

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

**2018-19
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 Santa Clara County Probation Department has developed a long-term plan to reduce crime committed by youth in the community. This plan is called the Violence Reduction Program (VRP) framework. The VRP model consists of four key program strategies, which include Prevention, Early Intervention, Intervention, and Intensive Intervention. The programs work with youth who are already involved, as well as those who are at risk of being involved, in the juvenile justice system. In addition to the VRP framework, the Department also runs several programs involving secure care under their Juvenile Institutions Division, collectively called the Multi-Agency Assessment Center (MAAC). Each key program strategy has a contractor(s) that provide services to youth throughout Santa Clara County, as well as Probation Officers, Group Counselors and Probation Counselors that support and monitor supervision of youth involved with the juvenile justice system. A variety of assessments are completed to evaluate and support the myriad of programs and services available to youth who are referred to the Probation Department, these include the Juvenile Assessment and Intervention Systems (JAIS) which is administered to adjudicated youth, JJCPA annual evaluations, the Juvenile Justice System Annual Report and the completion of a Local Action Plan (LAP) in 2015. Additionally, the Probation Department actively participates in the Juvenile Justice System Collaborative (JJSC) which helps to guide the work of the justice systems partners in reducing racial and ethnic disparities within the juvenile justice system.

Applied Survey Research (ASR), an outside evaluation firm, completed the Probation Department's Local Action Plan in 2015 which included recommendations that are being developed into strategic plan for the Probation Department's Juvenile Services Division. The Local Action Plan included key interviews with fifteen leaders who held a 'big picture' view of the needs of youth. Seven focus

groups were also held with community-based and agency-level providers, probation officers and staff, and youth and parent intercept interviews were conducted. ASR then identified the most communal themes about needs, outcomes and strategies. In summary, there was consensus to reduce youth contact with the juvenile justice system, and youth and families need support in the following areas: Behavioral Health, Family Functioning, Gangs, Pro-Social Connections, School Engagement, and Systems Connections. A copy of the Local Action Plan is attached. An evaluation of JJCPA and YOBG funded programs are done annually to determine the efficacy and impact on recidivism of various programs and services.

In addition, the Probation Department, in collaboration with other various partners, publish the Juvenile Justice System Annual Report (Annual Report). The Annual Report provides insight into the juvenile justice process by reporting the number of arrests, referrals to the Probation Department, petitions filed, and dispositions for juveniles tried in court, while highlighting various programs and services available to youth and families throughout the juvenile justice system. Additionally, the report focuses on racial and ethnic disparities and gender differences at various decisions points.

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

The Santa Clara County Probation Department is highly collaborative with the Courts, District Attorney's Office, Public Defender's Office, Behavioral Health Services and the Department of Family and Children Services, to name a few key stakeholders. The department collaborates with justice system partners in developing and providing programming for youth and in addressing racial and ethnic disparities (RED) in the decision-making processes. In addition, there are three major committee's that help realize internal and external oversight and guide the department in efforts to reduce RED and improve outcomes for youth overall. These committees are the: Juvenile Justice Coordinating Council (JJCC), Juvenile Justice Systems Collaborative (JJSC), and the Juvenile Justice Commission (JJC). Membership of the three oversight groups overlaps and therefore these group lend themselves to an incredibly collaborative atmosphere that allows for positive change in system policy, procedures and practice. Their scope of work, legislative authority and membership are outlined below.

Juvenile Justice Commission (JJC)

The JJC was established through the provision of Sections 225 to 231 of the California State Welfare and Institution Code. The JJC of Santa Clara County is a state mandated, court appointed authority. The broad purpose of the Commission is to inquire into the administration of the juvenile court law in the County. The Commission is dedicated to the promotion of an effective juvenile justice system operated in an environment of credibility, dignity, fairness, and respect for the youth of Santa Clara County. The Commission's responsibilities include: inspecting juvenile facilities, including shelters, detention facilities, and group homes used for placement of any minor in Santa Clara County; conducting public or closed hearing on matters relating to juvenile law in the Count; and advocating for needed services for youth in the justice system. The membership of the Commission is composed of a juvenile justice court judge, community and youth representatives. The Commission meets monthly with representatives from justice system stakeholders and receives regular updates regarding various programs and services available to youth within the system.

Juvenile Justice Coordinating Council (JJCC)

Senate Bill 1760 (Section 749.22 of the Welfare and Institutions Code, Statutes of 1996) established the Juvenile Crime Enforcement and Accountability Challenge Grant Program. The Juvenile Crime Enforcement and Accountability Challenge Grant Program provides state grants to counties and cities who demonstrate a collaborative and integrated approach for the apprehension, treatment,

rehabilitation, punishment and incarceration of juvenile offenders. Juvenile Justice Crime Prevention Act (JJCPA) requires that the Juvenile Justice Coordinating Council consist of the membership required in section 749.22 of the Welfare and Institutions Code (chapter 325, statute of 1998). The Board of Supervisors adopted a Resolution creating the Juvenile Justice Coordinating Council (JJCC) on November 19, 1996. There are eleven members to the JJCC. The appointments to the JJCC are permanent.

The tasks of the Council include assessing current resources, identifying service areas where resources may not be adequate, and developing proposals to prevent and respond effectively to juvenile crime. The JJCC will oversee this planning process, which will result in a final Local Action Plan to be submitted to the Board of State and Community Corrections. The JJCC meets bi-annually to review program evaluations and the annual expenditure plan for JJCPA and YOBG.

Juvenile Justice Systems Collaborative (JJSC)

The Juvenile Justice Systems Collaborative (JJSC) was established by resolution of the Board of Supervisors on June 3, 2008, after several years of juvenile detention reform efforts, and has been extended through June 30, 2020. The Juvenile Justice Systems Collaborative (JJSC) provides a channel for system partners to work together in the best interest of the minors in the juvenile justice system, while preventing or reducing the unnecessary detention of minors. The JJSC works with other juvenile justice bodies to maximize resource efficiency and avoid duplication of efforts. The JJSC addresses the issue of disproportionate minority representation in the juvenile justice system through constant examination of decision points through a race equity lens. The JJSC is committed to upholding racial equity and combatting racism in all its forms throughout the youth justice system.

The JJSC has the following duties:

- Partner with the community, the Juvenile Justice System, including but not limited to Law Enforcement Agencies, the Probation Department, the District Attorney, the Public Defender, the Independent Defense Counsel Office, and the Juvenile Courts to better help our youth, rehabilitate and continually improve system processes.
- Demonstrate a commitment toward a fair justice system for juveniles.
- Work toward preventing children from entering the juvenile justice system.
- Ensure the deployment of evidence-based practices in the county's Juvenile Justice System.
- Create more effective opportunities for rehabilitation for our youth.
- Form the Race Equity in Justice System (REJS) and Race Equity in Prevention (REP) Workgroup to assist in planning, policy, goal and priority recommendations and such functions as the JJSC deems necessary.
- Review and make recommendations provided by the Workgroups to the Board of Supervisors.
- Oversight of the Neighborhood Safety/Services Unit of the Probation Department.

The JJSC membership consists of twenty-nine (29) members and their membership is representative of the justice system stakeholders and those who impact the lives of youth in Santa Clara County. The JJSC has two workgroups and Probation mainly participates in the Race Equity in Justice Systems (REJS) workgroup, which has several subcommittees that focus on how youth of color are impacted by the decisions made at various points in the justice system. The REJS Subcommittees have focused on areas such as the transfer hearing process, how long youth spend on probation, the use of electronic monitoring and home arrest programs for youth pre and post-adjudication, implementation of a discretionary bench warrant process to reduce the unnecessary detention of youth in the system, the redesign of the prevention/early intervention diversion program, annual oversight and recommendations related to the use of the Juvenile Hall Risk Assessment Instrument, elimination of fines and fees, how to better engage the community in justice system policy and practice discussion and decision making, and use of data to better understand outcomes of youth within the system.

The Race Equity through Prevention workgroup has focused their efforts on reducing the suspension and expulsion of youth of color in the schools, as well as improving community engagement and school engagement practices on individual campuses throughout Santa Clara County.

The JJSC meets quarterly, while the workgroups and their subcommittees meet monthly or as needed. The JJSC employs a continuous quality improvement approach to our collaborative and policy/practice change efforts, using data driven decision making and Plan, Do, Study, Act cycles to learn how our efforts are impacting youth in the system.

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.

While the department deploys a countywide approach to meet the needs of youth referred to our department, the Violence Reduction Program (VRP) focuses on addressing the needs of youth in services areas listed below. The chart below outlines our youth and service need by the violence reduction strategy in FY2016, the numbers and ZIP codes remain consistent for FY19.

		All JJCPA Youth	Prevention (LOR/ VR only)	Early Intervention (PEI with services)	Intervention (SES, Pro-Social)	Intensive (Reentry, Pro-GRIP)	Secure Care (MAAC)
Number served (unduplicated)		2,293	572	1,114	150	68	548
Gender	Male	72%	60%	70%	86%	90%	85%
	Female	28%	40%	30%	14%	10%	15%
Race/Ethnicity	Latino	65%	59%	61%	78%	87%	75%
	African American	9%	19%	17%	8%	7%	10%
	Caucasian	15%	6%	9%	8%	3%	9%
	Asian/PI	7%	9%	7%	3%	3%	<5%
	Other	4%	7%	6%	3%	0%	<5%
Age	Up to 11 years old	1%	<1%	3%	<1%	0%	0%
	12-15 years old	45%	37%	56%	43%	16%	33%
	16-17 years old	54%	63%	41%	57%	84%	67%
ZIP code of residence	Mayfair (95116)	7%	6%	6%	12%	7%	7%
	Seven Trees (95111)	5%	<5%	<5%	5%	7%	7%
	Gilroy (95020)	6%	7%	8%	7%	<5%	<5%
	Lanai-Cunningham/Overfelt (95122)	6%	7%	<5%	9%	9%	6%
	Alum Rock (95127)	6%	5%	5%	3%	12%	6%
Neighborhood median family income	Low-income (<\$70K)	33%	30%	30%	40%	53%	42%
	Middle-income (\$70K-\$140K)	60%	62%	64%	58%	45%	55%
	High-income (>\$140K)	6%	8%	6%	2%	2%	<5%

Most of the youth referred to the probation department are youth of color, live in poverty, are experiencing educational challenges, have some gang influences tied to their behaviors, have parents involved in the criminal justice system, and/or have a history of referrals to child welfare system. The Probation Department employs interventions that address the needs of these youth while reducing their further penetration into the juvenile justice system and breaking the generational cycle of incarceration and justice system involvement. The complexity of need and risk remain high and services across the continuum are needed to address youth from prevention through custodial re-entry into the community.

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.

JJCPA, JPA and YOBG funded programs are embedded in the Violence Reduction Program framework, except for the Multi-Agency Assessment Center (MAAC) program which provides assessment, treatment and pro-social activities located in Juvenile Hall. The VRP model blends funding from various state allocations as well as County General Fund, Mental Health Services Act and partnerships with other county agencies.

The programs and services work in concert to complement and build on each other to properly address risk, need, and strengths of the youth. The VRP framework has four tiers of services: 1) *Prevention/Diversion/Assessment*; 2) *Early Intervention*; 3) *Intervention*; and 4) *Intensive Intervention*. JJCPA also supports *Secure Care Programming and Services*. Youth can float or move throughout the continuum based on their risk and need at a given time. To ensure appropriate probationer supervision, clients are classified and supervised based on their level of risk of re-offending and the needs that are most likely driving their criminal behavior using the Juvenile Assessment and Intervention System (JAIS) which is administered to adjudicated youth. The factors impacting risk and need include offense type, age, and areas of need (such as mental health, substance use, family dysfunction, pro-social peers and activities). The Department provides three levels of supervision: high, moderate and low with corresponding levels of services and contact.

The desired outcome of the Violence Reduction Program (VRP) framework is to provide services as part of a continuum of services under five identified principles:

- **RISK PRINCIPLE:** The intensity of the intervention should match the level of risk of recidivism (i.e., the higher the risk of future criminal behavior, the more intense the intervention.) There are three things to consider with the risk principle:
 - Target those offenders with a higher probability of recidivism;
 - Provide most intensive treatment to higher risk offenders; and
 - Intensive treatment for lower risk offenders can increase recidivism.
- **NEED PRINCIPLE:** For programs to effectively reduce recidivism, they must target offender needs that are directly linked to continued criminal activity. These are called criminogenic needs. Offenders have multiple needs, but not all are linked to recidivism. Non-criminogenic needs are those that are not linked to criminal behavior (anxiety, self-esteem, depression). Addressing these affects general offender wellbeing but will not affect the likelihood of criminal behavior.
- **RESPONSIVITY PRINCIPLE:** The responsivity principle tells us that services must be delivered in ways that match the learning styles and abilities of the client; in ways that will increase the likelihood that the client will be responsive to the intervention.
- **TREATMENT PRINCIPLE:** The most effective interventions are behavioral focused. These types of programs target current factors that influence behavior and are action oriented. Youth behaviors are appropriately reinforced. The most effective behavioral models are social learning (practice new skills/behaviors) and cognitive behavioral (target criminogenic needs).
- **PROGRAM INTEGRITY:** Some research has been done linking the degree of program integrity to the program's ability to reduce recidivism.

JJCPA VRP Framework

Prevention/Diversion/Assessment

The Prevention framework of the Probation Department is multifaceted including support of non-probation youth in the community through education, family strengthening and pro-social activities.

Early Intervention

The **Prevention and Early Intervention (PEI) program** is the primary diversion program for low level and early offenders referred to the probation department and employs an light touch approach. The PEI program has two tiers of service, including Letter of Acknowledgement/Encouraging Conversations and a program/case plan for 30-90 days with referral to behavioral health services, mentoring and in FY19 to community service learning opportunities. The goal is to prevent further penetration into the Juvenile Justice System, or re-offending. Service needs address all four key life domains (personal, family, school, and community) and include referrals to community-based organizations for counseling services, mentoring, victim services, parenting classes, parent-teen mediation, and job search services.

Intervention

The Intervention tier focuses on youth who are wards of the court who are home on probation or are on Deferred Entry of Judgment. It includes mentoring, pro-social activities, community service, behavioral health services, electronic monitoring and home arrest, wraparound services, parent education, conflict resolution, educational services for special education youth and youth who are severely behind in school.

The **Support and Enhancement Services (SES)** program targets minors throughout Santa Clara County, including service areas such as South County (Gilroy), who traditionally have low access to services in their community due to the rural nature and distance from the county seat, San Jose. The service population includes post dispositional youth in two custody alternatives: Community Release Program (CRP) and Electronic Monitoring Program (EMP), as well as youth under general Probation supervision. SES is designed to link youth and their families to services that target and address the specific needs of the participant and their family through intensive case management and behavioral health services addressing mental health and substance use issues.

Court Appointed Friends and Advocates (CAFA) Mentoring began as a pilot that focused on Black youth on Deferred Entry of Judgment and was extremely successful. The program was expanded to all court wards in FY2018 through a competitive procurement process for mentoring services. The program includes 12-14 months of weekly mentoring from a community member who also writes court reports and appears in court on the youth's behalf.

Pro-Social Activities is a program that provides pro-social activity opportunities, with the goal to engage at-risk youth who often struggle with barriers that limit their access to, and participation in, positive community activities. It's intent is to help youth improve their ability to redirect their energy and time towards positive activities, that will help them develop prosocial skills and to thrive in their schools and communities.

Intensive Intervention

This level of services includes youth who are post-adjudication but also show higher risk and need based on the risk assessment tool. Support and Enhancement Services (SES) program, Prosocial Activities, CAFA Mentoring, educational support services and other programs similar to the **Intervention** tier are also available to youth here. Additionally, youth at this level are also part of specialty courts and programs specific to intimate partner and family violence, substance use and behavioral health needs that are driving criminality, and gang specific supervision.

Reentry Services is a highly structured, six-month, interagency, community-based program designed to assist youth in preparing for a smooth transition from secure care back into their families and

communities. The three primary program goals are to: (1) reintegrate youth into pro-social community life through independent living, foster homes, or home family reunification; (2) eliminate delinquency and self-defeating behaviors; and (3) promote prosocial self-sufficiency through healthy behaviors in employment, school, social activities, etc. Multi-disciplinary professionals provide a range of services and create a transition plan before youth are released from James Ranch. Vocational/education support and reenrollment services are also available to this population.

Secure Care Programming and Services

The **Multi-Agency Assessment Center (MAAC)** provides comprehensive assessments for youth admitted and detained in Juvenile Hall for longer than 72 hours. Youth receive mental health, educational, and medical screening assessments. The assessment information is used to develop individual case plans for each youth, in that the assessment results help to inform and assist staff in identifying the appropriate support services for youth while in custody.

Community-based organizations (CBOs) are contracted to provide workshops and one-on-one counseling in the units of Juvenile Hall and make every effort to connect with the youth so that when the youth returns to his/her family and community, they can continue providing services. School reenrollment support is also provided through a partnership with the largest high school district in the county.

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 County of Santa Clara’s Chief Data Officer works with the Chief Information Officer (CIO), the Chief Data Officer is responsible and accountable for the County’s information assets, including data and information governance, control, policy development, and effective utilization of data as an asset. This executive leadership position provides data insights that help drive strategic and tactical opportunities, and be the champion for a data-driven, decision-making culture.

Furthermore, the Probation Department has the Research and Development (RaD) Unit that addresses the research, qualitative and quantitative data needs of the department and provides the internal and external framework and analysis that enables data driven decision-making. In FY19, the Probation Department will be implementing the use of the Child Adolescent Needs and Strengths (CANS) assessment to track changes over time in the areas of Youth Strengths, Life Domain Functioning, Youth’s Behavioral/Emotional Needs - Adjustment to Trauma, Substance Abuse only, as appropriate to each service being delivered. The Department also updated our contracts to collect universal outcome measures developed by RaD for all JJCPA and YOBG programs. Using these measures, the Department will be better able to understand how services are delivered, the appropriate dosage and impact services.

1. Access for New Clients (Timeliness/Access)
 - a. Time to initial client contact (phone or in person) is no more than 3 business days.
 - i. Metric: Time to initial contact from referral
 - ii. Metric: Time to first visit/appointment is within 14 calendar days from referral

2. Engagement in Services (Timeliness/Access) & Dosage (Treatment)
 - a. Clients are engaged in services within 30 days from 1st client contact
 - i. Metric: Based on model proposed, number and length of sessions/activities/classes required for completion of program
 - ii. Metric: Contractor will provide the number and length of sessions/activities/classes attended per client
 - iii. Metric: No show rate for follow-up visit after 1st visit
3. Discharge Status (Quality)
 - a. Based on model proposed, define “successful” completion of program?
 - i. Metric: Discharge reason per client
4. Service Delivery (Capacity and Fidelity)
 - a. Number and type of youth that can be reasonably served in a fiscal year by your program model
 - i. Metric: Number of staff and caseload per staff assigned to program model proposed
 - ii. Metric: Based on program model proposed: demographics of clients and geographic region served
 - b. Narrative regarding any staffing or programmatic issues that could impact client outcomes

Finally, to ensure appropriate probationer supervision, clients are classified and supervised based on their level of risk of re-offending and the needs that are most likely driving their criminal behavior. The department uses the Juvenile Assessment and Intervention System (JAIS) which is administered to adjudicated youth by a Probation Officer using motivational interviewing techniques. The factors impacting risk and need include offense type, age, and areas of need (such as mental health, substance use, family dysfunction, pro-social peers and activities). The Department provides three levels of supervision: high, moderate and low with corresponding level of services and contact. Data is collected aggregately and reported annually through the JJCPA evaluation report. The evaluation is being integrated into the Juvenile Justice System annual report starting in 2018, for the reports reflecting calendar year 2017. This will provide a more comprehensive analysis of the number of youth engaged in Probation programs and services, as well as the impact youth and families and recidivism.

The importance of data and information sharing is embedded in multiple business process and it is also shared with the public. In addition, the Probation Department has data rich systems that feed the collaborative infrastructure and oversight bodies that guide policy and decision making for the organization. The Justice partners and the community have access to various reports listed on the Probation Department’s webpage under reports. Accessible reports include: Annual Reports; Juvenile Justice System Collaborative documents and information; Juvenile Justice Coordinating Council documents and information; and Prison Rape Elimination Act. The website also features monthly trend reports that consist of arrests, juvenile hall intakes, juvenile all detentions, referrals to the District Attorney, petitions filed by the District Attorney, detention hearings, sustained petitions, commitments, petitioned violation of probation referrals, and key arrest demographics. Committee meetings are held monthly or quarterly to discuss the trends, needs and reform efforts.

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:

Prevention/Diversion/Assessment

Evidence Upon Which It Is Based:

The Fresh Lifelines for youth Law and Leadership programs are based/informed by the following research published by the Center for Disease Control names social-cognitive programs (such as LRE) as an effective strategy for preventing youth violence. “Social-cognitive interventions incorporate didactic teaching, modeling, and role-playing to enhance positive social interactions, teach nonviolent methods for resolving conflict, and establish or strengthen nonviolent beliefs in young people”, and “the presence of a positive adult role model to supervise and guide a child’s behavior is a key protective factor against violence.” All of FLY’s staff practitioners are trained to work with high-risk youth under the following Evidence-Informed frameworks:

1) Cognitive-Behavioral-Based Therapy (CBT) – CBT allows youth to make more positive choices by creating a new neural pathway (memory) to develop alternative ways of thinking about old behaviors.

2) Motivational Enhancement Therapy, Motivational Interviewing (MET/MI) - MI is a collaborative conversation to strengthen a person’s own motivation for and commitment to change.

(www.motivationalinterviewing.org – Miller and Rollnick); (www.nacbt.org);

3) Developmental Assets (DA)/Sparks - Dr. Peter Benson at the Search Institute developed the theories of DA and Sparks). Research shows a high correlation between increases in internal and external Developmental Assets and decreases in risky behaviors (www.search-institute.org);

4) Growth Mindset - The concept and practice of the “Growth Mindset” developed by Dr. Carol Dweck is centered on the belief that one that can change with enough effort and the right strategy.

(www.mindsetonline.com)

5) Social Emotional Learning (SEL) - a process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

The Public Health Department Health Education Associate utilizes the Safe Dates curriculum, which is on SAMSHA’s National Registry of Evidence-based Programs and Practices (NREPP). Safe Dates is a dating abuse-prevention program aimed at both male and female middle- and high-school students. The goals of the program are:

1) to raise students’ awareness of what constitutes healthy and abusive dating relationships;

2) to raise students’ awareness of dating abuse and its causes and consequences;

3) to equip students with the skills and resources to help themselves or friends in abusive dating relationships; and

4) to equip students with the skills to develop healthy dating relationships, including positive communication, anger management, and conflict resolution.

The Safe Dates curriculum is comprised of 10 sessions that deal with attitudes and behaviors related to dating abuse and violence. Sessions last about 50 minutes each and include large- and small-group discussions, a review of scenarios, games and quizzes, role plays, and written exercises. The sessions can be presented over a period of days or weeks. Session topics are as follows: 1) Defining Caring

Relationships; 2) Defining Dating Abuse; 3) Why Do People Abuse; 4) How to Help Friends; 5) Helping Friends; 6) Overcoming Gender Stereotypes; 7) How We Feel, How We Deal; 8) Equal Power Through Communication; 9) Preventing Dating Sexual Abuse; and 10) Reviewing the Safe Dates Program. This position is funded by Youthful Offender Block Grant.

Through the Neighborhood Safety/Services Unit, the Probation Department engages with two community-based providers to offer National Compadres Network curriculum, Joven Noble and Xinachitl. Joven Noble is a legacy program listed on NREPP and is youth development, support, and leadership enhancement curriculum designed to strengthen protective factors among male Latino youth ages 10-24. The curriculum aims to promote the character development of young men and facilitate continued "rites of passage" development with the goals of reducing and preventing unwanted or unplanned pregnancies, substance abuse, community violence, and relationship violence. The curriculum also promotes responsible and respectful behavior in relationships with significant others. Joven Noble is based on the philosophy that male youth need other men and women, their family, and community to care for, assist, heal, and guide them, and successfully prepare them for true manhood. The intervention is informed by positive youth development theory, the risk and protective factors model, acculturation, and Latino cultural values. Delivered by facilitators in 10 weekly sessions, the curriculum focuses on four core teachings: *conocimiento* (acknowledgment), which addresses social and cultural attachment; *entendimiento* (understanding), which addresses social and behavioral factors such as violence and aggression as well as the ability of youth to focus on goals; *integración* (integration), which addresses factors in the broader culture that may lead to feelings of isolation and sadness; and *movimiento* (movement), which addresses how the physical and emotional aspects of teenagers' lives intersect. Xinachitl is the female version of Joven Noble. The Youth Fellowship program is also informed by the Center for Disease Control's Shared Framework for youth Violence Prevention and OJJDP's Protective Factors for Delinquency.

Description:

This program is a consortium of services that Probation offers via partnership with government agencies and community-based organizations to support violence prevention at a community and neighborhood level.

The Probation Department partners with Fresh Lifelines for Youth to engage youth at high need schools in East San Jose and Gilroy in a semester long curriculum in legal education courses to improve law enforcement and youth interactions. FLY's law curriculum uses role-play, debates, and mock city council hearings to capture youth interest, educate them about the law, and build skills like anger management, problem solving, communication, and resisting negative peer pressure. Highly trained volunteers and FLY staff teach the course in teams, developing rapport with youth and giving them access to positive role models. The course covers a range of topics, including theft, vandalism, hate crimes, drugs and alcohol, the Three-Strikes Law, Proposition 21, and gangs. After completing FLY's 12-week Law Program, youth who need additional support to change their lives are invited to join the Leadership Training Program. During the program year, youth begin by completing an assessment that identifies their greatest barriers to living a crime-free, self-sufficient life. A FLY case manager then works with the youth to create and execute an individualized plan to address these barriers and build skills to sustain healthy behaviors. Case managers work one-on-one with youth as they set and achieve goals. Youth also receive leadership training in groups, kicking off the year with a wilderness retreat that builds self-confidence, communication skills, collaboration, and positive peer relationships. Together youth in the program engage in pro-social activities and plan service learning projects where they discover how to build on and redirect their strengths as positive leaders.

The Department also uses YOBG funds for a Public Health Education Associate who provides intimate partner violence prevention (Safe Dates) programming at high need schools in East San Jose. In the future

the program will also provide internet safety workshops and continues to develop a public health approach to youth violence prevention.

The Probation Department leverages JJCPA funding to support the Neighborhood Safety/Services Unit who partners with Conxion to Community and Project Access to provide a youth fellowship program that utilizes the National Compadres Network curriculum to support youth and families, as well as incorporating community service learning opportunities. Youth are also connected with mentors for the duration of their fellowship involvement and are provided with incentives for program participation and completion. The hope is that through early connection to positive adults and programming that fosters relationship development and sense of self, that youth will be less likely to engage in criminal behavior in the future. The Department also supports the provision of pro-social and community building activities in selected neighborhoods in East San Jose and Gilroy.

Program Name:

Prevention and Early Intervention (PEI) Unit

Evidence Upon Which It Is Based:

The Prevention and Early Intervention (PEI, formerly Restorative Justice Program) program targets early offenders with the goal of preventing further penetration into the Juvenile Justice System. PEI has three primary programs/services in FY19, treatment focused services (behavioral health), community service learning and mentoring.

The treatment focused services will provide intensive case management services, and utilize the following EBPs: Seeking Safety, Aggression Replacement Therapy (ART) and Seven Challenges. All these EBPs are included in the California Evidence-Based Clearinghouse for Child Welfare with a scientific rating of “Promising Research Evidence.” Each EBP is specialized for a specific population, providing Seneca with the capacity to individualize treatment by using the EBP(s) that best address each youth’s identified needs.

The structure of the Community Service Learning component will be individualized for each youth participant, dependent on the offense committed. The standard design, which can be modified as needed, will include a three-week program with sessions two days per week and four hours of program per day. Staff will draw from the model and curriculum contained in OJJDP’s Giving Back Action Guide to ensure that each project supports the goals and objectives of balanced and restorative justice through a positive experience for the youth.

The mentoring program employs best practices from The National Mentor Partnership, Elements of Effective Practice for Mentoring (4th Edition). The Bright Pathways program uses the Unlocking Futures International (UFI) curriculum of Possibilities and integrates National Compadres Network programs such as Xinachitl and Joven Noble.

Description:

The Prevention and Early Intervention (PEI, formerly Restorative Justice Program) program targets early offenders with the goal of preventing further penetration into the Juvenile Justice System. Services include mentoring, parent-youth conferences, family mediation, community service learning and behavioral health intervention, when needed. The Probation staff associated with victim services and PEI programs also focus on providing compensation to crime victims, through victim awareness/effects of crime workshops and oversight of restitution payments to victims. There are two distinct groups of PEI

youth: PEI youth who receive a Letter of Acknowledgement (“PEI: LOA/VR only”), and PEI youth who are referred to services (“PEI: Services”). The program focuses service needs that address all four key life domains (personal, family, school, and community) and include referrals to needed services. Although a range of services are provided through PEI, the length of the program varies based on the needs of each client; duration can be up to 180 days. The Bright Pathways mentoring programs provides a minimum, of one year of individual mentoring services to youth throughout Santa Clara County. Services are provided to youth between the ages of 10 to 17 years old.

The treatment focused services will provide intensive case management services, and in addition to linking clients to relevant community resources, will provide individual, family, and group interventions as determined by the youth’s individualized assessment and treatment plan. Treatment modalities may include evidence-based groups and individual interventions utilizing CBT techniques. The program will emphasize the provision of group treatment, to match the lower acuity of needs in youth referred to a diversion program as well as to serve more youth with greater frequency of face-to-face contact.

The community service learning program entails, classroom-style teach-ins and project preparation for groups of 8-10 youth. The teach-ins will include education as well as opportunities to learn and apply skills. The teach-ins will be followed by the actual project in the same week. As needed and relevant, the program will place the youth at community-based sites to complete their projects.

Historically, one third of referrals to the Probation Department are diverted from Court, and recidivism has been between two and four percent annually.

Program Name:

Support Enhancement Services (SES)

Evidence Upon Which It Is Based:

Support and Enhancement Services (SES) is an evidence-based model of providing mental health and pro-social competency skills, empathy and resiliency through family, school and community involvement. In alignment with the Risk, Need, Responsivity (RNR) framework, SES aims to provide both intensive case management (ICM) and evidence-based, cognitive behavioral therapy (CBT) techniques to increase community safety and help youthful offenders to successfully complete probation and end legal involvement in the justice system. In addition to linking clients to relevant community resources, Care Coordinators will deliver brief, therapeutic interventions rooted in the principles of CBT, a therapeutic modality that has been well validated for justice-involved youth. (Landenberger, N.A. & Lipsey, M.W. (2005). The positive effects of cognitive-behavioral programs for offenders: A meta-analysis of factors associated with effective treatment. *Journal of Experimental Criminology*, (1), 4, 451-476).

These CBT-informed techniques (i.e. scaling exercises, self-monitoring and charting exercises, goal setting, behavioral activation exercises, etc.) illuminate the connection between thoughts, behaviors, and emotion, while facilitating the development of increased pro-social skills, alternative coping strategies, and aggression replacement techniques. In addition, Care Coordinators are trained on several evidence-based practices that can be implemented as needed to meet the individualized needs of clients. For instance, all Care Coordinators are currently trained to implement Seven Challenges, and they will receive training on Seeking Safety, an evidence-based practice that draws on CBT-principles to address the trauma-related roots of substance abuse and other co-occurring mental and behavioral health concerns. As needed they will also receive Aggression Replacement Training (ART) National Compadres Network curricula for El Joven Noble and Xinachitl are also available to support SES youth.

Description:

Support Enhancement Support (SES) is under the Intervention Services as part of the Violence Reduction Program. SES includes youth under general probation supervision who may utilize post dispositional custody alternative programs such as Community Release Program (CRP) and Electronic Monitoring Program (EMP). SES is designed to link youth and their families to services that target and address the specific needs of the participant and their family through an integrated mental health, intensive case management and counseling. Although a range of services are provided through SES, the overall goal is to implement and provide a culturally-appropriate Cognitive Based Therapy program that assists probation youth in becoming cognitively aware of their decision-making process, learning pro-social decision-making steps, and becoming self-sufficient and positive contributors to our community. Youth are linked with providers close to their home address; they are provided an array of services including cognitive behavioral therapy, group and individual counseling, and substance use services.

SES Youth Risk Factors

Youth served by SES enter the program with an array of needs and challenges, including:

- Substance use
- Gang affiliation/entrenchment
- Aggressive or violent behavior
- Illegal behavior
- Impulse control issues
- Lack of understanding of the consequences of such behavior
- Anti-social thinking
- Poor life choices (including lack of pro-social skills, job skills, education)
- Lack of short-term, long-term goals (including education & job)

Parents' needs and challenges include:

- Dysfunctional families; poor family relationships
- Ineffective communication
- Substance use
- Lack of educational support
- Lack of understanding of gangs
- Negative peer subculture
- Lack of understanding of justice system

SES is designed to link youth and their families to services that target and address the specific needs of the participant and their family through intensive case management. The goals of SES include:

- 1) Linking post-dispositional youth on community release (CRP) and electronic monitoring (EMP), and youth under Deferred Entry of Judgment (DEJ) and general Probation supervision, and their families to services that target and address the specific needs of the youth and his/her family through intensive case management services;
- 2) Assisting post-dispositional youth on CRP and EMP to increase healthy behaviors; and
- 3) Providing post-dispositional youth with opportunities to gain recognition and self-esteem through positive actions.

Probation requires providers to connect youth, ages 11 to 18, and their families to services outlined in their Individual Service Plan (ISP) and provide guidance and direction so youth may successfully fulfill

court mandates and achieve ISP goals. Activities such as one-to-one coaching, case management, home visits, school visits, parent visits, probation advisory conferences and field trips are part of the strategy of services to strengthen youths' developmental assets and increase their academic achievement. Program staff provide advocacy services on behalf of their youth clients, coordinate community service hours, and have youth participate in weekly support groups to provide youth with every opportunity to positively impact their community with healthy contributions.

Name:

Multi-Agency Assessment Center (MAAC)

Evidence Upon Which It Is Based:

The Multi-Agency Assessment Center works with youth through assessment, case management, and skill-specific group workshops. Two effective practices in working with youth are also recommended in the Huskey & Associates Continuum of Services report: (1) working with youth in groups; and (2) implementing cognitive behavioral and social learning models.

Working with Youth in Groups

“There is an emerging trend within probation departments across the country to deliver some probation services in groups and to collaborate with community-based organizations to conduct this intervention.” The report describes the benefits of working with youth in groups, including reaching more youth at one time.

Research indicates that working with youth in groups is also effective since service providers have an opportunity to use the biggest influence on youth – other youth. Research on youth dynamics and pro-social behaviors indicate that working with youth in groups is also beneficial because:

- Youth do not need to feel alone in their experience;
- Youth develop a sense of belonging to a pro-social entity;
- The group setting is a practice field and increases pro-social experiences; and
- Youth can identify and build on strengths.

Cognitive Behavioral Interventions

Programs designed to address juvenile delinquency in Santa Clara County have gradually been moving towards incorporating cognitive behavioral change features. The Continuum of Services report explains “Cognitive behavioral interventions assist youth to change the way they think by providing facts to alter distorted values and thinking patterns and by teaching them skills that result in positive behavioral change.” Latessa’s research, indicates that treatment and services should be behavioral in nature. Programs seeking to reduce recidivism in juvenile offenders should use empirically valid behavior/social learning and cognitive behavioral services specific to risk level. Interventions for offenders need to provide “...structured social learning programs where new skills are taught, and behavior and attitudes are reinforced. Cognitive behavioral programs target attitudes, values, peers, etc. Family-based interventions should train families on appropriate behavioral techniques.”

Youth are matched with workshops and one-on-one counseling/support that matches their identified needs.

Description:

The Multi-Agency Assessment Center (MAAC) provides comprehensive assessments for youth admitted and detained in Juvenile Hall longer than 72 hours. Youth receive mental health, educational, and medical

screening assessments. The assessment information is used to develop individual case plans for each youth. The assessment results help to inform and assist staff in identifying the appropriate support services for youth while in custody. Contracted community-based organizations provide cognitive-based workshops using curriculums to address their areas of expertise, as well as critical thinking/decision making, communication skills, anti-criminal thinking, and pro-social activities. They also provide one-on-one counseling in the units of Juvenile Hall and make every effort to connect with the youth so that when the youth returns to his/her family and community, they can continue providing services.

Youth Risk Factors

Youth served by MAAC enter the program with an array of needs and challenges, including:

- Limited critical thinking/decision making skills
- Limited communication skills
- Family issues/dysfunction
- History of domestic violence/family violence (including dating violence)
- Substance abuse/use issues
- Gang affiliation/entrenchment
- Criminal thinking and attitudes
- Difficulty resolving conflicts in a non-violent manner
- Limited understanding about legal consequences of actions
- Lack of pro-social activities

Youth who are to be detained for longer than 72 hours are referred to the Assessment Center for a mental health assessment (conducted by Mental Health Department staff) and a risk/classification assessment that occur during the intake process. Educational testing takes place within the first 72 hours of a youth's admission, as does the medical screening. Drug and alcohol-related referrals takes place within the first week.

Each community-based provider rotates through the units to perform group workshops and one-on-one counseling based on referrals from staff or other providers. Group workshop services include substance abuse/relapse prevention, life skills and communication development, conflict resolution, anti-criminal thinking patterns, gang intervention, parenting/family skills, family/domestic violence education, and character building. In FY19, the Juvenile Hall will also include pro-social activities in the MAAC such as art therapy, and yoga and meditation/coping skills.

Program Name:

Reentry Services unit

Evidence Upon Which It Is Based:

Reentry services are designed to work with youth and in partnership with community-based organizations, as recommended in the Continuum of Services report. Research emphasized the importance of supporting and strengthening the position of the "natural actors" in the lives of youths: family, peers, neighbors, and community institutions. Researchers explain that intervention programs and services need to be community based and prepare youth for the transition back home, back in their schools, and back in their communities. *Preventing Problems, Promoting Development, Encouraging Engagement* (Pittman, 2001).

Description:

Reentry services is a highly structured, six-month, interagency, community-based program designed to assist youth in preparing for a smooth transition back into their families and communities. The three primary program goals are to:

- 1) Reintegrate youth into pro-social community life through independent living, foster homes, or home family reunification;
- 2) Eliminate delinquency and self-defeating behaviors; and
- 3) Promote pro-social self-sufficiency through healthy behaviors in employment, school, social activities, etc. Multi-disciplinary professionals provide a range of services and create a transition plan before youth are released.

Reentry Youth Risk Factors

Reentry youth's successful transition from the William F. James Ranch back into their homes, schools and communities depend on the following:

- Connection with pro-social activities & peers (gang avoidance)
- Connection to a positive role-model
- Critical thinking and/or decision-making support
- Behavioral health (mental health/ psychiatric support and avoiding substance use)
- Educational/vocational support (reducing truancy)
- Family support (reducing absconding/run-away behavior)
- Housing support
- Probation compliance

This program is co-funded by Youthful Offender Block Grant.

Program Name:

Mentoring Services & Pro-social Activities

Evidence Upon Which It Is Based:

The CAFA Mentor Program incorporates evidence-based and evidence-informed practices shown to reduce youth violence. One sourcebook published by the Center for Disease Control names mentoring (such as CAFA) as an effective strategies for preventing youth violence. "Social-cognitive interventions incorporate didactic teaching, modeling, and role-playing to enhance positive social interactions, teach nonviolent methods for resolving conflict, and establish or strengthen nonviolent beliefs in young people", and "the presence of a positive adult role model to supervise and guide a child's behavior is a key protective factor against violence." All of FLY's staff practitioners are trained to work with high-risk youth under the following Evidence-Informed frameworks: 1) Cognitive-Behavioral-Based Therapy (CBT) – CBT allows youth to make more positive choices by creating a new neural pathway (memory) to develop alternative ways of thinking about old behaviors. 2) Motivational Enhancement Therapy, Motivational Interviewing (MET/MI) - MI is a collaborative conversation to strengthen a person's own motivation for and commitment to change. (www.motivationalinterviewing.org – Miller and Rollnick); (www.nacbt.org); 3) Developmental Assets (DA)/Sparks - Dr. Peter Benson at the Search Institute developed the theories of DA and Sparks. Research shows a high correlation between increases in internal and external Developmental Assets and decreases

in risky behaviors (www.search-institute.org); 4) Growth Mindset - The concept and practice of the “Growth Mindset” developed by Dr. Carol Dweck is centered on the belief that one that can change with enough effort and the right strategy. (www.mindsetonline.com) and 5) Social Emotional Learning (SEL) - a process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. FLY staff also receive training in gang awareness. FLY’s Mentor Program specifically uses the Critical Time Intervention (CTI) model for supporting mentor-mentee matches and administers trainings specific on CTI (www.criticaltime.org) and is based on Elements of Effective Practice for Mentoring.

Research show that pro-social activities focuses on the healthy development and engagement of young people. Research on adolescent development, resiliency, education and prevention all help to corroborate a youth development approach. This research focuses on the nature of development, but also on youth problems and on programs that help youth get involved and make a difference. When researchers and practitioners ask what motivates young people to become engaged, build their capacity and link with opportunities for real community impact, the answers are the same basic list of essential youth development inputs. Quality relationships with adults are critical. High-quality instruction, blended with opportunities to test new skills in real-life situations are critical. Role models and networks are critical. (Irby, Ferber and Pittman, 2001; Tolman and Pittman, 2001).

Description:

Mentoring Services

The Court Appointed Friend and Advocate (CAFA) program is an enhanced mentoring program created in collaboration between Superior Court, Probation and community-based organization Fresh Lifelines for Youth (FLY). Originally, the CAFA program began with the goal of improving the performance of African American Youth on Deferred Entry of Judgement (DEJ), FLY mentors are appointed by a judge in the juvenile justice system to provide mentoring as well as court advocacy (e.g. submitting court reports, attending juvenile court proceedings, and addressing the court on behalf of the youth. CAFA’s success with African American youth expanded to Latino youth, then all youth on probation.

The goal of the mentoring services is to provide rich and diverse mentoring programs for youth at-risk and/or engaged in the juvenile justice system. Mentoring provides young people with a positive, caring adult role model who is someone who cares about them, assures them they are not alone in dealing with day-to-day challenges, and makes them feel like they matter. Research confirms that quality mentoring relationships have powerful positive effects on young people in a variety of personal, academic, and professional situations. Ultimately, mentoring connects a young person to personal growth and development, and social and economic opportunity. There will be three levels of service available to youth throughout the continuum of mentoring services: Prevention/Early Intervention Services, Intervention and Intensive Intervention.

The Probation Department’s Violence Reduction Program provides services to youth in the community to reduce gang-related violence and provide youth with access to pro-social activities. One of the key priorities of the Violence Reduction Program is to ensure youth have constructive pro-social activities to occupy their free time. Pro-social activities are those that direct a youth’s energy and time toward building positive life, social, and interpersonal skills that allow them to thrive in their schools and communities. Additionally, the mentoring services offer youth the opportunity to make a long-term, positive connection with an adult role model. It is intended to help youth improve their ability to redirect their energy and time towards positive activities that will help them develop pro-social skills to thrive in their schools and communities. Pro-Social Activities include:

- Case management and opportunities to develop positive attitudes, behaviors, and life skills by engaging them in pro-social activities in their community;
- Theater, Dance, Music or Arts (photography, painting, sculpture, etc.);
- Team sports and individual sports (e.g. swimming, gymnastics, martial arts);
- Social/community activism;
- School-based sports, clubs and other after school programs;
- Special interest activities (e.g. robotics, astronomy, science, fashion, beauty, culturally based clubs/activities, etc.).
- Digital literacy media class for youth.

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.

Various community and government agencies have worked in partnership to develop and implement JJCPA-YOBG programs. In FY 2014, Probation expanded the Violence Reduction Program to implement a broader community safety strategy that integrated the Department’s Prevention and Early Intervention Program, Support and Enhancement Services, and Reentry/Aftercare Program into the Violence Reduction Program. On April 21, 2015 the Board of Supervisors approved the FY 2016 JJCPA plan with two programs, the Violence Reduction Program and the Multi-Agency Assessment Center (MAAC). No further substantive modifications to the program have occurred. In FY 2019, the Department plans to have an increased focus on the educational attainment of probation youth.

Community Safety Strategy

The Probation Department utilizes a community safety strategy that spans the spectrum of services from prevention through custodial care (FY19 VRP Model Diagram, attached). JJCPA-YOBG funds will be utilized to continue implementation of the Office of Juvenile Justice and Delinquency Prevention (OJJDP) Comprehensive Gang Model as the Violence Reduction Program to serve youth in the community, while MAAC will continue to provide services to youth in custody.

Violence Reduction Program

FY 2018 was the sixth year of the Violence Reduction Program (VRP). The VRP provides services in the community and addresses prevention, early intervention, intervention, and intensive intervention in the spectrum of the community safety strategy. The VRP is based on the OJJDP Comprehensive Gang

Model which includes five core components. The following table lists the five strategies and a description of each one:

CORE STRATEGY and DESCRIPTION

Community Mobilization: Team meets to provide social interaction opportunities.

Organizational Change and Development of Local Agencies and Groups: Strategy allows former gang members to provide input to the Suppression Team about what is and is not working in the current effort to suppress violence.

Provision of Social Opportunities: Strategy addresses the needs of older youth by providing vocational training and of younger youth by providing educational support.

Social Intervention Team: Team reaches out to youth who are unable to connect through legitimate social institutions and provides referrals to crisis counseling, drug treatment, jobs, training, educational programs, and recreational services. Additionally, the Social Intervention Team will operate a crisis response program for juvenile justice youth 13 years of age and under.

Suppression Team: Team meets to understand the local gang structure and work with youth who score high on the risk/need assessment (JAIS) and are struggling at home on probation.

The spectrum of the community safety strategy begins with Prevention which includes services to prevent entry into the juvenile justice system and/or further penetration into the juvenile justice system. This includes healthy teen relationship workshops in the community and at schools as well as victim awareness and advocacy services and the provision of prosocial and community building activities and to ensure youth are engaged in constructive activities. Early Intervention includes informal monitoring of early offenders, cognitive behavioral treatment, prosocial activities and mentoring. Intervention services will serve youth who are wards of the court or on Deferred Entry of Judgment and who are at home on probation. This will include electronic monitoring of youth when increased accountability is indicated, case management, mentoring, vocational and educational services, parent support and more. Intensive Supervision is warranted for youth on formal probation with a higher level of need than youth receiving services in Intervention. Intensive intervention supported by the JJCPA/YOBG includes reentry wraparound, educational services, and gang resistance and intervention services. The Violence Reduction Program along with the department's strategic plan covers the spectrum of youth who touch the justice system.

B. Regional Agreements

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

Santa Clara County promotes cross boundary partnerships strongly reflected in the reporting structure to the County Executive and the Board of Supervisors. The Santa Clara County Probation Department has internal and external committees that guide the department and collaborate on system improvements. The W. Haywood Burns Institute, a technical assistance contractor, provides independent guidance to the Juvenile Justice System Collaborative and the various sub-committees. The Burns Institute provides data analysis with a racial and equity lens that focus the sub-committees work with a work plan; they also provide sub-committee assistance and information on jurisdictional trends. Outside of the Juvenile Justice System Collaborative, there are internal committees, composed of Probation staff that look at evidence-based practices (EBP) to address various issues identified by the Probation Department's strategic plan. The EBP groups priorities change by year with the mission to improve systems, work-flow and services to Santa Clara County Probation clients.

In addition to including staff and system partners, there are several collaboratives throughout the County, City and community liaisons that work in concert to provide enhanced services to youth and their families. There are countless committees that work on justice reform such as the Mayor's Gang Task Force.

Mayor's Gang Task Force was established in 1991, the Mayor's Gang Prevention Task Force is a broad coalition made up of: local residents; city, county and state government leaders; school officials; community and faith-based organizations; and local law enforcement. The Task Force brings these diverse stakeholders together and leverages each group's expertise as part of a coordinated, interagency effort to curb gang-related activity in San Jose.

The Task Force's work is guided by a comprehensive strategic workplan and encompasses a continuum of prevention, intervention, suppression, and rehabilitation services. The strategic workplan complements the Probation Department's Violence Reduction Strategy.

The Mayor's Gang Prevention Task Force has been recognized as a national model and is one of six cities that were chosen to participate in the National Forum on Youth Violence Prevention that was established by President Obama in 2010.

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:

Educational Services

Nature of Coordination with JJCPA:

The Educational Services are provided to the spectrum of juvenile probation referred youth including prevention/diversion/Intervention/intensive intervention and institutions. They are an integrated part of the overall Violence Prevention Reduction Strategy and are interwoven with JJCPA funded programs.

Educational services can be initiated by sending a referral to various services providers supporting the educational needs of the youth. The referral is reviewed by the Supervising Probation Officer, LACY, and the Educational Program Manager. They determine the level of service required. There are three programs to which a referral can be sent: Project YEA, LACY, FosterEd or a combination. Project YEA is a highly collaborative network focusing on special educational needs. LACY's primary focus is legal consultation and support to obtain educational services for youth. The FosterEd is a structured liaison program who identify and train champions to advocate and navigate through the school systems. The School Based Probation Officer acts as a liaison at school sites, with established relationships with youth, school staff and districts. They are part of the network to facilitate services. The Public Health Associate provides a public health perspective and education to system partners and youth.

Description:

School Based Probation Officers

School Based Probation Officers work with a variety of schools based on regions, a School Based Probation Officer can provide services for one to five schools. The Probation Officer acts as a liaison for County services, has a relationship with the school and connects youth/families to services. The Probation Officer's primary focus is on preventative/restorative work with at risk youth. The School Based Probation Officers are trained in Restorative Justice principles such as restorative justice circles to provide prevention work at school sites. The Probation Officer assists by addressing issues such as attendance, and behavior, with the desired goal of preventing violations of probation or new law violations.

The **Public Health Education Associate (PHA)**, is a position in Public Health, who focuses on teen dating violence and provides a public health lens on youth behavior. The PHA is a subject matter expert in teen violence and conducts events, educational workshops for a variety of audiences including train-the-trainer sessions for partner agencies. The PHA provides education for youth connecting youth behavior and public health concerns particularly in teen dating violence. In the future, the PHA will focus on technical assistance for curriculum and policy development, engage youth and provide peer leadership programs and guidance. The PHA identifies teen dating violence trends and develops action plan(s) to address issues such as cyberbullying. They will work with school districts to address policy and look at end user experience for awareness, reporting, and family impact.

Project YEA (Youth Education Advocates) is a collaborative program between the Juvenile Services Division of the Santa Clara County Probation Department and Legal Advocates for Children and Youth

(LACY) for the purpose of assisting with upholding the educational rights of youth involved with the juvenile justice system. The program is designed to assist parents, Probation Officers, and Court personnel who question if a justice involved youth is in need of Special Education Services which have been unaddressed. Project YEA also supports youth identified as requiring special education services who may need changes/modifications and/or updates to the existing Individualized Education Plan. At the core of Project YEA is training, support, advocacy, and promotion of an appropriate educational program for youth, parents, professionals, stakeholders, and systems throughout Santa Clara County.

Morrissey-Compton Educational Center provides educational consultation and advocacy. Weekly meetings are held with youth, parents, guardians, care providers, social workers and probation officers to help screen for educational needs and make recommendations. Morrissey-Compton Educational Center was designed to address the needs of individuals with learning challenges, attention disorders, and emotional difficulties. In addition to consulting with the SSA and the Probation Department, Morrissey-Compton Educational Center employs trained psychologists and educational specialists that provide a full array of services including: diagnosis, treatment, consultations, educational therapy, skills group, executive function coaching, tutoring, and advocacy.

Re-Enrollment Services

Through a partnership with the East Side Union High School District, a Social Worker works with youth who are detained at Juvenile Hall or ordered to the William F. James Ranch program. The Social Worker meets with youth to plan for the reengagement in school upon their release. They provide a review of transcripts, work with youth and guardians to identify the most appropriate schools setting to support the youth's needs and ensure successful transition back to a home campus when desired. The Social Worker accompanies youth and families to register for school and meet with school staff to support the youth once on campus. When possible, the Social Worker provides case management services and coordinates care for school based services. The goal is to simplify and shorten the reenrollment process, while also ensuring that youth are accepted into schools with as little stigma from incarceration as possible.

Foster Ed-Educational Liaison provides a youth an educational champion to youth in the justice system. The champion is recruited, trained and supported by a program manager and educational liaisons. Santa Clara County is one of four demonstration sites involved deep partnerships with local communities and system partners. This partnership facilitates a collective process to build a shared agenda, establish clear metrics that track progress across systems, and implement practices that ensure youth are supported in all the necessary ways in order to succeed. Education Liaisons, embedded in the local child welfare and education agency, manage this work.

The goal is for youth to be positively engaged in school and learning, empowered to take charge of their educational futures and have meaningful relationships with caring adults who will consistently and effectively support the young person's educational trajectory once they have exited care. In order for young people to graduate with a wide array of possibilities for their futures, they need three key things to succeed:

- 1) **Effective and committed education champions.** System-involved youth, like all youth, need strong educational advocates who have the knowledge, skills, and resources necessary to effectively support the youth's education.
- 2) **Well-coordinated education teams.** System-involved youth are much more likely to succeed in school when the adults involved in their lives – social workers, teachers, therapists, CASAs, etc. – are working together in a coordinated, collaborative manner.
- 3) **Student-centered engagement.** Positive engagement and empowerment at school starts with putting the student at the center of their education decision-making. Giving students "voice and choice" in shaping every element of their education leads to educational success, particularly for

system-involved youth who have experienced the trauma and loss of control associated with involvement in the child welfare and juvenile justice systems

Vocational/Educational Services. Many of our contracted community-based organizations (CBOs) provide vocational services as part of their scope of work. Vocational and Educational Services include school enrollment, school stabilization, attendance and tutoring services for younger youth; assistance obtaining high school diploma and college enrollment for older youth. The priority is to enroll youth in their home school, however if that is not possible then obtaining their General Educational Development (GED), enrollment into vocational training programs, or assistance with job search and placement. Removal of visible tattoos is also provided. Older youth can also be connected to an Opportunity Youth Academy through the Santa Clara Office of Education, which provides them with the opportunity to have a personally tailored educational pathway to their high school diploma utilizing both classroom and online modalities.

Some clients may require more intensive case management services than others to be successful in the program. Some clients may only need one type of service, while others may need a combination of services. Services may be provided internally or achieved through collaboration with other agencies.

Program Name:

Reentry Services Unit

Nature of Coordination with JJCPA:

Wraparound Services: Reentry Services

Since 2011, the Probation Department has made an intentional effort to serve youth in their homes and reduce the use of residential and foster care placements, in county, out of county, and out of state. This targeted effort focused on intensive services for youth and their families utilizing the Wraparound service delivery model. This service model uses targeted funding (combined with Early Periodic Screening, Diagnosis, and Treatment (EPSDT) funding) to create an interagency team comprised of Probation Officers and community-based professionals to provide intensive family driven services. These services aim to keep youth at home with their families, rather than in group homes or other custodial settings. The interagency teams provide intensive case management/treatment utilizing field-based behavioral health services, substance abuse, counseling family support services, and probation supervision strategies to improve family and youth outcomes.

The Wraparound Service Delivery Model remains the primary intervention strategy for the Probation Department and is the mandated statewide intervention model for probation in the Title IV-E Well-Being Project. Santa Clara County provides wraparound services to the following target populations: (1) pre-adjudicated youth who are assessed as high need and moderate to high risk of escalating within the juvenile justice system; (2) 602 Welfare and Institutions Code (602 WIC) adjudicated wards of the court who are assessed as moderate to high risk to re-offend and are at imminent risk of removal to out of home care; and (3) 602 WIC adjudicated wards of the court who are within 60 days of graduating from the James Ranch Program, and are returning to reside with their parent/guardian/caregiver on a program of aftercare (i.e., Ranch Re-Entry youth).

The Title IV-E Well-Being Project allows child welfare and probation to utilize Federal foster care funds for children and families not otherwise eligible to receive Title IV-E support and provides funding for specified services not traditionally covered under Title IV-E guidelines.

Efforts to keep youth at home safely and out of foster care placement include:

- **Pre-Adjudicated/Competency Development:** Pre-Adjudicated youth who are high risk, high need, low criminality, or pending competency proceedings.
- **Placement alternative:** Adjudicated youth with Court Orders for wraparound services while living at home instead of being placed in foster care placement or institutional care.
- **Step-down from foster care:** Youth returning home from out-of-home placement with wraparound services.

Probation Officers in partnership with ranch staff and community based organization collaborate to connect youth with school enrollment, vocational or higher education enrollment and training.

Description:

Reentry/Aftercare Services is a highly structured, six-month, interagency, community-based program designed to assist youth in preparing for a smooth transition back into their families and communities. The three primary program goals are to:

- 1) Reintegrate youth into pro-social community life through independent living, foster homes, or home family reunification;
- 2) Eliminate delinquency and self-defeating behaviors.

Reentry Youth Risk Factors

Reentry youth's successful transition from the Ranch back into their homes, schools and communities depend on the following:

- Connection with pro-social activities & peers (gang avoidance)
- Connection to a positive role-model
- Critical thinking and/or decision-making support
- Behavioral health (mental health/ psychiatric support and avoiding substance use [ATOD: Alcohol, Tobacco & Other Drugs])
- Educational/vocational support (reducing Promote pro-social self-sufficiency through healthy behaviors in employment, school, social activities, etc. Multi-disciplinary professionals provide a range of services and create a transition plan before youth are released.
- Truancy
- Family support (reducing absconding/run-away behavior)
- Housing support
- Probation compliance

Program Name:

Gang Specific Supervision Pro-GRIP (Gang Resistance and Intervention Program)

Nature of Coordination with JJCPA:

Gang specific supervision and the Pro-GRIP program reside within the Intensive Intervention are of the Violence Reduction Strategy. It has eight categories of services: Pro-Social activities, Mentoring, Electronic

Monitoring and Community Release, Sex Offender Treatment Services, Family Preservation Unit; Special Programs, Behavioral Health-Substance Abuse and Mental Health Services, Reentry Services Unit, and the Placement Unit. Pro-Grip is a one stop shop; they broker services based on the needs of gang impacted youth to help them succeed.

Description:

Pro-GRIP, the Probation Gang Resistance and Intervention Program, institutes a collaborative effort to provide intensive case management services, with integrated vocational and educational services, counseling, and support services to eligible, gang-involved youthful offenders throughout Santa Clara County. The objective of the intensive case management system is to make youth cognizant of their behavior, hold them responsible for their actions, and provide them with opportunities to develop pro-social competency skills, empathy, and resiliency through family, school, and community involvement. All youth receive intensive case management services, which may include mental health services. Youth also receive additional counseling and support services, as identified in their Transformational Care Plan (TCP) to address the individualized needs of youth.

Pro-Grip includes all genders, high risk offenders entrenched in gang life style; or youth who have recently been released from the State Division of Juvenile Justice (DJJ) facilities ages from 12 to 21 years old. The program is approximately eight to ten months. Intensive case management, counseling, and support services help youth to be cognizant of behavior and responsible for their actions. Pro-Grip provides opportunities for youth to develop pro-social competency skills, empathy and resiliency through family, school and community involvement.

Intensive Case Management involves assessment of the youths' risk and needs, in collaboration with the probation officer to create an individualized service plan which includes:

- Crisis Support
- Independent living skills
- School Support
- Support for family environment
- Connecting youth to prosocial activities
- Weekly meeting with youth to evaluate progress

The case management includes Cognitive Behavioral Treatment (CBT) and Trauma-Focused CBT curriculum that address gang entrenchment, anti-social thinking, including a multi-generational gang component for youth presenting behaviors by providing individual/group counseling and parenting services.

Providers integrate Mental Health and Substance Abuse Treatment services to youth to reduce high-risk behaviors, increase resiliency factors, developmental assets, and replacing delinquency and self-defeating behaviors. Medication support is also provided.

Providers also identify and provide pro-social activities that connect and engage youth with opportunities to participate in athletic and/or community activities, where there are currently barriers to access and engagement, and ultimately to learn pro-social attitude and life skills by being actively involved in their community.

Vocational and Educational Services include school enrollment, school stabilization, attendance and tutoring services for younger youth; assistance obtaining high school diploma and college enrollment for older youth. The priority is to enroll youth in their home school, however if that is not possible then obtaining their General Educational Development (GED), enrollment into vocational training programs, or assistance with job search and placement. Removal of visible tattoos is also provided.

Some clients may require more intensive case management services than others to be successful in the program. Some clients may only need one type of service, while others may need a combination of services. Services may be provided internally or achieved through collaboration with other agencies.