. Also consistent with the what-works research is the school-based probation

supervision program's call for case-management interventions that assess the probationer's strengths and risk factors, employ strength-based case-management interventions address both risk factors and criminogenic needs, employ evidenced-based treatment interventions, provide prosocial adult modeling and advocacy, provide post probation planning with the probationer and family by the school-based DPO, and use case planning services that emphasize standards of right and wrong.

Terry Fain, Susan Turner, and Sarah Mauri Matsuda, Los Angeles County Juvenile Justice Crime Prevention Act: Fiscal Year 2014–2015 Report, Santa Monica, Calif.: RAND Corporation

Description:

The School-Based Programs are at the core of this initiative and have as their main objective the reduction of crime and delinquency in 85 high-risk neighborhoods, by targeting School-Based Probation supervision and services for the population of probationers and at-risk youths in the schools. A secondary goal is to enhance protective factors through improved school performance. The program identified the 85 targeted neighborhoods as the most crime-affected neighborhoods in Los Angeles County on the basis of the:

- number of probationers at the neighborhoods' schools
- rate of overall crime
- rate of juvenile crime
- rate of substance abuse
- rate of child abuse and neglect
- number of residents living below the poverty level

Program Name:

Abolish Chronic Truancy (ACT)

Evidence Upon Which It Is Based:

An OJJDP paper, Truancy: First Step to a Lifetime of Problems (Garry, 1996), cites truancy as an indicator of and "stepping stone to delinquent and criminal activity" (p. 1). The paper notes that several studies have documented the correlation between drugs and truancy. These studies have also found that parental neglect is a common cause of truancy and that school attendance improves when truancy programs hold parents accountable for their children's school attendance and when intensive monitoring and counseling of truant students are provided.

OJJDP documents several programs that have been found to be effective in reducing truancy. Operation Save Kids, a program in 12 elementary schools and two high schools in Peoria, Arizona, was a documented success. After the Office of the City Attorney notified parents of the children's absence, attendance increased for 72 percent of the youths, and the office referred 28 percent for prosecution. The program requires that the Office of the City Attorney contact the parent within three days of an unexcused absence. The parent must respond, outlining the measures that he or she has taken to ensure that the child attends school. If the student's truancy continues, the Office of the City Attorney sends a second letter to the parent

notifying him or her of its intent to request a criminal filing. In lieu of formal criminal proceedings, the prosecutor can refer the family to counseling or family support programs (Garry, 1996).

The ACT program shares many components with this successful program. It refers youths with chronic truancy to the DA's office. Similarly to what happens in the Save Kids program, the DA notifies the parents of the truant youth and follows up with a formal criminal filing if the parent fails to take appropriate corrective action. The OJJDP bulletin on the Juvenile Accountability Block Grants program (Gramckow and Tompkins, 1999) cites the ACT program and presents it as one model of an approach and program that holds juvenile offenders accountable for their behavior. A more recent evaluation of truancy interventions, Dembo and Gulledge (2009) notes that important components of a successful approach should include programs based in schools, the community, the courts, and law enforcement. McKeon and Canally-Brown (2008) advocates a similar approach addressed to practitioners.

Terry Fain, Susan Turner, and Sarah Mauri Matsuda, Los Angeles County Juvenile Justice Crime Prevention Act: Fiscal Year 2014–2015 Report, Santa Monica, Calif.: RAND Corporation

Description:

ACT is a Los Angeles County District Attorney's Office program that targets chronic truants in selected elementary schools. Program objectives are to improve school attendance through parent and child accountability while the parent still exercises control over the child and to ensure that youths who are at risk of truancy or excessive absences attend school. The program goals are to reduce truancy at selected ACT schools address attendance problems at the earliest possible time before the child's behavior is ingrained improve school performance.

Program Name:

Housing-Based Supervision (HB)

Evidence Upon Which It Is Based:

The Housing-Based (HB) Supervision program is based on what-works and resiliency research (Latessa, Cullen, and Gendreau, 2002; J. Hawkins and Catalano, 1992; Latessa and Lowenkamp, 2006) and treatment principles of MST and FFT (Henggeler and Schoenwald, 1998; Alexander and Parsons, 1982). The What-Works research posits that effective programs (1) assess offender needs and risk; (2) employ treatment models that target such factors as family dysfunction, social skills, criminal thinking, and problem solving; (3) employ credentialed staff; (4) employ treatment decisions that are based on research; and (5) have program staff who understand the principles of effective interventions (Latessa, Cullen, and Gendreau, 2002).

Terry Fain, Susan Turner, and Sarah Mauri Matsuda, Los Angeles County Juvenile Justice Crime Prevention Act: Fiscal Year 2014–2015 Report, Santa Monica, Calif.: RAND Corporation

Description:

The Housing-Based (HB) program provides day, evening, and weekend supervision and services for probationers, at-risk youths, and their families who live in specific housing developments within the county. County and city housing authorities partner with CBOs, schools, the Probation Department, and other county agencies to provide a menu of services specific to the probationers living in public housing developments. Additionally, this program assists the families of probationers in gaining access to resources and services that will help them become self-sufficient, thereby reducing risk factors associated with juvenile delinquency.

The program goals are to:

- provide early-intervention services for at-risk youths
- provide daily monitoring of probationers
- provide enhanced family services to probationers and at-risk youths
- increase school attendance and performance
- reduce crime rates in the housing units.

The HB program places DPOs at selected public housing developments to provide day services and supervision for probationers and at-risk youths and their families. HB DPOs employ strength-based case-management interventions based on the MST and FFT models. The HB program and case-management interventions are designed to empower parents with the skills, resources, and support needed to effectively parent their children. Additionally, school and peer-level interventions are aimed at increasing school competencies and performance, decreasing the youth's involvement with delinquent drug-using peers, and increasing association with prosocial peers.

The program is goal oriented and strives to reduce delinquency and enhance family functioning and success by implementing case-management interventions and services that:

- address criminogenic needs and risk factors, based on a research-based risk and need instrument validated for the Los Angeles delinquency population
- enhance parental monitoring skills
- enhance family affective relations
- decrease youths' association with delinquent peers
- increase youths' association with prosocial peers
- improve youths' school performance
- engage youths' in prosocial recreational outlets
- develop an indigenous support network

Program Name:

Afterschool Enrichment and Supervision (Parks)

Evidence Upon Which It Is Based:

The PARKS program is largely a manifestation of the Communities That Care model (Developmental Research and Programs, 1993; Brooke-Weiss et al., 2008), which combines research findings that J. Hawkins and Catalano (1992) articulates about risk and protective factors related to the development of delinquency. Research has repeatedly identified risk factors associated with adolescent problem behaviors, such as failure to complete high school, teen pregnancy and parenting, and association with delinquent peers (Tolan and Guerra, 1994; Reiss, Miczek, and Roth, 1993; J. Hawkins, Catalano, and Miller, 1992; Dryfoos, 1990). The approach that J. Hawkins and Catalano (1992) popularized identifies critical risk and protective factors in

various domains. Ostensibly, the more risk factors to which a child is exposed, the greater the chance of the child's developing delinquent behavior and the greater the likelihood that this antisocial behavior will become serious. However, reducing risk factors and enhancing protective factors, such as positive social orientation, prosocial bonding, and clear and positive standards of behavior, can delay or prevent delinquency (OJJDP, 1995). Communities can improve youths' chances of leading healthy, productive, crime-free lives by reducing economic and social deprivation and mitigating individual risk factors (e.g. poor family functioning, academic failure) while promoting their abilities to (1) bond with prosocial peers, family members, and mentors; (2) be productive in school, sports, and work; and (3) successfully navigate the various rules and socially accepted routines required in a variety of settings (J. Hawkins and Catalano, 1992; Connell, Aber, and Walker, 1995). Implicit in this perspective is the recognition that prevention programming must address risk factors at the appropriate developmental stage and as early as possible. JJCPA's PARKS program is based on the aforementioned theory and research.

Terry Fain, Susan Turner, and Sarah Mauri Matsuda, Los Angeles County Juvenile Justice Crime Prevention Act: Fiscal Year 2014–2015 Report, Santa Monica, Calif.: RAND Corporation

Description:

County of Los Angeles Department of Parks and Recreation and City of Los Angeles Department of Recreation and Parks agencies, the Los Angeles Unified School District (LAUSD), the Los Angeles County Office of Education, other school districts (SDs), community-based service providers, and the Probation Department collaborate to provide after-school enrichment programs and supervision for youths on formal probation, as well as at-risk youths, in selected locations in the 85 school service areas. These after-school enrichment programs take place at county and city parks, schools, and CBOs. School-based DPOs refer probationers to the after-school program. The program offers these services at a time of the day when youths, especially probationers, are most likely to be without adult supervision, and the services aim to reduce probationers' risk of reoffending.

The program goals are to provide early-intervention services for at-risk youths and to provide monitoring, especially between the hours of 3:00 p.m. and 6:00 p.m. County of Los Angeles Department of Parks and Recreation and City of Los Angeles Department of Recreation and Parks agencies collaborate with Probation Department DPOs in providing supervision and individualized treatment services for at-risk and probationer youths. The program strives to reduce juvenile crime by:

- monitoring peer associations of probationers
- providing homework assistance for participant youths
- involving participant youths in prosocial activities.

Program Name:

Writing Program

Evidence Upon Which It Is Based:

Many juvenile detainees have reading and writing levels significantly lower than their grade levels and can be considered functionally illiterate. A study that OJJDP funded

and that several sites replicated demonstrated that improving literacy also improved attitudes in detained juveniles. The authors also note that experiencing academic failure can reinforce a youth's feelings of inadequacy (Hodges, Giuliotti, and Porpotage, 1994). Although there is no evidence base to demonstrate that literacy training causes reduced criminal behavior, higher literacy rates are correlated with less criminal behavior. Resiliency research has shown decreased crime and antisocial behaviors in programs that, like IOW, are based on the six points listed above (Morley et al., 2000). Drakeford (2002) reports that an intensive literacy program among juveniles confined in correctional facilities was associated with gains in oral fluency, grade placement, and overall attitude. Although Drakeford studied only a tiny sample (six youths), his conclusions are consistent with those of earlier studies that point to positive changes associated with increased literacy. O'Cummings, Bardack, and Gonsoulin (2010), combining data from five studies of literacy programs implemented in juvenile correctional facilities, suggests that "systemic and intensive reading interventions can have a positive impact on youth during incarceration, may improve their attitudes towards reading, and influences academic and vocational outcomes following incarceration" (p. 4).

Terry Fain, Susan Turner, and Sarah Mauri Matsuda, Los Angeles County Juvenile Justice Crime Prevention Act: Fiscal Year 2014–2015 Report, Santa Monica, Calif.: RAND Corporation

Description:

The Writing Program (currently IOW) aims to reduce crime by teaching interpersonal skills in juvenile hall through a biweekly writing class for youths subject to long-term detention in juvenile hall. The program teaches creative writing to incarcerated participants to discourage youth violence, building in its place a spirit of honest introspection, respect for others (values), and alternative ways of learning (skill-building activities). The program distributes participants' writings to parents, school libraries, government officials, and the general public.

The program uses writing to develop interpersonal and communication skills for youths who volunteer to participate in the program. The participants meet weekly, in sessions that professional writers lead, to write and critique their written work with others in the group. The program guides participants both in their writing and in their discussion of their written work, providing experience in building a supportive community. The professional writers work closely with the participating youths and provide activities consistent with resiliency research. The program activities involve:

- clear and consistent standards for prosocial behavior: opportunities to accept responsibility and accountability for their actions
- healthy beliefs: open dialogues in which participants learn healthy values and express those learned values in writing and public speaking
- prosocial bonding with adults outside the participant's family: positive adult role models who validate participants' capabilities and talents
- opportunity for meaningful involvement in positive activities: shared personal insights that benefit all participants
- skill-building activities: interpersonal skills learned through written and oral communication

recognition: distribution of participants' writing to parents, schools, libraries, government officials, and the general public.

Program Name:

Parent/Guardian/Caregiver Support Groups

Evidence Upon Which It Is Based:

Parents play a critical factor in the social and emotional development of a child which can increase or decrease delinquent and problem behaviors. A strong affectionate, supportive relationship between a parent-child that includes positive discipline methods, close monitoring and supervision and parental advocacy is effective for preventing delinquency and other problem behaviors.

Research indicates that programs which include behavioral parent training, parent education, parent support groups, in-home parent support and parent involvement in youth groups are most effective.

Development Services Group, Inc. 2010. "Parent Training." Literature Review. Washington, DC.: Office of Juvenile Justice and Delinquency Prevention.

Description:

Through local CBOs, formation and support of parent support and advocacy groups to include "system" navigation, educational, and legal rights issues.

Program Name:

Direct services for 236 WIC/At-risk Youth

Evidence Upon Which It Is Based:

The Welfare and Institutions Code (WIC) Section 236 allows Probation to engage in activities designed to prevent juvenile delinquency. Based on the Causal Model of Delinquency and the Principles of Effective Correctional Interventions, an actuarial risk assessment should be utilized to provide youth with targeted services to address their criminogenic risk factors.

Description:

Connections to appropriate levels of educational supports (tutoring, literacy, and homework assistance) and connections to positive and pro-social community programs delivered by Community-based Organizations.

Program Name:

Educational Enhancements and Cognitive Behavioral Treatment at Juvenile Day Reporting Centers

Evidence Upon Which It Is Based:

The use of cognitive behavioral programs at the Juvenile Day Reporting Centers is predicated on the Principles of Effective Correctional Interventions (Andrew's Bonta & Hoge, 1190: Gendreau, 1996; Gendreau & Andrews, 1990) which indicate that *"Effective interventions are behavioral in nature. A well-designed behavioral program combines a system of reinforcement with modeling by the treatment provider to teach and motivate offenders to perform prosocial behaviors. In addition, problem solving and self-instructional training may be used to change the offenders' cognitions, attitudes, and values that maintain antisocial behavior."*

Aggression Replacement Training is an Office of Juvenile Justice and Delinquency Prevention model program which has proven to be effective for the juvenile population.

Study

1

Washington State Institute for Public Policy. 2004. *Outcome Evaluation of Washington State's Research-Based Programs for Juvenile Offenders*. Olympia, Wash.: Washington State Institute for Public Policy. <http://www.wsipp.wa.gov/rptfiles/04-01-1201.pdf>

Study

2

Gundersen, Knut K., and Frode Svartdal. 2006. "Aggression Replacement Training in Norway: Outcome Evaluation of 11 Norwegian Student Projects." *Scandinavian Journal of Education Research* 50(1):63-81.

Description:

Cognitive Behavioral Treatment Groups such as Aggression Replacement Training and educational enhancements such as tutoring and homework assistance provided by Community-Based Organizations at the Juvenile Day Reporting Centers.

Program Name:

Commercially Sexually Exploited Children (CSEC) Prevention and Education

Evidence Upon Which It Is Based:

Sex exploitation of at-risk youth is a prevalent and persistent problem that is expanding throughout the nation. Vulnerable youth are being trafficked at an alarming rate, especially by gangs who are actively recruiting, kidnapping and victimizing children. The "Word on the Street" prevention curriculum was developed by the Department in collaboration with survivors, mental health professionals, and community-based organizations who provide direct services to youth who are victims of sex trafficking. The curriculum is based on Principles of Effective Correctional Interventions (Andrew's Bonta & Hoge, 1190: Gendreau, 1996; Gendreau & Andrews, 1990).

The curriculum is a promising practice that will be evaluated for treatment efficacy (pre/post test measurements).

Description:

Prevention, Intervention and Education for probation and at-risk youth and parents/guardians/caregivers regarding Sex Trafficking.

Program Name:

Countywide Expansion of Restorative Justice

Evidence Upon Which It Is Based:

The use of restorative justice practices is based on the evidence that suggests restorative justice practices that address harm caused by crime as it pertains to the victim's perspective is effective at reducing recidivism, and post-traumatic stress of the victim. (Strang H, Sherman LW, Mayo-Wilson E, Woods D, Ariel B. Restorative justice conferencing (RJC) using face-to-face meetings of offenders and victims: Effects on offender recidivism and victim satisfaction: A systematic review. Campbell Systematic Reviews. 2013:12. Accessed on March 24, 2017)

Description:

These programs focus on victim/offender mediation and serve as a diversion to criminal filing and/or alternative to school suspension/expulsion.

Program Name:

Front-end services to eliminate the need for continued detention

Evidence Upon Which It Is Based:

The use of Diversion programs and services are predicated on research that indicates that formal system processing and/or incarceration of specific youth has criminogenic effects and successful diversion programs are better reducing recidivism and post-traumatic stress of victims.

The types of services to be offered will include conflict resolution, victim restitution and intensive case management for youth at-risk of entering the delinquency system for a first time arrest.

Description:

Pre-disposition family-centered and home-based services. These programs would serve youth and families in cases where there is an allegation of battery against parent or vandalism in the home resulting in the minor's detention.

Program Name:

Job Stipends and Vocational Training

Evidence Upon Which It Is Based:

According to the economic model of crime, employment reduces the probability of engaging in crime by increasing income, reducing free time available for criminal activity, and the social learning of conventional norms.

Development Services Group, Inc. 2010. "Vocational Job Training." Literature Review. Washington, DC.: Office of Juvenile Justice and Delinquency Prevention.

Description:

Employment and vocational education training to include job placement through the utilization of job stipends.

Program Name:

After-School Enrichment Summer/Vacation Strategies including Arts and Park Activities

Evidence Upon Which It Is Based:

The Office of Juvenile Justice and Delinquency Prevention in partnership with the National Endowment for the Arts, conducted a literature review on the impacts of art programming for at-risk and justice-involved youths. The report which was last updated in May 2016 documented, "the arts can provide an outlet for addressing emotional and/or problem behaviors through opportunities to learn new skills, develop new talents, and express thoughts and ideas in creative and therapeutic ways (Ezell and Levy 2003). Similarly, for youths dealing with trauma or victimization (including exposure to violence), the arts can help them to cope with painful experiences by fostering resiliency (Heise 2014)."

The Arts programs being implemented throughout the County are designed to improve the youth's problem-solving skills, and social competence through creative expression in various art forms. ("An Evaluation of an Arts Program for Incarcerated Juvenile Offenders." *Journal of Correctional Education* 54(3):108-14.)

The services being funded to the Department of Parks and Recreation is based on the Protective Factors, Social Learning and Social Control theories. Research of these theoretical frameworks indicates that youth can learn from prosocial peers, teachers and family and develop positive attachments that lead to adherence of positive prosocial behaviors which prevent delinquent behaviors. (Development Services Group, Inc. 2015. "Protective Factors for Delinquency." Literature review. Washington, D.C.: Office of Juvenile Justice and Delinquency Prevention.)

Description:

Programs and services available to JJCPA participants through the Arts Commission and Parks and Recreation during breaks of the academic calendar.

Program Name:

Law Enforcement Programs

Evidence Upon Which It Is Based:

Research indicates that community level factors contribute to the crime and delinquency within the geographical construct. The formation of community mobilization efforts have been successful at minimizing the influences of anti-social peers and activities while improving the relationships of at-risk youth with legitimate social institutions such as school. The Safe Passage program is designed to minimize crime in an area that impacts at-risk youth ability to attend school and participate in

pro-social afterschool enrichment programs. Law Enforcement agencies patrol areas of high crime during times when youth are traveling from home to school and school back home, allows the youth a safe passage while mitigating the influence of criminal activity that is easy accessible.

Development Services Group, Inc. 2009. "Community Awareness/Mobilization." Literature Review. Washington, DC.: Office of Juvenile Justice and Delinquency Prevention.

Description:

Increase capacity of existing law enforcement community mobilization efforts through the coordination of Safe Passages.

Program Name:

Early Intervention and Diversion Program

Evidence Upon Which It Is Based:

The theoretical frameworks for developing the early intervention and diversion program is predicated on the labeling theory and differential association theory. More recent practices include providing services in a different setting (community) to minimize the impact of potential dampening of positive effects of treatment and services in an institutional setting and to include direct therapeutic service based on risk, need and responsivity model. Development Services Group, Inc. 2017. "Diversion Programs." Literature review. Washington, D.C.: Office of Juvenile Justice and Delinquency Prevention.

Description:

The Early Intervention and Diversion Program is designed to provide at-risk youth and their families with the coordinated supportive services necessary to decrease the likelihood of ongoing delinquency and increase the potential for keeping these youth and families outside of the delinquency system. The New Direction program will provide services to youth and their families investigated by the Los Angeles County Probation Department (Probation) for offenses that do not meet the criteria for a mandatory referral to the Los Angeles County District Attorney's Office. The overall goal of this program is that in lieu of delinquency, these youth and families will receive health, mental health and other important services that will enhance the family unit and divert the youth from ever entering the juvenile justice system.

Program Name:

After-School Enrichment Services (Expansion)

Evidence Upon Which It Is Based:

The Afterschool Enrichment Services programming is largely a manifestation of the Communities That Care model (Developmental Research and Programs, 1993; Brooke-Weiss et al., 2008), which combines research findings that J. Hawkins and Catalano (1992) articulates about risk and protective factors related to the development of delinquency. Research has repeatedly identified risk factors

associated with adolescent problem behaviors, such as failure to complete high school, teen pregnancy and parenting, and association with delinquent peers (Tolan and Guerra, 1994; Reiss, Miczek, and Roth, 1993; J. Hawkins, Catalano, and Miller, 1992; Dryfoos, 1990). The approach that J. Hawkins and Catalano (1992) popularized identifies critical risk and protective factors in various domains. Ostensibly, the more risk factors to which a child is exposed, the greater the chance of the child's developing delinquent behavior and the greater the likelihood that this antisocial behavior will become serious. However, reducing risk factors and enhancing protective factors, such as positive social orientation, prosocial bonding, and clear and positive standards of behavior, can delay or prevent delinquency (OJJDP, 1995). Communities can improve youths' chances of leading healthy, productive, crime-free lives by reducing economic and social deprivation and mitigating individual risk factors (e.g. poor family functioning, academic failure) while promoting their abilities to (1) bond with prosocial peers, family members, and mentors; (2) be productive in school, sports, and work; and (3) successfully navigate the various rules and socially accepted routines required in a variety of settings (J. Hawkins and Catalano, 1992; Connell, Aber, and Walker, 1995). Implicit in this perspective is the recognition that prevention programming must address risk factors at the appropriate developmental stage and as early as possible. JJCPA's Afterschool Enrichment services is based on the aforementioned theory and research.

Terry Fain, Susan Turner, and Sarah Mauri Matsuda, Los Angeles County Juvenile Justice Crime Prevention Act: Fiscal Year 2014–2015 Report, Santa Monica, Calif.: RAND Corporation

Description:

The expansion of After-School Enrichment Services includes pro-social activities for youth after-school and on weekends (e.g., sports, arts, writing, recreational program services).

Program Name:

Educational Services (Expansion)

Evidence Upon Which It Is Based:

Research indicates that afterschool programs "have the potential to impact a range of positive learning and development outcomes," specifically in the areas of academic achievement, social/emotional development, delinquency prevention, and health and wellness.

Priscilla Little, Christopher Wimer, and Heather Weiss (2008, February). *After School Programs in the 21st Century: Their Potential and What It Takes to Achieve It*. Issues and Opportunities in Out-of-School Time Evaluation Brief No. 10. Cambridge, MA Harvard Family Research Project.

Description:

The expansion of Educational Services includes connections to appropriate levels of educational supports (tutoring, literacy, homework assistance, day treatment) for youth.

Program Name:

Employment Services (Expansion)

Evidence Upon Which It Is Based:

According to the economic model of crime, employment reduces the probability of engaging in crime by increasing income, reducing free time available for criminal activity, and the social learning of conventional norms.

Development Services Group, Inc. 2010. "Vocational Job Training." Literature Review. Washington, DC.: Office of Juvenile Justice and Delinquency Prevention.

Description:

Employment Services includes expansion of employment related program services for youth (e.g. job/vocational training skills, work readiness, paid stipends, internships).

Program Name:

Youth and Family Services (Expansion)

Evidence Upon Which It Is Based:

Based on the Juvenile Detention Alternatives Initiative (JDAI) Research and Policy Series publication *Family Engagement in Juvenile Justice*, "The best juvenile justice systems value the parent-child and the family relationships...Genuine family involvement and engagement is vital to achieving positive long term outcomes for the vulnerable youth in the justice system."

The core concept of Family Centered Justice is founded on the understanding that parents play a critical factor in the social and emotional development of a child which can increase or decrease delinquent and problem behaviors. A strong affectionate, supportive relationship between a parent-child that includes close monitoring and supervision, and parental advocacy is effective for preventing delinquency and other problem behaviors.

Research indicates that programs which invite family involvement in planning and treatment, and include behavioral parent training, parent education, parent support groups, in-home parent support and parent involvement in youth groups are most effective.

Juvenile Detention Alternative Initiative Research and Policy Series, *Family Engagement in Juvenile Justice* (n.d.). Retrieved from <http://www.mass.gov/eohhs/docs/dys/jdai/family-engagement-brief.pdf>.

Development Services Group, Inc. 2010. "Parent Training." Literature Review. Washington, DC.: Office of Juvenile Justice and Delinquency Prevention.

Description:

The expansion of services for Youth and Family includes various family support services (e.g. mentoring, parenting, peer support, training, systems navigation).

Part III. Youthful Offender Block Grant (YOBG)

Authority: Welfare & Institutions Code Section 1961(a) – On or before May 1 of each year, each county shall prepare and submit to the Board of State and Community Corrections a Juvenile Justice Development Plan on its proposed programs, strategies, and system enhancements for the next fiscal year from the Youthful Offender Block Grant Fund described in Section 1951. The plan shall include all of the following:

(1) A description of the programs, placements, services, strategies, and system enhancements to be funded by the block grant allocation pursuant to this chapter, including, but not limited to, the programs, tools, and strategies outlined in Section 1960.

(2) A description of how the plan relates to or supports the county's overall strategy for dealing with youthful offenders who have not committed an offense described in subdivision (b) of Section 707, and who are no longer eligible for commitment to the Division of Juvenile Facilities under Section 733 as of September 1, 2007.

(3) A description of any regional agreements or arrangements to be supported by the block grant allocation pursuant to this chapter.

(4) A description of how the programs, placements, services, or strategies identified in the plan coordinate with multiagency juvenile justice plans and programs under paragraph (4) of subdivision (b) of Section 30061 of the Government Code.

A. Strategy for Non-707(b) Offenders

Describe your county's overall strategy for dealing with non-707(b) youthful offenders who are not eligible for commitment to the Division of Juvenile Justice. Explain how this Plan relates to or supports that strategy.

The Juvenile Justice Development Plan (JJDP) for the Los Angeles County Probation Department reflects and supports the Department's Strategic Goals, which are to: Implement Evidence Based Practices; Develop and Expand Collaborative Efforts and Community Capacity; and Enhance Organizational Development Practices. The proposed JJDP incorporates these goals into each category, by utilizing a validated risk and needs tool to identify strengths, risks and needs of individual youth, and then provide adequate and appropriate treatment and services to address the individualized and particular needs of the minor and the family. Additionally, there are components of training that will enable the staff and caseworkers to be more effective in dealing with the youth and their families. It is believed that by implementing these strategies, the non-707(b) offenders will be better equipped to benefit from a continuum of services both in camps, and upon transition back into the community, thereby effecting positive changes that will negate criminal behaviors and specifically, their progression towards becoming 707(b) offenders. It is the Probation Department's position that the utilization of validated risk and needs tools to identify strengths, risks and needs of individual youth, and then provide adequate and appropriate treatment and services to address the individualized and particular needs of the minor and family is beneficial to both 707(b) and non-707(b) youth.

B. Regional Agreements

Describe any regional agreements or arrangements to be supported with YOBG funds.

Not applicable

C. Funded Programs, Placements, Services, Strategies and/or System Enhancements

Using the template on the next page, describe the programs, placements, services, strategies, and system enhancements to be funded through the YOBG program. Explain how they complement or coordinate with the programs, strategies and system enhancements to be funded through the JJCPA program.

YOBG Funded Program, Placement, Service, Strategy and/or System Enhancement

This template should be copied as many times as needed to capture every program, placement, service, strategy, and system enhancement you plan to fund next year.

Program Name:

Risk and Needs Assessment

Nature of Coordination with JJCPA:

The assessment and multi-disciplinary case plan are not only utilized to provide youth with appropriate services while in camp, but are updated prior to the youth transition back into the community. The transitional case plan, which is predicated on the assessment and case planning process utilizing the Multi-disciplinary Team (MDT) approach, will be utilized to ensure targeted interventions are provided in the community, by community-based organizations that may be funded with Juvenile Justice Crime Prevention Act funds.

Additionally, the transitional case plan, which includes education, is shared with the Deputy Probation Officers' co-located on many of the school campuses who can assist with enrollment, referrals to services, and provide enhanced supervision on campus to mitigate relapse of truancy and poor academic performance.

Description:

Probation continues to utilize an actuarial risk and needs assessment and case planning in residential treatment (camps) as implemented in the FY 2007-2008 JJDP to identify high risk/high need youth who will be appropriate for Camp Onizuka, by utilizing two (2) dedicated assessment Deputy Probation Officers (DPOs) and one (1) dedicated DMH MSW at the Camp Assessment Unit (CAU). These two-tiered assessments will assist in identifying appropriate youthful offender dispositions, programs, goals and re-entry plans, and includes the use of a validated and normed risk assessment instrument, the Los Angeles Risk and Resiliency Checkup (LARRC). Assessment information will be compiled by partner agencies and interested parties, at which time a Multi-Disciplinary Assessment (MDA) will be conducted prior to the minor's transfer to Camp Onizuka. Participants in the MDA meeting include the minor, parents, Probation staff, Los Angeles County Office of Education (LACOE) personnel, and Department of Mental Health (DMH) staff. A resulting case plan will be developed and approved by the minor and parents and will be available for the Probation case worker upon youth arrival at Camp Onizuka. Other assessment information (for example, MAYSI-II, STAR academic testing, DMH Substance Abuse Screening) may be used to augment the LARRC when available and applicable.

Program Name:

Camp Programs (3 CBOs and Gonzales)

Nature of Coordination with JJCPA:

As part of the MDT process, Deputy Probation Officers assigned to community supervision are included in the transition process. Depending on the youth's risk and needs, youth are assigned to community supervision which includes school-based, housing-based, and after-school enrichment programs funded through JJCPA.

Youth assigned to any community-based supervision programs have access to JJCPA contracted services provided by Community-Based Organizations. The risk and needs of this population are included in the JJCPA funding recommendations approved by the Juvenile Justice Coordinating Council.

Description

Depending on profile and needs, youth participating in the YOBG program will be housed at Camp Ellison Onizuka (CEO), Camp Glenn Rockey (CGR), Camp Ronald McNair (CRM), or Camp David Gonzales (CDG). Camp Onizuka will offer enhanced services including increased mental health services, substance abuse treatment, Aggression Replacement Training (ART), Dialectical Behavior Therapy (DBT), enhanced case management, vocational training, and transition planning. The Multi-Disciplinary Team will assist in the creation of an individualized case plan to ensure the needs of the youth are met. The various agencies (LACOE, JCHS, DMH, and parents/guardians) will be involved in the process. YOBG will also be used to mitigate curtailments and maintain operations at CGR, CRM, and CDG, thereby allowing these camps to remain open and provide housing, case management, small group interventions, behavior management programs, mental health services, education services, parent resource assistance, and transition planning to approximately 472 youth annually. Additionally, a LARRC assessment and an individualized case plan will be provided to each minor prior to camp placement. At Camp Gonzales, the Department will leverage and support a Community-Based Organization (CBO) that will provide services including, but not limited to: Educational Assessment, ILP development, transition planning for education or vocational education in the community, college/vocational school financial aid application completion assistance, tutoring, literacy development and mentoring.

Program Name:

Aftercare and Reentry

Nature of Coordination with JJCPA:

The Camp Community Transition Program works collaboratively with the school-based supervision program funded by JJCPA to assist in the enrollment of youth, enhanced supervision of youth on school campuses, and referrals for services offered by the school. In addition, re-entry youth are often referred to one of the five (5) Juvenile Day Reporting Centers (JDRC) located throughout the County. The JDRCs

provide after-school enrichment services to re-entry and high risk youth utilizing JJCPA funding.

Description

The Probation Department changed its focus on how it serviced the aftercare population utilizing YOBG funds. Since September 01, 2013, Camp Community Transition Program (CCTP) implemented the countywide enhanced model/pilot assigning CCTP Deputy Probation Officers (DPOs) as "secondary Deputies" during the youth's camp stay. The current plan is CCTP DPOs perform the following services and supervisory tasks: Participate in transition planning process for youth; ensure that the transition plan is consistent with the youth service needs; conduct at least two (2) face-to-face meetings with the youth in camp prior to the youth's release; engage the family, community and school when the youth is ordered camp to ensure a seamless transition; and identify educational needs and coordinate immediate school enrollment. The critical aspect of this enhancement is the requirement for the CCTP DPOs to conduct face-to-face contacts during the youth's camp placement and start collaboration with partners such as; Department of Mental Health (DMH), Los Angeles County of Education (LACOE) and community school District Representatives. Early outcomes indicate that this pilot enhanced and improved our aftercare process. In order for the Department to be successful with the expansion, CCTP DPOs caseload size must be reduced. YOBG funds will be used to convert the current staff to case carrying deputies and allow the Department to reduce caseload size and successfully implement this county-wide program.

The Probation Department contracted with three agencies (Jewish Vocational Services, Asian Youth, and Soledad Enrichment Act) to provide educational pathways and vocational opportunity services for credit deficient Probation Youth transitioning from Camp Community Placement or at risk for removal from the community, between the ages of 16-18 not within the range of graduation prior to their eighteenth (18) birth date, and reside within the service area. The program is designed to engage youth in enriched opportunities that result in educational and vocational pathways that ultimately lead to meaningful employment.

Program Name:

Program Evaluation

Nature of Coordination with JJCPA:

Information obtained from the YOBG program evaluation process has been utilized in the Probation Outcome study which incorporates the JJCPA program.

Description

In order to ensure that the program is operating efficiently and youth are receiving the services outlined in the JJDP and that the YOBG award is being used in a fiscally prudent manner, the Department will dedicate specific operations, fiscal and program evaluation staff to oversee all of the various aspects of the program, including programmatic, financial, program monitoring and evaluation.