



Santa Clara County
Probation
Department
Juvenile Probation

2015 Local Action Plan



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DEFINITIONS

This report makes use of the term “risk” in a number of ways. Please refer to the specific context and surrounding descriptions carefully as you read. The definitions below will provide additional assistance in understanding the different ways this term is used.

Risk factor – An attribute, behavior or condition that can contribute to an increased likelihood that a subsequent delinquency event will occur (e.g., lack of positive adult role models, lack of opportunities to engage in pro-social activities).

Risky behavior – Activities youth may engage in which may cause short or long-term harm (e.g., substance use, engaging in illegal activities, truancy).

At-risk – Being in danger of suffering negative occurrences based on circumstances or conditions (e.g., poverty, family or neighborhood factors).

Criminogenic risk factor – Refers to specific risk factors that are correlated with an increased likelihood of on-going or repeated delinquent and/or criminal behaviors (e.g., age at first offense, antisocial peers and beliefs).

Risk level – Youth enter the Juvenile Justice System with at least one police contact that has been referred to Probation are assessed with a risk assessment tool, among other tools, to determine their current risk to re-offend based on criminogenic risk factors. Youth are then assigned a risk level (low, moderate, moderate-high, high risk) for the purpose of, where applicable, helping Probation determine the appropriate level of supervision.

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EXECUTIVE SUMMARY

As part of receiving Juvenile Justice Crime Prevention Act (JJCPA) funds from the state of California, Santa Clara County Juvenile Probation must periodically review the most pressing needs of the youth it serves, and use this information to refine its approach to meet such needs. The resulting document, a Local Action Plan, then acts as a touchstone over the next few years as Probation adjusts its internal programming and enlists community partners for systems collaboration and direct service grants.

In January 2015, the Juvenile Probation Executive Team, contract management team and Applied Survey Research (ASR) launched the planning process. Key informant interviews were then conducted with fifteen leaders who held a ‘big picture’ of the needs of youth. Seven focus groups were also held with community-based and agency-level providers, Probation officers and staff, and youth. Parent intercept interviews were conducted during Juvenile Hall visiting hours. ASR then identified the most common crosscutting themes about needs, outcomes and strategies (see Appendix 5). In summary, there was overwhelming consensus that in order to reduce youths’ contact with the juvenile justice system, youth and families need more or better support in the following areas:

- Behavioral Health
- Family Functioning
- Gangs
- Pro-Social Connections
- School Engagement
- Systems Connections

The next steps in the planning process will be to:

- Agree the common outcomes to be impacted across the JJCPA-funded programs and the wider portfolio of juvenile probation programs;
- Review Juvenile Probation’s internal programming to see how these needs can be better addressed;
- Review external community contracts to determine where programming adjustments are needed;
- Review the places where youth “cross systems” and determine where systems can be better integrated to better support youth and their families; and
- Finalize an overall outcomes measurement framework to capture the improvements made to better meet the needs identified in this local action plan.

BACKGROUND

Santa Clara County Probation Mission and Vision

The Mission of the Santa Clara County Probation Department is to promote community safety by implementing proven strategies which enhance and support:

- Positive change in our clients, families, and neighborhoods;
- Reparation of the harm caused by criminal behavior;
- And exemplary conditions of secure care.



In keeping with the department’s mission, there were several key areas that the Juvenile Probation Department wanted to examine:

- What is Juvenile Probation’s core contribution to the vision?
- What is our commitment to the youth we serve and their families?
- What are the desired conditions for youth in our community?
- What indicators signal how close we are to meeting our mission?

Purpose of the Local Action Plan

The previous Local Action Plan was created in 2007, and given the current economic climate and other intervening factors since 2007, Santa Clara County Juvenile Probation felt it was important to revisit the needs of the youth and their families.

This Local Action Plan does not identify specific programs or organizations to be funded. However, the information derived from this process can be used during the next issuance of the request for proposals for service delivery programs and an evaluation contractor for the 2016-2017 fiscal year.

The LAP is intended to be a five-year plan. As such, while it considers the current difficult fiscal environment, the plan does not limit itself by making assumptions about any increases or decreases in funding. It does establish priorities and strategies to be considered given the funds available at any particular time. The goal in preparing this plan was to be flexible, yet realistic, about the funding horizon. We have identified more needs than can be fully funded. However, the hope is that the data that has been collected about the needs of youth and families in Santa Clara County can be used to leverage additional resources to supplement these funds.

Counties have the discretion to decide how they wish to allocate JPCF and JJCPA funds within the defined service areas. Santa Clara County chooses to use some of these funds for supporting youth in the institutions (Juvenile Hall), some for inter-agency services, and the remaining amount for services provided by community-based organizations. The blend of

supervision, case management, referrals to community programs and direct services is designed to provide a comprehensive and coordinated array of supports for youth and their families with the goal of reducing initial or repeat justice involvement. The recommendations generated from this report do not alter this general distribution of funding between Santa Clara County agency and CBO recipients.

Juvenile Justice Crime Prevention Act (JJCPA)

In September 2000, the California Legislature passed AB1913, the Schiff-Cardenas Crime Prevention Act, which authorized funding for county Juvenile Justice programs. A 2001 Senate Bill extended the funding and changed the program's name to the Juvenile Justice Crime Prevention Act (JJCPA). This effort was designed to provide a stable funding source to counties for juvenile programs that have been proven effective in reducing crime among at-risk and young offenders.

Reporting Requirements

Counties are required by statute to collect data at program entry and report data in the following six categories at 180 days post-entry:

- Arrest rate
- Incarceration rate
- Probation violation rate
- Probation completion rate
- Court-ordered restitution completion rate
- Court-ordered community service completion rate

The Probation case management system is the primary source of this data. Programs are also required to include a reference group for outcomes. In addition to the mandated outcomes, many counties track and report on local outcomes specific to their individual programs. For example, some local outcomes relate to academic progress, including school attendance, grade point average and school behaviors.

JJCPA-Funded Programs

Fiscal Year 2013-14 was the thirteenth year of the State of California's Juvenile Justice Crime Prevention Act (JJCPA) allocation to the County of Santa Clara. JJCPA funds are distributed only to those counties with an approved juvenile justice action plan.

Applied Survey Research was contracted by Santa Clara County Juvenile Probation Department to update the logic models and evaluation plans of four JJCPA-funded programs listed below, and then to assist in the implementation of the new evaluation plans in FY 2014.

Violence Reduction Programs

- The re-designed **Prevention and Early Intervention services** (PEI; formerly Restorative Justice Program) targets early offenders with the goal of preventing 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 competency development services, counseling, mentoring, one-day classes such as California Offender Program Services (COPS), victim services, parenting classes, parent-teen mediation, and job search services.
- The **Support and Enhancement Services** (SES) program targets minors throughout Santa Clara County, including low service areas such as South County. 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.
- **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; 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.



Non-Violence Reduction Program

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

OVERVIEW OF PLANNING PROCESS

In January of 2015, the Juvenile Probation Executive Team and contract management team met with Applied Survey Research to begin the year long process of updating the 2007 Local Action Plan. A series of planning meetings were held in which the context of the plan was discussed as well as goals of the LAP, content that should be included in the LAP, and what the communication to staff, stakeholders, clients, and community regarding the LAP would look like.

Data Collection

This Local Action Plan is the product of an extensive data collection process. The progression from key informant interviews and focus groups to a detailed look at secondary data as well as a literature review on factors influencing youth delinquency and development and evidence-based practices resulted in a refined, well-vetted set of recommended outcomes and strategies that are included in this Local Action Plan.

The data collection phase of the process was initiated early on during planning meetings in which ASR and the Probation Department identified and prioritized a list of individuals, organizations and stakeholder groups who could inform the key data collection points (e.g., needs, outcomes, and strategies).

Key informant interviews were then conducted with fifteen individuals who had a ‘big picture’ of the needs of youth. Seven focus groups with community-based and agency-level providers, Probation officers and staff, and youth provided a high level of detail on the needs of youth, optimal strategies for addressing those needs and desired outcomes to address and measure. Focus groups ranged in size from six to twelve participants. Parent intercept interviews were also conducted during Juvenile Hall visiting hours. Spanish and English speaking facilitators briefly interviewed parents using the questions identified in Appendix 3 in the waiting area of Juvenile Hall.

To analyze common issues across these sets of qualitative data, themes were identified and charted on a grid for each focus group and key informant interview, which helped ASR surface the most common crosscutting themes about needs, outcomes and strategies (see Appendix 5).

Table 1: Respondents in the Local Action Planning Process

Key Informant Interviews	Focus Groups	Parent Intercept Interviews
<p>Fifteen Key Informant Interviews (KII) including stakeholders from:</p> <ul style="list-style-type: none"> Behavioral Health Services Courts 	<p>Seven focus groups were conducted with individuals representing:</p> <ol style="list-style-type: none"> Community Based Organizations (CBOs) Probation Managers from Secure Care programs Executive Committee 	<p>Thirteen parents were interviewed at juvenile hall in the visiting waiting room</p>

Key Informant Interviews	Focus Groups	Parent Intercept Interviews
<ul style="list-style-type: none"> • Law enforcement • JJC Board Members • JJCC Members • Department of Family & Children's Services • County Executives • County Supervisors 	<ol style="list-style-type: none"> 4. Probation Managers from Services 5. Support and Enhancement Services (SES) youth 6. Youth in Juvenile Hall 7. Prevention and Early Intervention Youth 	

ASR also conducted a literature review looking into factors influencing youth delinquency and development as well as strategies and best practices to address the need areas identified by both the qualitative and quantitative data (i.e., behavioral health, family, gangs, pro-social connections, school engagement, and system issues). These findings combined with that of the data collection process were used to finalize and organize recommendations made in this report.

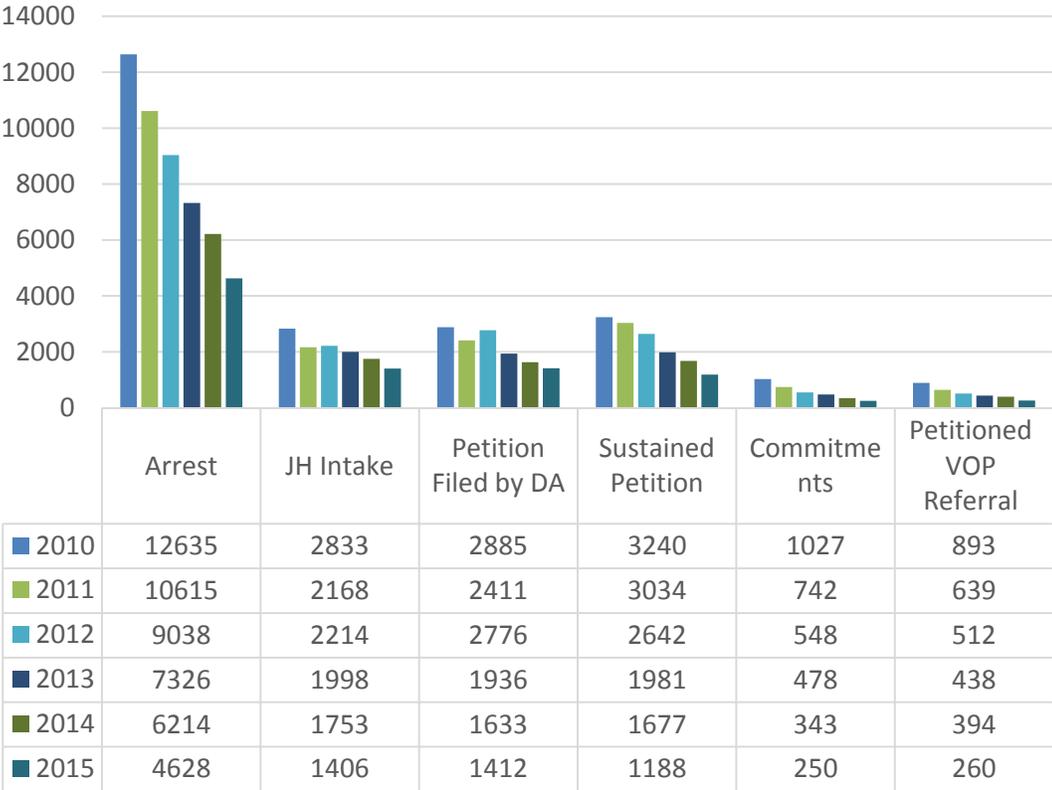
PROFILE OF AT-RISK YOUTH IN SANTA CLARA COUNTY

This Local Action Plan draws on several frames of reference to consider the needs that the JJCPA funding should impact. The first set of data is a view of youth in the community and then those youth who enter the system.

Demographics and Justice Involvement

As illustrated in the figure below, from 2010 to 2015 there has been an overall decrease in youth involvement across the Juvenile Justice System.

Figure 1. Trends of System Involvement for Santa Clara County Youth, FY 2010-2015



Source: Santa Clara Probation 's data export.

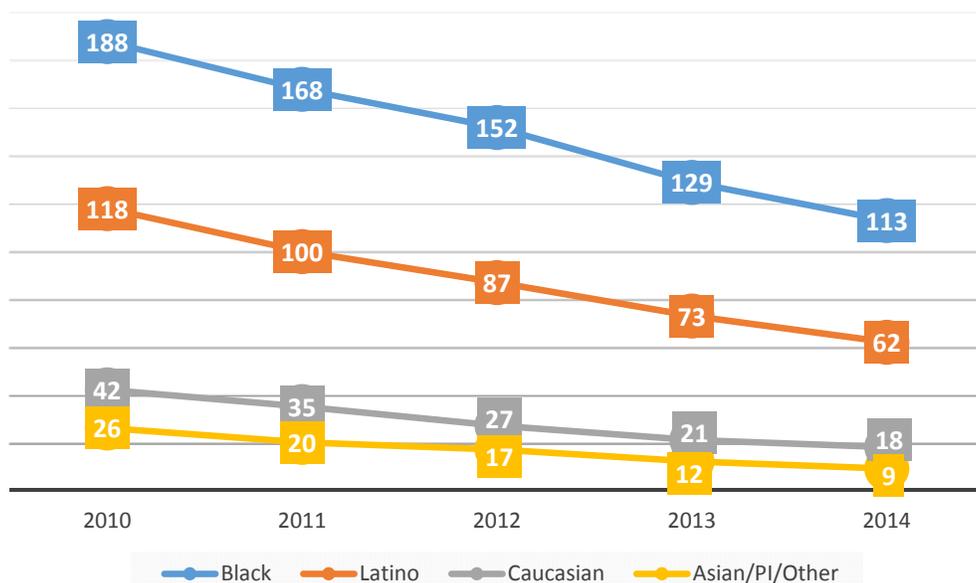
The largest decrease in numbers and percentages has been at the front of the system; the number of arrests decreased by 63% between 2010 and 2015. Through the stakeholder interviews and focus groups, many people believe there are numerous reasons for this drop including prevention and diversion programming, reduced law enforcement presence, and the community coming out of the last recession. Although these were suggested reasons, there is no research available that can demonstrate which factor had which impact on the local crime rate. From 2010 to 2014, the number of youth who were arrested declined by 3% while youth who were 17 and older increased in arrests by 3% (see Table 2).

Table 2: Percentage of Youth Arrested by Age Group CY2010-2014

	13 or younger	14-16	17 or older
2010	12%	58%	30%
2011	12%	58%	29%
2012	10%	60%	30%
2013	10%	59%	31%
2014	9%	57%	33%

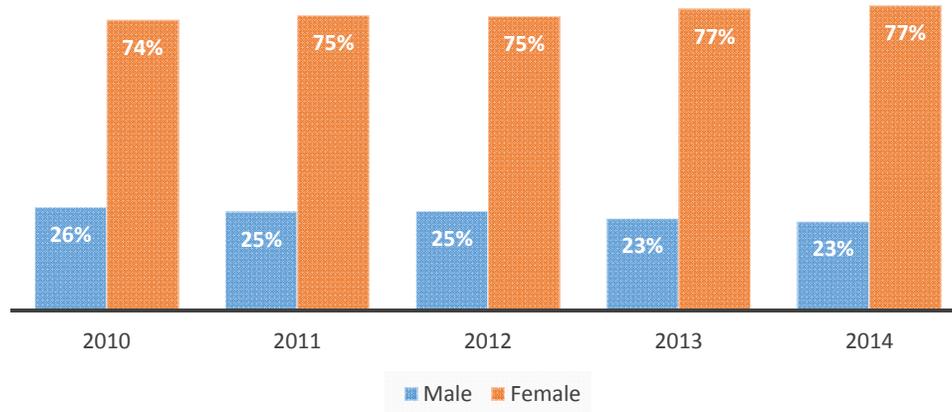
Looking at the youth who are arrested, minority youth are disproportionately represented. Black youth comprise of about 2.5% of the overall youth population in Santa Clara County but over 50% of the youth arrests (see Figure 2 and Table 4 in Appendix 6).

Figure 2: Rates of Arrest per 1000 Youth ages 10-17 by Race/Ethnicity from CY2010-2014



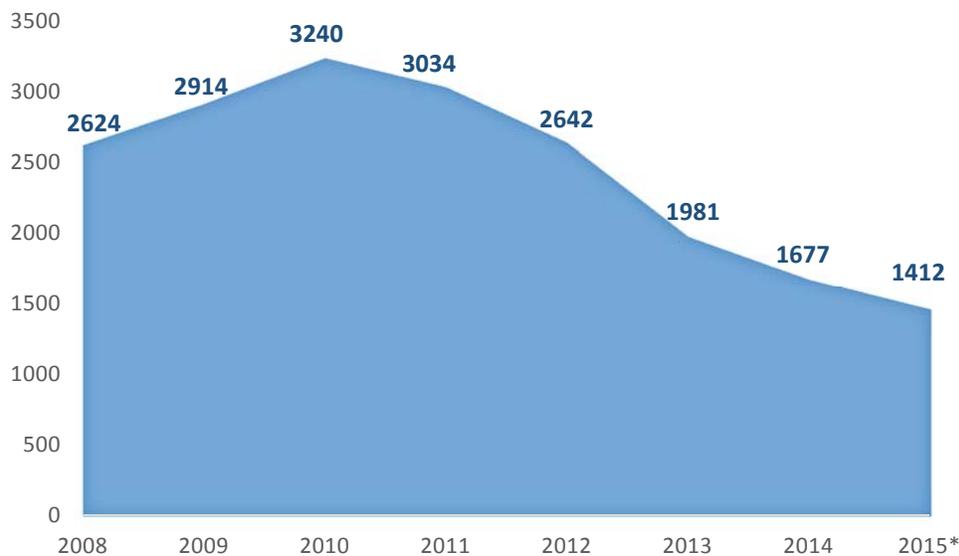
Male (51%) and female (49%) youth are fairly evenly distributed in Santa Clara County but boys are overrepresented in the Juvenile Justice system. Over the last few years, the number of girls arrested has slightly declined while the arrest rate for boys has slightly increased (see Figure 3).

Figure 3: Youth Arrested in Santa Clara by Gender from CY2010-2014



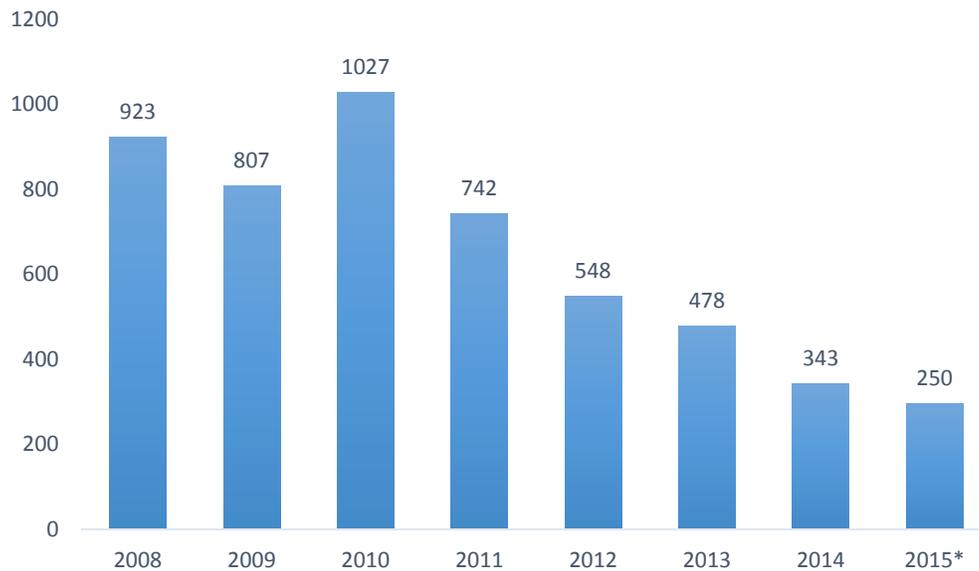
Along with arrests, the number of sustained petitions has dropped 55.7% from 2008 to 2015. Petitions saw a decrease of 51% over the same period of time, while referrals to Juvenile Hall decreased by 50% and admissions to Juvenile Hall saw the smallest decrease of 42%. Youth with petitioned violations of probation decreased by 71% between 2010 and 2015.

Figure 4: Sustained Petitions from FY2008 to FY2015



Along with the reductions in sustained petitions there has also been a significant reduction in youth in out of home placements (see Table 4).

Figure 5: Commitments to Juvenile Hall, Ranch, CJ and CDCR from FY2008 to FY2015



The Role of Risk, Needs & Strengths Assessment

Edward Latessa has identified five principles to keep in mind when working with youth offenders:¹

1. **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.
2. **NEED PRINCIPLE:** In order 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 well-being, but will not affect the likelihood of criminal behavior.
3. **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).

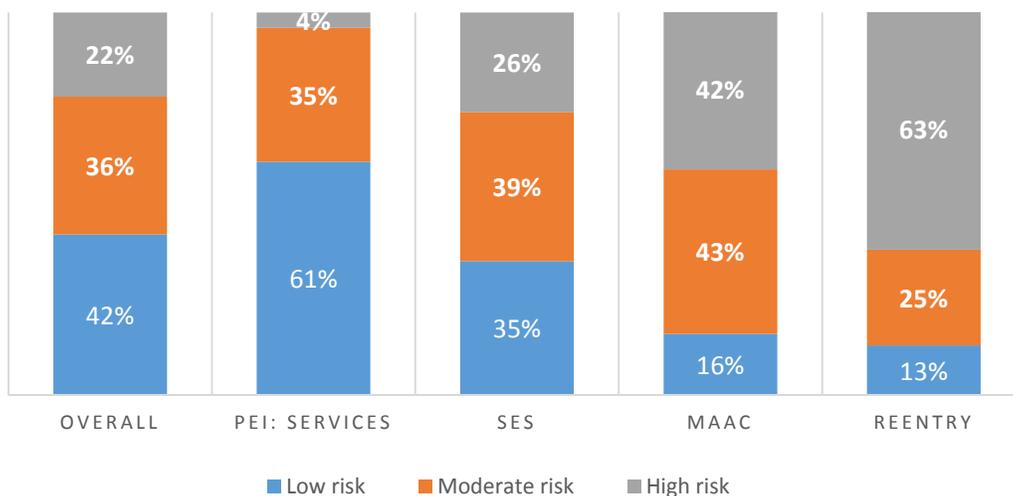
¹ Latessa, Edward J. (presentation 2010) *What Works and What Doesn't in Reducing Recidivism with Youthful Offenders: The Principles of Effective Intervention*.

4. PROGRAM INTEGRITY: Some research has been done linking the degree of program integrity to the program’s ability to reduce recidivism.
5. 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.

In order to identify youths’ level of risk for reoffending and assign them to the appropriate level of treatment, the system of providers’ needs to include consistent use of objective, standardized, and validated assessments of youth risk and need factors which most impact the likelihood of recidivism. It is desirable to be able to describe the needs and strengths of youth across all funded programs. Santa Clara County does just that by using the gender-specific Juvenile Assessment and Intervention System™ (JAIS) as a supervision strategy model that integrates a youth’s risk, needs and responsivity issues into one plan. This integrated plan helps Probation staff identify what behaviors they might encounter with youth and how to proactively address those behaviors (via supervision strategies and recommended programs and interventions) before the youth becomes more entrenched in the system.

Each of the key program areas included in this local action plan, are designed for a specific subset of youth. PEI services target early offenders with 61% of youth designated as low risk and very few youth were high risk (4%). SES had more low-risk youth than expected (35%). Both MAAC and Re-Entry had anticipated proportions of low-risk youth (16% and 13% respectively). Those low-risk youth in MAAC and Re-Entry are most likely a result of the seriousness of the current offense.

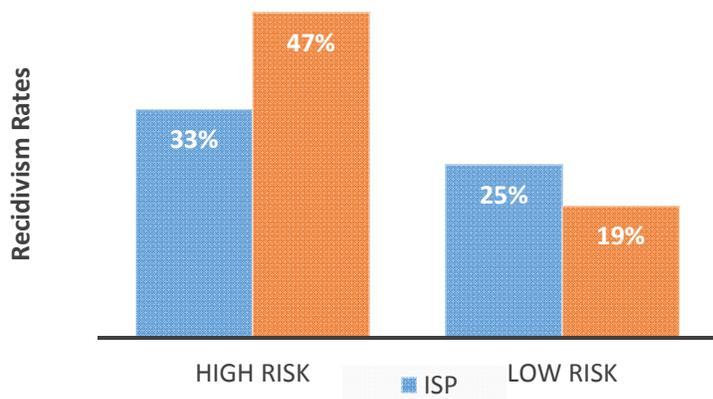
Figure 6: Risk Level of Youth by JJCPA Program



The practice of using the JAIS as a supervision strategy model should also be coordinated with fidelity checks of tool implementation. Ensuring that interrater reliability is strong creates an opportunity for youth to be treated similarly and at the appropriate level in regards to treatment planning. In addition, to making sure the JAIS is being utilized appropriately. It is also

important to ensure that a matching array of service and interventions are available. Decades of research in correctional rehabilitation strategies demonstrated that youth who are “mismatched” to services and interventions related to their criminogenic risk level end up with worse outcomes such as higher recidivism. Figure 5 below shows that an individual with a low criminogenic risk level who is placed in intensive supervision probation (ISP) will have higher levels of recidivism.²

Figure 7: Matching Criminogenic Risk to Intervention Level



Recent Changes within the Juvenile Services Division

Every year, the Juvenile Justice System’s partners are faced with a myriad of changes that impact the way the County of Santa Clara Probation Department, Juvenile Services Division (Department) conducts its business as well as outcomes for youth and families. In FY15, the Department continued to infuse evidence based practices (EBP) and evidence informed strategies throughout the work process, including the continued use of a risk and needs screening and assessment tool, the Juvenile Assessment and Intervention System (JAIS). The JAIS identifies level of risk associated with re-offense and criminogenic needs for individuals under the jurisdiction of the Juvenile Justice Court. The EBP efforts include the implementation of the Violations of Probation Grid, which helps Probation Officers identify appropriate responses to technical violations of probation, prior to the petitioning in Court of a violation of probation. Appropriate responses are identified based on the risk level of the youth in combination with the severity of the violation. Some examples include: the use of Teaching Adolescents Skills in the Community (TASC), a weekend work program, counseling, early curfew, increased testing for drugs and alcohol, participation in a cognitive-behavioral intervention, and increased supervision. Another example includes the expansion of the Prevention and Early Intervention program, which connects youth to interventions such as Competency Development Services (CDS). The Department also made concerted efforts to increase the usage of comprehensive services in the community instead of institutionalization in secure juvenile facilities, group homes, and out of home placements.

² Hanley (2003)

These efforts contributed to an overall decrease in youth involved in the Juvenile Justice System, as well as some of the outcomes highlighted in this report. In FY15, the Department experienced:

- 4,628 juvenile arrest and citation referrals; a 25% decrease from FY14.
- Of these, approximately 30% (or 1,392) were felony arrests; a 12% decrease from FY14.
- 1,406 youth were brought to Juvenile Hall for booking and intake, and 82% were detained in custody.
- The Department sent 39% of the referrals (1,808 of 4,628 referrals) to the District Attorney's Office for review and 1,412 cases were petitioned; or 78% of those referred to the District Attorney's Office.
- The Juvenile Justice Court ordered 250 commitments to Juvenile Hall, the Ranch, County Jail, and the California Department of Juvenile Justice; a 27% decrease from FY14.
- The Department petitioned 260 cases for violation of probation orders; a 34% decrease from FY14.

While the Department has more work to do to improve outcomes for youth involved in the Juvenile Justice System, the partners working both within the system and in the community continue to make great strides to reduce harm and violence throughout the community.

FACTORS THAT INFLUENCE YOUTH DEVELOPMENT AND DELINQUENCY

Applied Survey Research conducted a review of the literature pertaining to both juvenile delinquency and youth developmental assets. Provided below is a list of factors known to significantly influence youth development and delinquency. These are organized below by developmental domain: family factors, individual factors, school factors and community factors.

Family-Level Factors

- **Violent victimization** – Being a victim of a violent crime is a significant risk factor for committing a violent offense.³
- **Family disruptions/transitions (divorce, separation, remarriage)** – Based on the data collected from three longitudinal studies, there is a statistically significant relationship between the number of family transitions and prevalence of delinquency.⁴
- **Poor family management practices** – Severe and inconsistent discipline, poor monitoring/supervision and failure to set clear expectations consistently predict later delinquency.⁵
- **Lack of parental involvement** – Boys who are not involved in activities with their fathers are more likely to be violent as teenagers.⁶ The benefits associated with family connectedness and parental involvement have also been reported in studies.^{7 8} The researchers found that family engagement, closeness, communication and healthy role-modeling were all significantly related to youth self-esteem, health promoting behavior and social competence. These family assets were also linked to decreases in youth externalizing behaviors such as arguing, bullying and disobedience.
- **Family meal time** – Family members play the largest role in positive youth development. One of the strongest predictors of positive youth development is the child and his or her family regularly eating dinner together.⁹ Research shows positive associations between the frequency of family dinners and positive identity (i.e., self-esteem, feeling a sense of purpose, positive view of the future).¹⁰

³ Shaffer, J.N., Ruback, R.B. (2002). Violent victimization as a risk factor for violent offending among juveniles. *Juvenile Justice Bulletin*. U.S. Department of Justice, Office of Justice Programs, Office of Juvenile Justice and Delinquency Prevention.

⁴ Thornberry, T.P., Smith, C.A. et al. (1999). Family disruption and delinquency. *Juvenile Justice Bulletin*. U.S. Department of Justice, Office of Justice Programs, Office of Juvenile Justice and Delinquency Prevention.

⁵ Hawkins, J. D., Herrenkohl, T. I., Farrington, D. P., Brewer, D., Catalano, R. F., Harachi, T. W., et al. (2000). Predictors of youth violence. *Juvenile Justice Bulletin*, 1–12.

⁶ Ibid.

⁷ Youngblade, L.M., Theokas, C., Schulenberg, J., Curry, L., Chan-Huang, I., & Novak, M. (2007). Risk and promotive factors in families, schools, and communities: A contextual model of positive youth development in adolescence. *Pediatrics*, 199, S47-S53.

⁸ Resnick, M.D., Bearman, P.S. et al. (1997). Protecting adolescents from harm: Findings from the National Longitudinal Study on Adolescent Health. *Journal of the American Medical Association*, 278 (10): 823-832.

⁹ Theokas, C., & Lerner, R. M. (2006). Promoting positive development in adolescence: The role of ecological assets in families, schools, and neighborhoods. *Applied Developmental Science*, 10(2), 61-74.

¹⁰ Fulkerson, Jayne A, Mary Story, Allison Mellin, Nancy Leffert, Dianne Neumark-Sztainer, & Simone A. French. "Family dinner meal frequency and adolescent development: Relationships with developmental assets and high-risk behaviors." *J Adolesc Health* 39(3): 337-345, 2006.

- **Child maltreatment** – Children who were maltreated in adolescence only and those who were maltreated throughout their childhood and adolescent years were significantly more likely to be involved in delinquent activities.¹¹

Individual Level Factors

- **Use/abuse of alcohol and/or other drugs** – Rates of substance use disorder in the Juvenile Justice system are higher than in the general population. Youth who have been in jail or a detention center are more likely to have used illicit drugs, alcohol or cigarettes than those who have not been in detention.¹²
- **Close association with anti-social peers** – Lacking social ties and having antisocial peers were found to be strong predictors of subsequent serious or violent offenses for youth age 12-14 years.¹³
- **Aggressiveness** – Aggressive behavior from 6 to 13 years of age consistently predicts later violence in boys. According to a study conducted in Sweden, boys between 10-13 years of age who were rated as aggressive by their teachers were six times more likely to be violent offenders.¹⁴
- **Antisocial behavior** - Stealing, destruction of property, smoking, etc. and antisocial beliefs are associated with violent behavior.¹⁵
- **Gender** – A greater percentage of males are involved in violent offenses as compared to females.¹⁶
- **Age** – Studies indicate that juveniles typically commit their first offense before age 15.¹⁷
- Other individual factors mentioned in the literature include **hyperactivity, concentration, restlessness and risk-taking behaviors.**¹⁸

School-Level Factors

- **Chronic absenteeism/truancy** – According to a study conducted in Los Angeles, chronic absenteeism was the strongest predictor of delinquency.¹⁹ Truant youth between 12-

¹¹ Smith, Carolyn A., Terence P. Thornberry, and Timothy O. Ireland. Adolescent Maltreatment and Its Impact on Young Adult Antisocial Behavior. *Child Abuse & Neglect* 29, no. 10 (2005): 1099-1119.

¹² Substance Use and Mental Health Services Administration. Substance Use, Abuse, and Dependence among Youths Who Have Been in Jail or a Detention Center, *National Survey on Drug Use and Health Report*, Office of Applied Studies (www.DrugAbuseStatistics.samhsa.gov [February 27, 2004])

¹³ Lipsey, M. W., and Derzon, J. H. (1998). Predictors of Violent or Serious Delinquency in Adolescence and Early Adulthood: A Synthesis of Longitudinal Research. In R. Loeber and D. P. Farrington (eds.), *Serious and Violent Juvenile Offenders: Risk Factors and Successful Interventions*, Thousand Oaks, CA: Sage Publications, pp. 86–105.

¹⁴ Hawkins, J. D., Herrenkohl, T. I., Farrington, D. P., Brewer, D., Catalano, R. F., Harachi, T. W., et al. (2000). Predictors of youth violence. *Juvenile Justice Bulletin*, 1–12.

¹⁵ Ibid.

¹⁶ Snyder, H., Sickmund, M. (1999). Juvenile Offenders and Victims: 1999 National Report. Washington, DC: U.S. Department of Justice, Office of Justice Programs, Office of Juvenile Justice and Delinquency Prevention,

¹⁷ Ibid

¹⁸ Hawkins, J. D., Herrenkohl, T. I., Farrington, D. P., Brewer, D., Catalano, R. F., Harachi, T. W., et al. (2000). Predictors of youth violence. *Juvenile Justice Bulletin*, 1–12.

¹⁹ Garry, Eileen (1996). Truancy: First Step to a Lifetime of Problems. Washington, DC: Office of Juvenile Justice and Delinquency Prevention. ED 408 666.

14 years of age were more likely to engage in criminal behavior during adolescence and adulthood.²⁰

- Additional school-level factors mentioned in the literature **include poor academic achievement, and high delinquency rate at school.**²¹ Safety in school is related to youth social competence, and school engagement and educational expectations lead to higher self-reported grades.²²

Community-Level Factors

- **Connection to community** – Youth who are involved in youth programs, creative activities and volunteer work have improved academic performance (i.e., GPA).²³ Lack of involvement in pro-social leisure activities is a risk factor for delinquency.²⁴

Finally, to determine which of the known factors demonstrate the strongest association to subsequent violence, researchers conducted a meta-analysis of 66 studies involving juvenile delinquency.²⁵ According to their research, for children between 12 and 14 years old, the top predictors of serious criminal behavior include unhealthy or unsupportive **social ties**, and **associating with antisocial peers**.

Risk factors may have a cumulative effect, in that the greater number of risk factors experienced by a youth, the greater the likelihood of youth violence and gang involvement.²⁶ The presence of risk factors in multiple domains increases the likelihood of gang involvement as well.²⁷ The precursors of gang involvement appear long before youth actually join a gang. For the highest risk youth, a stepping-stone pattern appears to begin as early as ages 3-4 with the emergence of conduct problems, followed by elementary school failure at ages 6–12, delinquency onset by age 12, gang joining around ages 13–15, and serious, violent, and chronic delinquency onward from mid-adolescence.²⁸ Thus programs seeking to interrupt this progression must address risk factors early and in multiple developmental domains. A full list of risk factors for serious and violence delinquency identified by the OJJDP National Gang Center is presented in Appendix 2.²⁹

²⁰ Hawkins, J. D., Herrenkohl, T. I., Farrington, D. P., Brewer, D., Catalano, R. F., Harachi, T. W., et al. (2000). Predictors of youth violence. *Juvenile Justice Bulletin*, 1–12.

²¹ Ibid.

²² Youngblade, L.M., Theokas, C., Schulenberg, J., Curry, L., Chan-Huang, I., & Novak, M. (2007). Risk and promotive factors in families, schools, and communities: A contextual model of positive youth development in adolescence. *Pediatrics*, 199, S47-S53.

²³ Scales, P. C., Benson, P. L., Roehlkepartain, E. C., Sesma, A. Jr., & van Dulmen, M. (2006). The role of developmental assets in predicting academic achievement: A longitudinal study. *Journal of Adolescence*, 29 (5): 692–708.

²⁴ Latessa, Edward J. (presentation 2010) *What Works and What Doesn't in Reducing Recidivism with Youthful Offenders: The Principles of Effective Intervention*.

²⁵ Hawkins, J. D., Herrenkohl, T. I., Farrington, D. P., Brewer, D., Catalano, R. F., Harachi, T. W., et al. (2000). Predictors of youth violence. *Juvenile Justice Bulletin*, 1–12.

²⁶ Hill, K.G., Howell, J.C., Hawkins, J.D., & Battin-Pearson, S. (1999). Childhood risk factors for adolescent gang membership: Results from the Seattle Social Development Project. *Journal of Research in Crime & Delinquency*, 36, 300-322

²⁷ Thornberry, T.P., Krohn, M.D., Lizotte, A.J., Smith, C.A., & Tobin, K. (2003). *Gangs and delinquency in developmental perspective*. New York: Cambridge University Press.

²⁸ Howell, J.C., & Egley, A., Jr. (2005). Moving risk factors into developmental theories of gang membership. *Youth Violence & Juvenile Justice*, 3, 334-354.

²⁹ <http://www.nationalgangcenter.gov/SPT/Risk-Factors/Research-Review-Criteria>

FINDINGS FROM THE LOCAL ACTION PLAN STUDY

While the above sources provide good frames of reference for considering which needs to address in Santa Clara County, the primary data gathered from group interviews and key informant interviews in this planning process has been the basis for proposing the top needs or outcomes to be addressed, with the assumption that local stakeholders drew upon similar frames of reference when they provided their input (e.g. their own experience, recent assessments, their view of the literature). Addressing these major outcome areas will require changes within the juvenile probation system, surrounding systems, and the overall community over the next few years. To implement this transformation, the Department will take action in six need areas based upon the results of the current study:



The following section discusses each need action and related solutions suggested by stakeholder and youth as well as related evidence based practices from the ‘what works’ literature.



NEED AREA: Behavioral Health

A significant proportion of youth involved with the juvenile justice system have behavioral health problems including mental health problems, trauma, aggression issues, and antisocial behavior. Youth focus group participants cited drugs as the number one “cause” leading to the justice system involvement. There was wide recognition amongst focus group and interview participants that these behaviors were due to underlying stressors such as poverty, family dysfunction, and lack of activities available for youth. Nationwide, juvenile justice systems are looking at the best way to address these problems, especially trauma, with youth already in contact with the system as well as ways to prevent youth from having contact with the system because of improperly managed or addressed behavioral health issues. An expert on mental health and substance abuse spoke with us saying that, “the less institutionalized youth are, the better.” Many of those that we interviewed mentioned the associated trauma of being in the system and how diverting youth from institutionalization could have a large, positive effect on youth’s mental health.

Suggested Strategies

Stakeholders and youth had numerous suggestions for addressing behavioral health issues with youth:

- » Recognize different types of trauma: personal, environmental, system-induced and provide youth coping skills
- » Use of Motivational Interviewing, trauma-informed services
- » Counseling, for some cases
- » Building connections to a positive, supportive adult
- » Provide appropriate level of substance abuse treatment (ACCESS!)
- » Note that youth said “no program would help them stop using...” and that only a personal crisis (or a friend/relative) would get them to stop using
- » Identify and support youth with learning disabilities

“Let’s meet youth where they are.”
-Probation Staff

Related Evidenced Based Practices (EBPs)

Trauma Focused Cognitive Behavioral Therapy (TF-CBT) and Cognitive Behavioral Intervention for Trauma in Schools (CBITS): The goal of TF-CBT is to help children, adolescents, and their parents overcome the negative emotional effects brought on from traumatic experiences or

ACEs and to minimize any resulting emotional disorders. The approach teaches youth and parents different tools to help them process their thought and feelings that result from any traumatic event. Similarly, CBITS was designed to be used in schools to help children who have had substantial exposure to traumatic events. CBITS focuses on reducing trauma symptoms, building resilience, and increasing peer and parent support.³⁰ Both interventions have a plethora of research showing the significant, positive outcomes of their participants and both have been shown successful with diverse ethnic/racial population.^{28, 31}

TF-CBT has been shown to improve behavior problems, sexualized behaviors, anxiety, depression, and social competence in school-aged children and adolescents with PTSD.²⁹ Originally developed for children who had experienced sexual abuse, TF-CBT has been evaluated and found effective for children who have witnessed or experienced violence as well as for children experiencing Childhood Traumatic Grief. A 2001 study looking at 229 children traumatized from sexual abuse found that the children who received the TF-CBT intervention experienced significantly greater improvements in PTSD, depressive, anxiety, and behavior symptoms.³² Non-offending parents who participated with their child in the intervention had significant improvements in their own depressive symptoms as well as parenting practices and parental support.³⁰

Cognitive Behavioral Intervention for Trauma in Schools (CBITS) has been successfully implemented in middle schools with a diverse population of students and has shown significant improvements in PTSD and depressive symptoms as well as psychosocial dysfunction in participants.²⁸ A study done in 2002 using CBITS with 6th grade students in Los Angeles found that the intervention significantly improved self-reported PTSD symptoms, self-reported depressive symptoms, and parent reported psychosocial dysfunction for a range of students including students with comorbid disorders or who had experienced more than one substantial trauma.³³

Adolescent Community Reinforcement Approach (A-CRA): Substance use is a large problem amongst youth in the juvenile justice system in Santa Clara. A-CRA is a behavioral intervention shown to effectively decrease substance use in adolescents and young adults. A-CRA is a modified version of the adult CRA model with a procedure that is more developmentally appropriate for adolescents and combines individual work with work including the child's caregiver or parent.³⁴ The approach is based on the idea that environment encourages or discourages substance use and works to promote prosocial environments and positive peer and family relationships that reward non-drug use.³⁵ The intervention has shown statistically

³⁰ OJJDP Model Programs Guide.

³¹ How to implement Trauma-Focused Cognitive Behavioral Therapy (TF-CBT). *The National Child Traumatic Stress Network*.

³² Cohen, J., Mannarino, A., Murray, L., & Igelman, R. (2006). Psychosocial interventions for maltreated and violence-exposed children. *Journal of Social Issues / Social Issues*, 62, 4, 737-766.

³³ Stein, B., Jaycox, L., Kataoka, S., Wong, M., Tu, W., Elliott, M., & Fink, A. (2002). A Mental Health Intervention for Schoolchildren Exposed to Violence. *JAMA*, 603-603.

³⁴ Meyers, R., Roozen, H., & Smith, J. (2011). The Community Reinforcement Approach: An update of the evidence. *Alcohol Research & Health*, 33, 4, 380-388.

³⁵ Godley, S., Meyers, R., & Smith, J. (2001). The Adolescent Community Reinforcement Approach for adolescent cannabis users. *U.S. Department of Health and Human Services Center for Substance Abuse Treatment*.

significant results in decreasing substance use and increasing participation in care and follow-up after the A-CRA program was finished.³⁶ A-CRA has also been effective with adolescents who have co-occurring substance use and psychiatric problems and has been found to be more cost effective than comparable substance abuse treatment models.³⁴

Aggression Replacement Training (ART): Impulse control is something many adolescents struggle with especially adolescent offenders. ART works to develop skills for middle school and high school youth to appropriately and effectively control their angry impulses and recognize perspectives outside of their own. In 1999, Washington State began implementing ART with youth on probation and their 18-month recidivism rates from 2000 found a significant decrease in recidivism by the youth who participated in the ART program (Wash state pub policy 2004). ART has also been found effective in reducing behavioral problems and improving social skills in youth participants (Gundersen, K., & Svartdal, F. (2006) Aggression Replacement Training in Norway: Outcome evaluation of 11 Norwegian student projects, *Scandinavian Journal of Educational Research*, 50, 1, pp. 63-81). Probation currently used a version of ART at the Ranch program.

Anger Workbook for Women (AWW): Women with identified anger management problems, that predispose them to domestic violence, will participate in a program designed by Petracek and utilizes the Anger Workbook for Women (AWW). This approach is based on research about women's anger and uses interactive relationally based techniques based a social learning theory to help women understand and manage angry feelings.

This model uses a small group format in which information is presented and discussed by the participants. (Maximum 12 participants per group) Homework assignments reinforce learning and behavioral changes. The modules in this workbook include: women's socialization and anger, dealing with angry feelings, interpersonal boundaries, experiencing personal power, managing stress, addressing self-esteem, anger towards children, healing from abuse, tools for better communication, appropriate "self-talk", anger as it relates to physical health, mental health, and substance abuse, and spirituality, and the positive aspects of anger.

The AWW curriculum is listed with the SAMHSA National Registry of Evidence-based Programs and Practices (NREPP), the National Alliance on Mental Illness (NAMI), and used through correctional programs across the country.

Motivational Enhancement Theory and Motivational Interviewing Techniques have been acknowledged by the Federal Substance Abuse and Mental Health Services Administration (SAMHSA) as evidence based interventions that support integrated substance abuse and mental health treatment. This theory states that people change their behavior only when they are motivated to do so. Furthermore, what motivates each individual is different, and that motivation is based on each person's particular life goals and dreams. The theory incorporates Stages of Change Theory that describes stages of motivation for any particular change. The Stage of Change theory also suggests that interventions are most effective in changing behavior

³⁶ Dennis, M., Godley, S., & Diamond, G. (2007). The Cannabis Youth Treatment (CYT) study: Main findings from two randomized trials. *Journal of Substance Abuse Treatment*, 27, 197-213.

when they are appropriate to the stage of change the individual is in. All sworn Probation staff have been trained in motivational interviewing (general theory and application).

Seeking Safety is a present-focused therapeutic program for women suffering from trauma, substance abuse, and/or posttraumatic stress disorder (PTSD). The Seeking Safety curriculum is listed with the SAMHSA National Registry of Evidence-based Programs and Practices (NREPP), National Institute of Corrections (NIC), and used throughout correctional programs across the country. The treatment was designed for flexible use: group or individual format, male and female clients, and a variety of settings (e.g., outpatient, inpatient, residential). Seeking Safety focuses on coping skills and psychoeducation and has five key principles: 1) Safety as the overarching goal (helping clients attain safety in their relationships, thinking, behavior, and emotions); 2) Integrated treatment (working on both PTSD and substance abuse at the same time); 3) A focus on ideals to counteract the loss of ideals in both PTSD and substance abuse; 4) Four content areas: cognitive, behavioral, interpersonal, case management; and 5) Attention to clinician processes (helping clinicians work on countertransference, self-care, and other issues).

Seeking Safety consists of 25 topics that can be conducted in any order: Introduction/Case Management, Safety, PTSD: Taking Back Your Power, When Substances Control You, Honesty, Asking for Help, Setting Boundaries in Relationships, Getting Others to Support Your Recovery, Healthy Relationships, Community Resources, Compassion, , Creating Meaning, Discovery, Integrating the Split Self, Recovery Thinking, Taking Good Care of Yourself, Commitment, Respecting Your Time, Coping with Triggers, Self-Nurturing, Red and Green Flags, Detaching from Emotional Pain (Grounding), Life Choices, and Termination.

Helping Women Recover (HWR): A Program for Treating Substance Abuse and Beyond Trauma is a manual-driven treatment programs that, when combined, serve women who have substance use disorders and are likely to have co-occurring trauma histories (i.e., sexual or physical abuse). This programming is currently offered by Bridges. Helping Women Recover and Beyond Trauma sessions use cognitive behavioral skills training, mindfulness meditation, experiential therapies (e.g., guided imagery, visualization, art therapy, movement), psychoeducation, and relational techniques to help women understand the different forms of trauma, typical reactions to abuse, and how a history of victimization interacts with substance use to negatively impact lives. HWR listed with the SAMHSA National Registry of Evidence-based Programs and Practices (NREPP), National Institute of Corrections (NIC), and used throughout correctional programs across the country.

Hazelden Living in Balance (LIB) is a manual evidenced-based, comprehensive addiction treatment program that emphasizes relapse prevention via life skills. The LIB curriculum is listed with the SAMHSA National Registry of Evidence-based Programs and Practices (NREPP) and used through correctional programs across the country.



Family

NEED AREA: Family

Family systems and parent-child interactions have a large impact on the behavior of youth and play a key role in preventing recidivism. Unstable family environments and poverty were the number two reason cited by youth for their involvement with the system.

Family functioning as indicated by positive communication, sharing, trust, and parental involvement is important. Many of the families interviewed reported that their family lives in poverty and/or unstable family environments that have low family functioning. Parents share that they do not have the skills or resources to manage their child. Many youth don't have access to basic needs which makes all other aspects of life extremely difficult to prioritize. Improved family functioning will provide the supports a young person requires as family is the primary influence in a youth's life. Many youth note that these family environments are the number two reason they ended up in the juvenile justice system. Youth feel trapped with no one to turn to and limited family supports.

"We often call parents 'bad parents,' instead of giving them the tools to deal with a difficult teen."

-Court -Related Stakeholder

Suggested Strategies

Stakeholders and families were passionate about strengthening families of youth and recommended the following:

- » Comprehensive assessment of not only youth but of family and home environment needs
- » Holistic case planning and resource linkage to nearby services with possible family-navigator type support
- » Work with other community partners to ensure basic needs are met for families
- » Build parent efficacy - "It's not lack of will; it's lack of capacity."
- » Find ways to engage families as the partner/part of the solution (e.g., TDM, MST, MDT)
 - *What are their goals for their child?*
 - *How can they help?*
- » Parent education around discipline
- » Support parents who need help through family navigator-type models

Related Evidenced Based Practices (EBPs)

Positive Family Support (PFS) previously known as Adolescent Transitions Program (ATP), is an interactive program for at-risk middle school students and their families designed to address family dynamics so as to prevent adolescent problem behavior such as substance use and antisocial behaviors. The program focuses on building parent's family management and communication skills as well as helping youth to cope with stress and anger, problem solve, make healthy decisions, behave respectfully, and succeed in school. A study using PFS (named ATP when the study was implemented) with sixth grade students found that the intervention significantly reduced the risk for problem behaviors from early to late adolescence, including substance use and antisocial behaviors.³⁷ Similar studies have also found that PFS participants reported significantly less substance use in ninth grade than their counterparts who did not participate in PFS³⁸.

Functional Family Therapy (FFT) is a prevention and intervention model that uses family-based work to improve family strength and behavior for high risk youth. The process consists of both individual work and relational work and has five phases: engagement and therapist establishing a strength-based relationship with the youth and family, motivation and concentrating on the relationship between youth and parent/caregiver, analysis of the relational process of the family, and behavior change through communication, problem-solving, and conflict resolution.³⁶ Many studies have shown the efficacy of FFT in reducing recidivism, but in 2015 a new study was released indicating FFT as a promising effective tool for youth of various ethnic and racial minorities.³⁹

Multisystemic Therapy (MST): Youth in contact with the juvenile justice system are most often the youth in need of the most support and services, yet typically their families face many barriers preventing them from accessing the services they need. MST is an intensive, home-based intervention that provides youth and family with support and services that work well with the family's schedule. MST uses a variety of techniques to help identify drivers of the youth's behavior in his or her social environment, modify the youth's behavior, and strengthen the family system.³⁶ A 2006 study found that MST, compared to the usual court services, resulted in a significant decrease in recidivism amongst its youth participants. The study also found that the MST participants made significantly more progress in home, school, and community functioning.⁴⁰ Santa Clara County Probation's wraparound services successfully follow this model. Probation and DFCS have a combined 300 slots of Wraparound Services

³⁷ Connell, A., Dishion, T., Yasui, M., & Kavanagh, K. (2007). An adaptive approach to family intervention: Linking engagement in family-centered intervention to reductions in adolescent problem behavior. *Journal of Consulting and Clinical Psychology*, 568-579.

³⁸ OJJDP Model Programs Guide.

³⁹ Darnell, A., & Schuler, M. (2015). Quasi-experimental study of Functional Family Therapy effectiveness for juvenile justice aftercare in a racially and ethnically diverse community sample. *Children and Youth Services Review*, 50, 75-82.

⁴⁰ Timmons-Mitchell, J., Bender, M., Kishna, M., & Mitchell, C. (2006). An independent effectiveness trial of Multisystemic Therapy with juvenile justice youth. *Journal of Clinical Child and Adolescent Psychology*, 35, 2, 227-236.

available and did not have a waiting list at the time of this report. Expansion of MST within the department would be beneficial.

Strengthening Families Program (SFP) is a nationally and internationally recognized parenting and family strengthening program for high-risk and regular families with children ages 3-16. SFP is an evidence-based family skills training program found to significantly reduce problem behaviors, delinquency, and alcohol and drug abuse in children and to improve social competencies and school performance. It has been empirically shown to help improve parenting skills for families in which one or both parents are in early stages of recovery from substance addiction and in which there is a high risk for domestic violence and/or child abuse. Child maltreatment decreases as parents strengthen bonds with their children and learn more effective parenting skills.

SFP comprises three life-skills courses delivered in 14 weekly, 2-hour sessions. The Parenting Skills sessions are designed to help parents learn to increase desired behaviors in children by using attention and rewards, clear communication, effective discipline, substance use education, problem solving, and limit setting. The Children's Life Skills sessions are designed to help children learn effective communication, understand their feelings, improve social and problem-solving skills, resist peer pressure, understand the consequences of substance use, and comply with parental rules. In the Family Life Skills sessions, families engage in structured family activities, practice therapeutic child play, conduct family meetings, learn communication skills, practice effective discipline, reinforce positive behaviors in each other, and plan family activities together. Participation in ongoing family support groups and booster sessions is encouraged to increase generalization and the use of skills learned.



Gangs

NEED AREA: Gang Involvement

Gang affiliation and involvement is a significant issue with youth in Santa Clara County. Many youth felt that “no program would get them to stop with gangs” and that only some sort of personal crisis or tragedy would be effective in getting them to leave or stop affiliating with a gang. Gangs seemingly provide youth with protection, respect, family, and resources and many of these youth belong to families with multi-generations of gang involvement. Youth need to be able to recognize themselves that the negatives of gang involvement outweigh the positives and they need to be able to see realistic alternatives to gang involvement.

Suggested Strategies

Gang involvement was one need area that stakeholders and family really felt was complex and not easily addressed. Many people suggested that gang intervention does not work as an all or nothing initiative but rather, how can youth cope and work within the world’s that they live in? Suggested strategies were limited but included:

- » Wide recognition that these behaviors due to underlying stressors related to poverty, boredom, lack of positive adult role models or parent figures, lack of power, lack of real alternatives, multi-generations of gang involvement
- » Note that youth said “no program would get them to stop associating with gangs...” and that only a personal crisis (or a friend/relative) would get them to cease involvement
- » Consider harm reduction approach to gang involvement
- » Need to connect better with Jerry Tello’s work (National Compadres Network), and Fatherhood Collaborative
- » Develop Latino-centric services via Probation

“Take away colors and hand signals and you can’t tell one gang apart from the next, yet their fighting, sometimes to the death, over it.”

-A local Judge

Table 3: Risk Factors for Delinquency⁴¹ (*correlated to related to gang involvement)

<p>INDIVIDUAL</p> <ul style="list-style-type: none"> ▪ Antisocial/delinquent beliefs* ▪ Drug dealing ▪ Early dating/sexual activity/fatherhood* ▪ Few social ties (involved in social activities, popularity) ▪ General delinquency involvement* ▪ High alcohol/drug use* ▪ High drug dealing ▪ Illegal gun ownership/carrying ▪ Life stressors* ▪ Makes excuses for delinquent behavior (neutralization)* ▪ Mental health problems* ▪ Physical violence/aggression* ▪ Violent victimization* 	<p>FAMILY</p> <ul style="list-style-type: none"> ▪ Antisocial parents ▪ Broken home/changes in caretaker* ▪ Delinquent/gang-involved siblings* ▪ Family history of problem behavior/criminal involvement ▪ Family poverty/low family socioeconomic status* ▪ Family violence (child maltreatment, partner violence, conflict) ▪ Having a teenage mother ▪ High parental stress/maternal depression ▪ Lack of orderly and structured activities within the family ▪ Living in a small house ▪ Low attachment to child/adolescent* ▪ Low parent education* ▪ Parental use of physical punishment/harsh and/or erratic discipline practices ▪ Poor parental supervision (control, monitoring, and child management)* ▪ Poor parent-child relations or communication
<p>SCHOOL</p> <ul style="list-style-type: none"> ▪ Bullying ▪ Frequent school transitions ▪ Low academic aspirations* ▪ Low math achievement test scores (males)* ▪ Low parent college expectations for child* ▪ Low school attachment/bonding/motivation/commitment to school* ▪ Poor school attitude/performance; academic failure* ▪ Poorly organized and functioning schools/inadequate school climate/negative labeling by teachers* 	<p>COMMUNITY</p> <ul style="list-style-type: none"> ▪ Availability and use of drugs in the neighborhood* ▪ Availability of firearms* ▪ Community disorganization* ▪ Economic deprivation/poverty/residence in a disadvantaged neighborhood* ▪ Exposure to violence and racial prejudice ▪ Feeling unsafe in the neighborhood* ▪ High-crime neighborhood* ▪ Low neighborhood attachment* ▪ Neighborhood physical disorder ▪ Neighborhood youth in trouble*
<p>PEER</p> <ul style="list-style-type: none"> ▪ Association with antisocial/aggressive/delinquent peers; high peer delinquency* ▪ Association with gang-involved peers/relatives* ▪ Gang membership 	

⁴¹ Source: <http://www.nationalgangcenter.gov/SPT/Risk-Factors/Research-Review-Criteria>

Related Evidenced Based Practices (EBPs)

Project BUILD has been delivered successfully in youth correctional facilities is designed as a violence prevention program to help system-involved youth overcome problems such as gangs and crime in their community. The program focuses on enhancing youth's self-esteem, improving communication skills, developing problem-solving tools, and helping youth make decisions and identify goals. An evaluation from Loyola University showed that participants in Project BUILD had significantly lower gang-violence recidivism rates and that among participants, those who had a higher dosage of the Project BUILD curriculum were significantly less likely to relapse into gang activity.⁴²

Parks after Dark (PAD) is a public health strategy designed to reduce violence and gang activity in underserved communities. Based off of known research that where people live can affect their health, the Los Angeles County Department of Public Health began to look at designing a summer event program to produce systemic change by demonstrating how government and community agencies can coordinate and work together to serve communities.⁴³ PAD began in 2010 and originally began with three parks in Los Angeles. The program provides a safe place for the community to gather and participate in a variety of free health, recreation, and entertainment activities. County Deputy Sheriffs patrol the event, but also participate in activities so that community members can interact with law enforcement in a positive manner. Gang involved members are also encouraged to participate in PAD events as long as they do so non-violently and with their families. The PAD program has shown great success in Los Angeles. Perception of safety has significantly increased in neighborhoods with PAD and those neighborhoods have also had a significant decline in serious and violent crimes compared to neighborhoods without PAD. The program has also been effective in promoting physical health in communities.⁴⁴ San Jose and Gilroy has implemented a PAD model that includes recreational activities, entertainment, and nutrition activities. This program was very successful during the summer of 2015 and further expanding this program across Santa Clara County could have a wide range of benefits.

⁴² Changing course: Preventing gang membership. (2010). *U.S. Department of Justice*.

⁴³ Fischer, K., & Teutsch, S. (2014). Safe summer parks programs reduce violence and improve health in Los Angeles County. *Institute of Medicine of the National Academies*.

⁴⁴ Parks after dark. (2014). *Los Angeles County Department of Public Health*.



NEED AREA: Pro-Social Connections

Many youth lack connection to positive adult role-models and peers. Ensuring youth are matched with staff they can relate to and trust is vital in ensuring progress in school, treatment, and probation. Building a support system for youth from their home and community to the professionals they work with allow youth to feel safe and supported.

Suggested Strategies

Strategies for pro-social connections were viewed in different ways. Some stakeholders and youth considered the connection between youth and Probation staff while others looked to positive adult role models and peers. All stakeholders mentioned the need for youth to have activities that are interesting and engaging. Suggestions for pro-social connections include:

- » Probation Officers in schools or consistently visiting/available (some youth expressed wanting to see their PO in school while others disagreed)
- » Examine staff-youth match – can youth connect to their Probation Officers?
 - Help staff learn ways to work empathically with youth - motivational interviewing (and ensuring fidelity)
- » Need for earlier involvement in pro-social activities before youth enter system
- » Mentoring
 - Short term goals: Recruit more mentors; Court Appointed Friend and Advocate “CAFA” type model
 - Longer term goals: Connect with adults in their home communities

Related Evidenced Based Practices (EBPs)

Afterschool enrichment/Community Service Activities to provide pro-social opportunities within a positive youth development framework and provide youth with constructive activities (e.g., sports, living skills, arts, community service). Afterschool programs also have the potential to increase connection to school and improve academic achievement. Out-of-school time programs may include time before or after school, on weekends or even coordinated with regular school programming. As these are generally voluntary programs, at-risk youth may avoid participating. Programs should target those youth who may otherwise not participate in afterschool activities. Whether these are integrated with an existing general afterschool program or a standalone, they must attend to the needs of at-risk youth and their families,

which may be different than the general population of youth (e.g., substance use, aggressive behavior). Programs that use evidence-based, skills-training approaches are more likely to see positive results. The platform of afterschool programming may provide the structure to incorporate additional approaches that follow. Examples of evidence-based model programs: Boys and Girls Club Gang Prevention through Targeted Outreach. Other resources on best practices: Harvard Family Research Project (www.hfrp.org), Afterschool.gov, Afterschool Alliance (<http://afterschoolalliance.org/>).

Community Based Mentoring (CBM), such as that done through the Big Brothers Big Sisters CBM program, has been shown to be successful and effective. Mentoring programs are designed to provide youth with a positive, supportive adult role-model. For CBM to be successful, paying close attention to the matching process of youth and mentor is very important. The match must be designed to create a mutually trusting relationship where the youth feels supported and cared about by their mentor. Amount of time spent is also a key part of a successful CBM program. The more time spent and at least one year with a consistent mentor helps to create a mutually satisfying and trusting relationship.⁴⁵ An 18-month evaluation was done looking at the Big Brothers Big Sisters CBM program and found that youth in the CBM program were less likely to initiate drug use, engage in violent behavior, and skip school than their non-CBM participant counterparts. Youth in the program also reported feeling more confident about their school work and having better relationships with their family and peers.⁴⁶ Santa Clara Probation has teamed with Community Based Organizations to establish mentoring programs. Expanding long-term mentoring and further establishing the Court Appointed Friend and Advocated (CAFA) program across the county could be very beneficial for youth and their families.

⁴⁵ OJJDP Model Programs Guide.

⁴⁶ Tierney, J., Baldwin Grossman, J., & Resch, N. (2000). Making a difference: An impact study of Big Brothers/Big Sisters. *Public/Private Ventures*.



School Engagement

NEED AREA: School Engagement

Providing youth with similar support in schools is also equally necessary. Overall there was a consensus that system involved youth lacked school engagement. One interviewee pointed out, “we ask kids to go to school and do well in school, but they don’t have the resources and we don’t provide them with what they need. This needs to be fixed.” Providing youth with the resources and services they need to do well in school along with teachers that are engaging and make them feel respected will provide youth with the environment they need to succeed in school. Improved educational outcomes can result in employment opportunities critical for successful adults.

Suggested Strategies

Stakeholders and parents universally see education as a foundation for success for youth. Many youth have been disenfranchised from their “home school” and find it difficult to re-integrate back in those schools. Many stakeholders reported that schools did not want “those” kids and found it challenging to get these youth back into these academic and social environments. Several key strategies were proposed:

- » Greater engagement and connection to school reduces the incidence of truancy that leads to association with anti-social peers and opportunities for criminal behavior.
- » Improved communication between the schools and Probation
- » Early identification of those “red flag” students starting to fall behind
- » Addresses biases in school, where certain youth are “written off”
- » Extra support (academic, social) for those with special needs
- » To break the cycle of poverty:
 - Education planning for youth in the system
 - Vocational/college pathways
 - Life/soft skills to help youth be more job ready
- » Need to help youth see that regular jobs, regular state college and community colleges are attainable
 - Expose youth to other educational, vocational and career opportunities

Related Evidenced Based Practices (EBPs)

Contextualized Education Programs: When education and job training are coupled and tailored to the individual, school engagement, employment rates, and earnings all increase significantly. Connecting education with work can help youth and young adults develop the skills necessary for future employment, avoid negative behavior, and gain motivation when they see the relevance of education to their future job pathway. Linked Learning and YouthBuild are two examples of evidence-based, contextualized education approaches. Linked Learning was found significantly effective with minority youth and English Language Learners in increasing academic achievement, high school graduation, college enrollment, and general satisfaction in school. YouthBuild began in 1994 and has worked with numerous system-involved youth as well as low-income youth. In 2010, Cohen & Piquero found that the YouthBuild program significantly reduced the likelihood of recidivism for their system-involved youth participants.⁴⁷ A study released in 2012 from Tufts University found that youth who entered the program with significant barriers and self-reported low life expectancies were able to internalize the skills and values of the program and went on to have jobs in non-profit work, civic engagement, and religious work.⁴⁸

Promise Academy is a successful evidence-based practice that is part of the larger Promise Neighborhoods Program started by the Harlem Children’s Zone. While there is a strong body of research supporting Promise Neighborhoods, the elementary and middle school program, Promise Academy, has been found to be very effective. Promise Academy works with low-income, minority children who typically are a few years behind grade level and combines academic structural reform with wraparound services including a health clinic, dental and mental health services, nutritious and fresh food services, bus fares, and other forms of support.⁴³ Research has shown that Promise Academy students are less likely to be absent and more likely to perform better in Math and ELA than their public school or typical charter school counterparts.⁴⁹

⁴⁷ Cohen, M. A., & Piquero, A. R. (2010). An outcome evaluation of the YouthBuild USA offender project. *Youth Violence and Juvenile Justice*, 8, 4, 373–385.

⁴⁸ Pathways into leadership: A study of YouthBuild graduates. (2012). *Tufts University, Jonathan M. Tisch College of Citizenship & Public Service*.

⁴⁹ Dobbie, W., & Fryer, R. (2010). Are high-quality schools enough to increase achievement among the poor? Evidence from the Harlem Children’s Zone. *Harvard University*.



System

NEED AREA: Overall System Functioning

Santa Clara probation strives to consistently reform the juvenile justice system by translating "what works" into everyday practice and policy. As such, reflection on system-wide areas for improvement are a strategic component of local action planning. Stakeholders, youth and their families spoke of their experiences within the system and shared the systematic challenges they faced. Youth in particular felt disenfranchised by the school systems. Inequitable treatment by schools and other systems were felt acutely by youth. Youth want to feel understood about their life experiences and conditions. They desire to be treated with respect – not like a “bad apple.” Probation currently contracts with the W. Haywood Burns Institute to help identify ways to use and report data consistently to address the reduction of racial/ethnic disparities in the Juvenile Justice system.

Many stakeholders and families felt like there needed to be more cohesion between systems such as Probation, schools, courts, child welfare, and other integral community organizations. This issue of cohesion was observed in how data is utilized and shared, service coordination and integration, and communication. Lack of communication among stakeholders and with families was a common issue. This is particularly the case with families and community-based organizations not understanding the Probation and justice systems and parents not having the self-efficacy to ask questions. The use of data was a big theme with stakeholders. Data related to funding decisions, youth program and service placement, and using data to drive decision-making. A consistent area of concern involved how youth are matched to programming. Some questions to that were posed by stakeholders included:

- Are low-risk/need youth getting the lightest touch?
- Are moderate- and high-risk/need youth getting referred to the right programs & receiving the right services?
- Are there any system barriers keeping youth from getting the right combination of services?
- Is it more effective to assign youth to services based on risk level rather than if they are a ward of the court not?

Some feedback involved the idea that Probation is a component of a larger system (i.e., the community of county agencies) and how does Probation fit into that realm and how can Probation have impact within their given role?

Suggested Strategies

Systems improvement for Probation will involve broader steps internally but also looking outside of the box externally to partner agencies. Youth, their families and stakeholders offer the following proposed strategies:

- » Improving the use of data
 - Know what works, or doesn't, before moving to the next innovation
 - Improved data sharing between partners and internally between Probation programs
 - Add accountability measures to program contracts
- » Program Fidelity
 - Annual program "walk-throughs" for determining adherence to the program design. This includes dosage (length, intensity, & duration of the services), quality of program delivery (content, procedures, & activities), role and qualifications of the staff, youth-interventions match.
- » Gather and use data to improve case planning
 - Continue developing data-driven structured decision-making tools for programming decisions and case management. Probation currently has an overall Probation VOP response grid and a level of service grid for PEI services but both need analysis to determine fidelity and outcomes of those decisions.
- » Improved communication
 - Within Probation staff and programs (i.e., MAAC, Juvenile Hall, Ranch and Re-entry)
 - Between Probation and the community
 - More engagement between POs and families
 - Cross-training (i.e., trauma)
 - Consider the hiring criteria – sometimes there are people who would connect with the youth in positive, effective ways but they cannot be hired due to system policies and/or practices
- » Ensuring the system is trauma-informed
 - Assessing or using existing assessments to determine trauma in youth and the related adjustment issues to that trauma
 - Offer trauma-specific services available for boys and girls
- » Develop methods for alternative ways for youth to meet their restitution requirements

SUMMARY OF NEEDS AND STRATEGIES

The LAP process identified six main areas of need: Behavioral health, family, gangs, pro-social connections, school engagement, and system integration. The strategies outlined are organized according to which are youth-centered, family-centered, and system-centered. It is possible to combine many of these approaches into a multi-strategy program and many of these strategies target more than one of the identified needs area already.

The strategies described below are all evidence-based practices chosen because they have been rated “effective” by the Model Programs Guide from the Office of Juvenile Justice and Delinquency Prevention or the Substance Abuse and Mental Health Services Administration, they generalize to all or many of the Santa Clara County system-involved youth, and they are feasible for the county or have already been implemented by the county in some way. The asterisk (*) in the table below indicates EBPs that the department is already using or has contracted with a community organization to provide.

Table 4: Summary of Strategies and Recommended EBPs

	Needs identified in LAP Process	Recommended Strategies	Outcomes
Youth Centered Approaches	<ul style="list-style-type: none"> Behavioral Health 	<ul style="list-style-type: none"> Trauma Focused Cognitive Behavioral Therapy (TF-CBT)* Cognitive Behavioral Intervention for Trauma in Schools (CBITS) Adolescent Community Reinforcement Approach (A-CRA) Aggression Replacement Therapy (ART)* Anger Workbook for Women Seeking Safety Helping Women Recover Hazelden Living in Balance TIPS * Motivational Interviewing* 	<ul style="list-style-type: none"> Reduced substance use Increased in coping skills Reduced trauma symptoms

	Needs identified in LAP Process	Recommended Strategies	Outcomes
	<ul style="list-style-type: none"> Gangs 	<ul style="list-style-type: none"> Parks after Dark (PAD) Project BUILD Harm Reduction Modeling 	<ul style="list-style-type: none"> Reduced anti-social behavior connected to engagement with gangs
	<ul style="list-style-type: none"> Prosocial Connections 	<ul style="list-style-type: none"> Community Based Mentoring (CBM)* Use of long-term mentoring connections 	<ul style="list-style-type: none"> Improved pro-social connectedness
	<ul style="list-style-type: none"> School Engagement 	<ul style="list-style-type: none"> Contextualized Education Promise Academy 	<ul style="list-style-type: none"> Increase in engagement in school and/or employment Increase connections to youth and their “home school”
Family Centered Approaches	<ul style="list-style-type: none"> Family Functioning Family Engagement Parental Support 	<ul style="list-style-type: none"> Neighborhood Safety Center Positive Family Support (PFS) Functional Family Therapy (FFT) Multisystemic Therapy (MST)* 	<ul style="list-style-type: none"> Increased in families who have basic needs met Improvement in parenting skills Increased in family functioning More parents involved in case plans and increased communication between system and parents
System Centered Approaches	<ul style="list-style-type: none"> Improving the use of data* Improved service matching Increased communication 		<ul style="list-style-type: none"> Increased in staff trained in relation to trauma and best practices Reduced youth recidivism Increased use of accountability measures in contracted and internal program

General Recommended Approach to Interventions

Use Evidence-based Practice

Where available, use of evidence-based programs is encouraged. The department has also incorporated EBPs practices including:

- All sworn staff from all divisions have been trained in basic concept of EBP principals, including EBP theory and case planning;
- POs are also being trained in using EBP related assessment tools (JAIS and CAIS);

- All sworn staff have been trained in motivational interviewing (general theory and application; and
- Sworn staff have also been trained in utilizing EBP informed tools, specially Brief Intervention Tools (BITS) and Guides (Carey Group)

In addition to these EBPs, the department plans to implement the following:

- Provide JAIS training to Juvenile Hall staff, especially as it relates to using supervision strategies with youth that are identified in their JAIS assessment;
- Providing booster sessions to sworn staff on motivational interviewing skills that are specific to corrections professionals;
- Providing EBP overview and motivational interviewing skills to non-sworn staff (especially those that interact with clients); and
- Developing trauma-informed response strategy (including training) for the department, especially as it related to identifying and responding to client’s trauma in appropriate ways, along with identifying and responding appropriately to vicarious trauma in staff.

The Campbell Crime and Justice Coordinating Group

(http://www.campbellcollaboration.org/reviews_crime_justice/index.php) conducts and disseminates reviews of research on methods to reduce crime and delinquency. For example, these reviews have found that cognitive behavioral therapies can reduce recidivism and early parent training to help parents deal with children’s behavioral problems can prevent later delinquency. Resources for identifying evidence-based programs include:

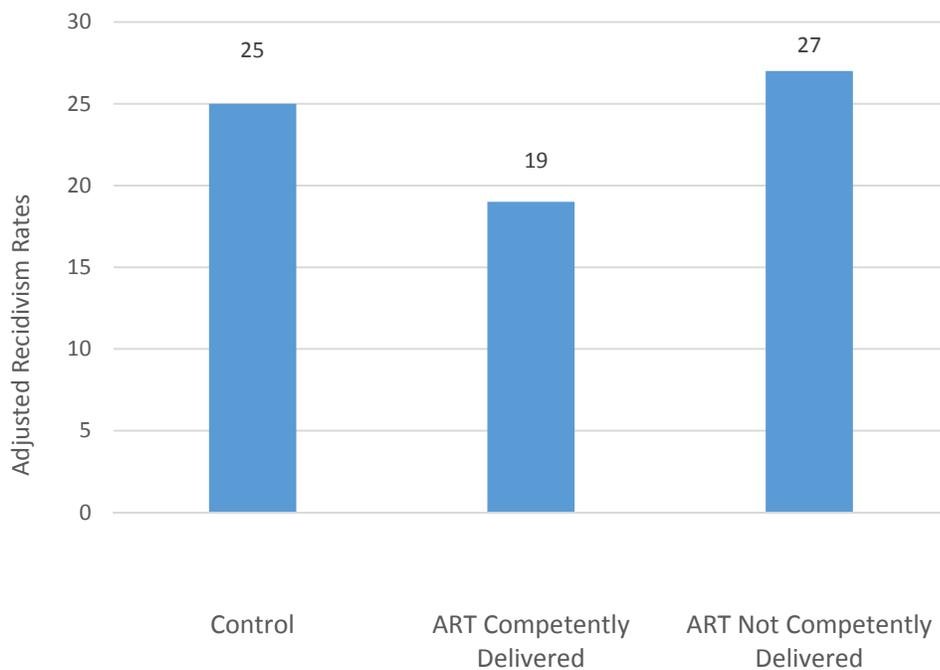
- **OJJDP Model Program Guide**
<http://www.ojjdp.gov/mpg/>
- **National Registry of Evidence-based Programs and Practices (NREPP)**, Substance Abuse and Mental Health Services Administration (SAMHSA) Model Programs, U.S. Department of Health and Human Services
<http://www.nrepp.samhsa.gov/>
- **Blueprints for Violence Prevention** Project Center for the Study and Prevention of Violence, University of Colorado
<http://www.colorado.edu/cspv/blueprints/>
- **Exemplary and Promising Safe, Disciplined and Drug-Free Schools Programs**, U.S. Department of Education
<http://www2.ed.gov/admins/lead/safety/exemplary01/exemplary01.pdf>

- **What Works Clearinghouse**, U.S. Department of Education
<http://ies.ed.gov/ncee/wwc/>

Adherence to Fidelity

Fidelity is the extent to which an intervention, as implemented, is “faithful” to the pre-stated intervention model. Maintaining a high level of fidelity to the model of an evidence-based intervention is critical if one seeks to observe outcomes demonstrated in the research conducted in the development of that model. Programs should self-assess and be prepared to report on their adherence to a model. In addition, the evaluation should incorporate fidelity assessments of programs in its design. There are situations in which modifications to a model program based on population or community needs are necessary. These changes should be documented, communicated with Probation, and evaluated for their impact on outcomes. Some models require extensive and expensive training and this factor should be considered in their selection. Figure 5 below is an example of how failure to implement a program to fidelity can cause more harm than good.⁵⁰

Figure 8: Example of Program Integrity and Program Effects



Validated assessment and evaluation tools should be identified and considered as well. Tools which can meet both clinical needs and assess change in outcomes should receive priority.

⁵⁰ Barnoski and Aos (2004)

Specific Parameters Defining the Interventions

Existing literature, data from the local Santa Clara County JJCPA evaluation and other sources helped identify the characteristics of a high quality grantee and program, and these characteristics should be included in the upcoming request for proposals as well as be criteria for selection for funding.

What makes a good grantee?

- **Data collection capacity** – The program has the capacity to collect, record and report complete and accurate data required by the Probation analyst and evaluator. Responses to the RFP should demonstrate that the appropriate level of staff time has been allocated to these tasks. Commitment to data collection and reflection on evaluation findings also demonstrates a dedication to quality improvement.
- **Qualified staff** - Staff providing services must be qualified in terms of education and experience appropriate to the position. Staff training plays an important role in creating qualified staff. The organization must also pay staff adequately to assure a qualified workforce. Hiring staff who are a good fit for the position, paying a fair salary for the role, and providing support with training opportunities are a few of the ways programs can increase retention.⁵¹
- **Stability** – The organization and program should have stable funding, be able to leverage other funding sources, and have a supportive and solid administration. Without this foundation a program may falter despite having Probation funding and a dedicated staff.
- **Flexibility** - Due to the source of JPCF and JJCPA funding from the State, this funding is inherently unstable. The possibility of future funding reductions must be recognized and acknowledged by grantees even when they apply for funds. If funding cuts do occur, programming may need to be altered and components may need to be cut. Grantees must be prepared to be flexible and resilient in the face of a shifting funding base.
- **Good communication** - The program staff are prepared and able to share failures and setbacks as well as successes and progress with stakeholders, including the funder. They are prompt in communicating problems and changes in key staff.

What makes a good program?

⁵¹ OpportunityKnocks.Org. Nonprofit Retention and Vacancy Report, 2010.

- **Program length** – The program intervention should be of adequate duration and intensity to have the desired impact on youth and their parents.
- **Effective programming** – The program implements an evidence-based practice which is put into practice with fidelity to the model.
- **Cultural competency** – Programs (and county-level institutions) must address the cultural and linguistic barriers identified during data collection. Where possible, staff should reflect the client ethnicity and services should be provided in clients’ languages. Collaborating with neighborhood and cultural organizations is one strategy for fulfilling this need.
- **Programming approach** – Curricula and lesson plans should be skills and experiential-based (e.g., role-play, active involvement of youth). Services are customized and differentiated based on need as determined by a thorough assessment. Where appropriate to the intervention, particularly for wraparound programs, home visits are essential to better understand the needs of the family.
- **Accessibility** – Barriers which may hamper participation should be addressed. For example, the hours of the program should be convenient to both youth and parents and readily accessible by public transportation. Transportation assistance is provided when necessary. For programs serving parents, childcare services are provided. The imposition of fees is minimal or avoided entirely. If appropriate, financial or other incentives are provided. This may include snacks, academic credit for youth, or gift cards upon program completion.
- **Foster leadership** - Consistent with the positive youth development model, there is a ladder of opportunity for youth to gain leadership experiences. As they succeed in and complete the program, youth can become mentors of newer youth.

NEXT STEPS: A UNIFIED STRATEGIC PLAN

The Local Action Plan assessment has revealed several major areas that need to be addressed in order to prevent youth from having more intensive contact with juvenile justice system in Santa Clara County:

- Behavioral health issues (substance and mental health)
- Family instability, functioning and engagement
- Gangs involvement
- Pro-social connections
- School engagement, and
- System integration.

These outcome areas, and the potential metrics to track progress, coincide very closely with a parallel effort to solidify the overarching outcomes and metrics for Juvenile Services' Violence Prevention Program (VRP), an organizational framework that articulates services along a spectrum from prevention to intensive intervention.

Given that both the Local Action Plan and VRP would be used to guide future programming decisions, Juvenile Services will undertake a **strategic planning effort** to integrate and synchronize the two planning efforts and produce a unified set of desired outcomes, metrics and strategies to guide both VRP programming as well as the specific JJCOA programming.

The expected completion date for the new strategic plan is 2017.

APPENDIX 1: LAP Data Collection Plan

Jan 2015

Feb

March

April-June

October 2015

Kickoff meeting

Finalize outline of the Plan and methodology

Data collection

- SCC Juvenile Probation Executive Team
- CBOs
- Secondary data

Data collection

- Judges (KII)
- Youth in CDS
- Youth in SES
- Youth in JH
- Parents of youth
- JJCC BOS members (KII)
- County agency partners (AOD, Child welfare, school districts)
- Probation managers

Data Synthesis

**Complete
Local Action Plan**

**Deliver
presentation**

APPENDIX 2: Sample Stakeholder Focus Group Moderator Guide

ASR Santa Clara Probation Local Action Plan SAMPLE Focus Group Protocol

Focus Group Questions [60 min. in total]

1. Introduction— 5 min.

- Who is ASR?
- Why are we here?

2. Needs and Strategies—20 min.

- What do you think are the top needs of youth?
- What do you think we need to improve or strengthen in order to achieve these outcomes? Strategy or process metrics?

3. Values, Principles, and Approach—30 min.

- What are the Juvenile Probation Department's top strengths?
- How could they go about their work differently or better?
- How can probation communicate progress to staff, stakeholders, and community?

4. Concluding Remarks— 5 min.

- Thanks for your time and sharing your perspective
- Confidential notes and summary of discussions to client
- Reminder about what will be done with the information

APPENDIX 3: Key Informant Interview Protocol

ASR Santa Clara Probation Local Action Plan Key Informant Interview Protocol

Questions [50 min. in total]

1. Outcomes

Top Needs of Youth

- What are they?
- Who has them?
- Why? (e.g. poverty, risk factors...)

Strategies

- What do we need to improve or strengthen to achieve those outcomes?
- Strategy or process metrics?

2. Implementation Plan

- How can probation better communicate progress to staff, stakeholders and community?
(ask if time)

APPENDIX 4: Parent Intercept Interview Protocol

ASR Santa Clara Probation Local Action Plan Parent Intercept Interviewing Protocol

Intro

Hi, my name is [XX] and this is [XX]. Our organization works with Probation, and we're here today to hear from parents who are visiting their child; are you here to visit your child?

[If they say they only speak Spanish, have [XX] repeat the above in Spanish. If they aren't there to visit their child, say: "OK, thank you!" and move on. If they ARE there to visit their child, continue:]

As part of a larger study, Probation would like us to find out what parents think is working to help keep their children out of trouble, and what else you think parents and youth might need. Would you have a few minutes to talk to us about this? We won't need your name or any identifying details.

Questions (5 minutes max)

1. Level of involvement

If you don't mind, can you tell me how long your son or daughter has been involved with Probation?

[If confused, ask: "Is this the first time your son or daughter has been in Juvenile Hall, or have they been here before?" If they say it's not the first time, ask: "When was the first time they were in the Hall?"]

2. What does youth need?

In your opinion, what does your son or daughter need to do, to not end up here again or not get into trouble again? How can they get back on track?

[Examples, if they are having a hard time thinking of something: get back into school, stop getting in fights, use substances less often]

3. What services are related to those needs?

Thinking of what you just said, what services do you think your son or daughter most needs?

[Examples, if they are having a hard time thinking of something: Regular check-ins with someone, like a mentor, Probation Officer, social worker, counselor; an afterschool program; keep them away from gang-involved peers; paid work; a support group]

4. How is Probation helping & how can it improve?

Now I am going to ask your opinions about how well Probation is working with your son or daughter. Let's talk about where you think they are doing a good job, and also where you think they can do a better job.

A. First, what are some ways that Probation is doing a good job to help your son or daughter?

[Examples, if they are having a hard time thinking of something: Regular check-ins with Probation Officer is helping; getting a mentor has helped; therapy has helped; gang intervention class has helped; Probation helped son/daughter get paid work]

B. How can Probation do a better job? Or, what more could they do to help your son or daughter get back on track?

Thank you so much for your time! We really appreciate it.

5: Key Themes Summary Matrix

<i>FG</i> 1	<i>FG</i> 2	<i>FG</i> 3	<i>FG</i> 4	<i>FG</i> 5	<i>FG</i> 6	<i>FG</i> 7	<i>PII</i>	<i>KII</i> 1	<i>KII</i> 2	<i>KII</i> 3	<i>KII 4</i>	<i>KII</i> 5	<i>KII</i> 6	<i>KII</i> 7	<i>KII</i> 8	<i>KII</i> 9	<i>KII</i> 10	<i>KII</i> 11	<i>KII</i> 12	<i>KII</i> 13	<i>KII</i> 14	<i>KII</i> 15	<i>Count</i>
x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x			x	x	20
x	x	x	x	x	x	x		x	x	x	x	x	x	x	x		x	x	x		x	x	20
x	x	x	x	x	x	x			x	x	x	x	x		x		x	x			x	x	17
x	x	x	x		x	x	x	x	x	x		x	x		x		x	x	x			x	17
	x	x	x	x	x	x	x	x	x		x	x		x			x	x				x	15
x	x	x		x	x	x	x	x				x		x	x		x	x				x	14
	x	x						x	x	x					x		x	x	x			x	10
x	x	x		x		x		x			x						x	x				x	10
x			x	x	x	x		x (disp)			x (disp)										x		8
				x	x	x					x			x					x	x		x	8
		x	x	x														x	x				5
	x					x											x				x	x	5
						x												x				x	3
x	x	x	x		x	x				x		x	x	x	x	x		x	x		x	x	16

Local Action Plan for Youth, 2015

	FG 1	FG 2	FG 3	FG 4	FG 5	FG 6	FG 7	PII	KII 1	KII 2	KII 3	KII 4	KII 5	KII 6	KII 7	KII 8	KII 9	KII 10	KII 11	KII 12	KII 13	KII 14	KII 15	Count
Increase school engagement		x	x		x	x	x	x	x		x	x			x		x	x	x			x	x	15
Prosocial activities				x	x	x	x				x	x	x	x		x	x	x		x	x		x	14
Better School Climate	x	x			x	x	x		x		x	x			x			x	x			x	x	13
Life skills work	x			x		x	x	x				x	x	x			x		x			x		11
Better substance abuse treatment		x	x	x		x		x			x			x	x				x	x			x	11
Preventative services							x	x				x	x		x	x	x	x		x	x		x	11
Staff matching/case planning		x	x				x				x				x			x				x	x	9
Better data collection and reporting		x	x				x			x	x	x	x					x	x					9
Mentoring programs with strong (adult) role models				x	x	x		x		x	x		x						x	x				9
System collaboration- Partnership between Prob and other departments		x	x				x										x	x			x	x	x	8
Strengthening and rehabilitating communities	x	x			x	x					x	x	x				x							8
Trauma Informed Services/Care		x	x				x			x	x		x									x	x	8
Engaged and more responsive POs	x		x	x	x	x		x			x											x		8
Motivational interviewing		x			x)	x (no term)				x		x (no term)	x									x		7
Training Pos	x	x					x				x		x									x	x	7
Victim engagement and Restorative Justice	x	x									x				x		x					x		6
WRAP services		x	x	x	x								x										x	6
Prob external comm	x	x						x					x	x				x						6

	FG 1	FG 2	FG 3	FG 4	FG 5	FG 6	FG 7	PII	KII 1	KII 2	KII 3	KII 4	KII 5	KII 6	KII 7	KII 8	KII 9	KII 10	KII 11	KII 12	KII 13	KII 14	KII 15	Count
Help Impulse control (EBPs, BITS, and Carey Guides)		x	x		x	x		x						x										6
Consistent assessments and assessment sharing (MH, Risk, Gangs)		x	x								x	x											x	5
Help families with system navigation	x		x								x							x					x	5
Appropriate gang assessment and intervention		x								x					x				x				x	5
ReEntry Services				x	x			x				x				x								5
More skilled and empathetic providers (MH and SA)					x									x				x					x	4
Dually involved and transitional age youth							x			x				x							x			4
Prob internal comm	x	x	x																					3
Help paying restitution				x						x													x	3
More accessible services near youth		x																x					x	3
Psychiatric services			x					x											x					3