

RIVERSIDE COUNTY
JUVENILE JUSTICE COORDINATING COUNCIL MEETING

VIRTUAL MEETING

January 23, 2023, 2:00 P.M.

JUVENILE JUSTICE COORDINATING COUNCIL (VOTING MEMBERS)

Chief Probation Officer
Ronald Miller II
Or Designee

Public Defender
Steven Harmon
Or Designee

Community Based Organization
Representative, Dan Harris
My City Youth

Director, Department of Public
Social Services
Sayori Baldwin
Or Designee

District Attorney
Michael A. Hestrin
Or Designee

Community Based Organization
Representative, Jitahadi Imara
StudentNest Foundation

Sheriff of Riverside County
Chad Bianco
Or Designee

Presiding Juvenile Court Judge
Mark Petersen
Or Designee

Community Based Organization
Representative, Corey Jackson
Sigma Beta Xi

Director, Riverside University
Health Systems-Behavioral Health
Dr. Matthew Chang
Or Designee

Chair of the Board of Supervisors
Kevin Jeffries
Or Designee

Community Based Organization
Representative, Kevin Kalman
Desert Recreation District

Chairperson, Juvenile Justice
Delinquency Prevention
Christopher Collopy
Or Designee

Community Based Organization
Representative, Norma Biegel
Operation Safe House

Community Based Organization
Representative, Dr. Rodney Kyles
Nathanael Foundation

Superintendent, Riverside County
Office of Education
Dr. Edwin Gomez
or Designee

Community Based Organization
Representative, Dr. Mona Davies
Community Outreach Ministry

Community Based Organization
Representative, Mickey Rubinson
Carolyn E. Wylie Center

Chief, Riverside City Police
Department
Larry V. Gonzalez
Or Designee

Community Based Organization
Representative, Quinton Egson
Boys & Girls Clubs of Coachella Valley

Community Based Organization
Representative, Jesse Vela
Equus Workforce Solutions
or Designee

In accordance with State Law (the Brown Act):

- *The meetings of the Juvenile Justice Coordinating Council are open to the public. The public may address the council within the subject matter jurisdiction of this council.*
- *Disabled persons may request disability-related accommodations to address the JJCC. Reasonable accommodations can be made to assist disabled persons if requested 24-hours prior to the meeting by contacting Riverside County Probation Department at (951) 955-2804.*
- *The public may review open session materials at <https://probation.co.riverside.ca.us/jjcc.html> or at Probation Administration, 3960 Orange St., Suite 600, Riverside, CA.92501*
- *Items may be called out of order.*
- *Agenda will be posted 72-hours prior to meeting.*
- *Cancellations will be posted 72-hours prior to meeting.*

RIVERSIDE COUNTY
JUVENILE JUSTICE COORDINATING COUNCIL MEETING

This JJCC Meeting will be a virtual meeting only due to precautions related to the spread of Coronavirus COVID-19.

Any public requests to speak during public comments must first register by completing the form (link below) and submitting at least 24 hours in advance.

<https://forms.rivco.org/ConstituentSpeakingRequest.aspx#gsc.tab=0>

Once registered, further information will be provided.

January 23, 2023, 2:00 P.M.

AGENDA

1. Call to Order
2. Roll Call (Voting Members)
3. Adoption of Resolution No. 2023-001 – A Resolution of the JJCC Re-Authorizing Remote Teleconference Meetings for 30 days – Action Item
4. Link to November 14, 2022, Virtual JJCC Meeting – Discussion Item
<https://imd0mxanj2.execute-api.us-west-2.amazonaws.com/ssr/watch/6398e9c0683f3b0008210433>
5. Fiscal Year 23/24 Program Proposals – Discussion Item
 - a. Probation Department
 - b. District Attorney’s Office
 - c. Public Defender’s Office
 - d. Raincross Boxing Academy
 - e. Jay Cee Dee Children’s Home d.b.a. Justice Children Deserve
 - f. Chavez Educational Services, LLC.
 - g. Big Brothers Big Sisters of Orange County & Inland Empire
 - h. Kids in Konflikt
6. Council Comments
7. Public Comments
8. Adjournment

Next JJCC Meeting:

Date/Time: March 20, 2023, 2:00 p.m.

Location: TBD

Board of Supervisors

County of Riverside

RESOLUTION NO. 2023-001

**A RESOLUTION OF THE JUVENILE JUSTICE COORDINATING COUNCIL
RE-AUTHORIZING REMOTE TELECONFERENCE MEETINGS
OF THE LEGISLATIVE BODIES OF JUVENILE JUSTICE COORDINATING COUNCIL
FOR THE PERIOD JANUARY 23, 2023 – FEBRUARY 22, 2023
PURSUANT TO THE RALPH M. BROWN ACT.**

WHEREAS, all meetings of Juvenile Justice Coordinating Council and its legislative bodies are open and public, as required by the Ralph M. Brown Act (Cal. Gov. Code 54950 – 54963), so that any member of the public may attend, participate, and view the legislative bodies conduct their business; and

WHEREAS, the Brown Act, Government Code section 54953(e), makes provisions for remote teleconferencing participation in meetings by members of a legislative body, without compliance with the requirements of Government Code section 54953(b)(3), subject to the existence of certain conditions and requirements; and

WHEREAS, a required condition of Government Code section 54953(e) is that a state of emergency is declared by the Governor pursuant to Government Code section 8625, proclaiming the existence of conditions of disaster or of extreme peril to the safety of persons and property within the state caused by conditions as described in Government Code section 8558(b); and

WHEREAS, a further required condition of Government Code section 54953(e) is that state or local officials have imposed or recommended measures to promote social distancing, or, the legislative body holds a meeting to determine or has determined by a majority vote that meeting in person would present imminent risks to the health and safety of attendees; and

WHEREAS, on March 4, 2020, Governor Newsom issued a Proclamation of a State of Emergency declaring a state of emergency exists in California due to the threat of COVID-19, pursuant to the California Emergency Services Act (Government Code section 8625); and,

WHEREAS, on June 11, 2021, Governor Newsom issued Executive Order N-07-21, which

1 formally rescinded the Stay-at-Home Order (Executive Order N-33-20), as well as the framework for a
2 gradual, risk-based reopening of the economy (Executive Order N-60-20, issued on May 4, 2020) but did
3 not rescind the proclaimed state of emergency; and,

4 **WHEREAS**, on June 11, 2021, Governor Newsom also issued Executive Order N-08-21, which set
5 expiration dates for certain paragraphs of the State of Emergency Proclamation dated March 4, 2020 and
6 other Executive Orders but did not rescind the proclaimed state of emergency; and,

7 **WHEREAS**, as of the date of this Resolution, neither the Governor nor the state Legislature have
8 exercised their respective powers pursuant to Government Code section 8629 to lift the state of emergency
9 either by proclamation or by concurrent resolution the state Legislature; and,

10 **WHEREAS**, the California Department of Industrial Relations has issued regulations related to
11 COVID-19 Prevention for employees and places of employment. Title 8 of the California Code of
12 Regulations, Section 3205(5)(D) specifically recommends physical (social) distancing as one of the
13 measures to decrease the spread of COVID-19 based on the fact that particles containing the virus can travel
14 more than six feet, especially indoors; and,

15 **WHEREAS**, on November 4, 2021, the Juvenile Justice Coordinating Council previously adopted
16 Resolution No. 2021-002, finding that the requisite conditions existed for the Juvenile Justice Coordinating
17 Council and its legislative bodies to conduct remote teleconference meetings without compliance with
18 Government Code section 54953 (b)(3), as authorized by Section 54953(e); and,

19 **WHEREAS**, as a condition of extending the use of the teleconferencing provisions for another 30
20 days beyond the Resolution No. 2021-002 adopted on November 4, 2021, pursuant to Government Code
21 Section 54953(e), the Juvenile Justice Coordinating Council must reconsider the circumstances of the state
22 of emergency that exists and find that either the state of emergency continues to directly impact the ability
23 of the members to meet safely in person or state or local officials continue to impose or recommend
24 measures to promote social distancing; and,

25 **WHEREAS**, the Juvenile Justice Coordinating Council has reconsidered the circumstances of the
26 state of emergency and finds that state or local officials continue to impose or recommend measures to
27 promote social distancing, based on the California Department of Industrial Relations regulations related to
28 COVID-19 Prevention, specifically, Title 8 of the California Code of Regulations, Section 3205(5)(D),

1 continuing to remain in effect; and,

2 **WHEREAS**, as a consequence, the Juvenile Justice Coordinating Council does hereby find that it
3 and its legislative bodies may continue to conduct their meetings by teleconferencing without compliance
4 with Government Code section 54953 (b)(3), pursuant to Section 54953(e), and that such legislative bodies
5 shall comply with the requirements to provide the public with access to the meetings as prescribed by
6 Government Code section 54953(e)(2).

7 **NOW, THEREFORE, BE IT RESOLVED, FOUND AND ORDERED** by the Board of
8 Supervisors, County of Riverside, State of California, in regular session assembled on January 23, 2023
9 does hereby resolve as follows:

10 Section 1. Recitals. All of the above recitals are true and correct and are incorporated into this
11 Resolution by this reference.

12 Section 2. Reconsideration of the State of Emergency. The Juvenile Justice Coordinating
13 Council has reconsidered the circumstances of the state of emergency that continues to exist and was
14 proclaimed by the Governor through a State of Emergency Proclamation on March 4, 2020.

15 Section 3. State or Local Officials Continue to Impose or Recommend Measures to Promote
16 Social Distancing. The Juvenile Justice Coordinating Council hereby proclaims that state officials continue
17 to impose or recommend measures to promote social (physical) distancing based on the continuance of
18 California Department of Industrial Relations regulations related to COVID-19 Prevention through Title 8
19 of the California Code of Regulations, Section 3205(5)(D).

20 Section 4. Remote Teleconference Meetings. The Juvenile Justice Coordinating Council and
21 any of its legislative bodies are hereby authorized and directed to take all actions necessary to carry out the
22 intent and purpose of this Resolution including, conducting open and public meetings in accordance with
23 Government Code section 54953(e) and other applicable provisions of the Brown Act.

24 Section 5. Effective Date. This Resolution shall take effect immediately upon its adoption and
25 shall be effective until the earlier of (i) February 22, 2023, or (ii) such time the Juvenile Justice Coordinating
26 Council adopts a subsequent resolution in accordance with Government Code section 54953(e)(3) to extend
27 the time during which its legislative bodies may continue to teleconference without compliance with Section
28 54953(b)(3).

1 ADOPTED this Twenty-third day of January, 2023 by the Juvenile Justice Coordinating Council,
2 by the following vote:

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4 YES:

5 NO:

6 ABSENT:

7 ABSTAIN:

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JJCPA Program Narrative

Youth Accountability Team (YAT):

YAT will require 4 full time positions which include line-level, supervisory, and administrative personnel. Youth utilizing the program will be provided mentorship, programming designed based on the needs of the individual/family circumstances, and participation in pro-social events in the community. A proper assessment of each youth will be completed utilizing an evidence-based assessment tool, and a collaborative case plan will be developed with input from staff, the youth, their parents, and their attorney. All efforts will be geared toward increasing the likelihood of success at school, in the home, as well as their local communities. Major events that will be provided to the youth include but are not limited to organized field trips to local colleges and universities, occupational programs, sporting events, art exhibits, and museums. Lunch and/or snacks will be provided to youth during these field trips. An emphasis is placed upon broadening each youth's experiences in the local community and expanding their knowledge base and interest levels in healthy, pro- social activities which are readily available to youth. These events will be arranged not to conflict or interfere with youth's school schedules. A parent component will also be available to those parents desiring additional tools to assist with managing difficult behavior in the form of a parenting class. Upon each youth's completion of the program, they will be asked to complete a survey, sharing their feedback regarding their experience. Gift cards will be utilized to incentivize their participation.

654.1 WIC DUI Program

The 654.1 WIC DUI Program will require 4 full time positions which include line-level, supervisory, and administrative personnel. Youth utilizing the program will be provided mentorship and programming designed to meet his/her specific needs. A collaborative case plan will be jointly created by the staff, the youth, their parents, and their attorney. The primary focus of this program and the case plan is to motivate youth to successfully complete a drunk driving program as outlined by law. These youth will also be afforded access to pro-social events in the community. These events may include organized field trips to local colleges and universities, occupational programs, sporting events, art exhibits, and museums. Lunch and/or snacks will be provided to youth during these field trips. Each event is designed to expand youth's experiences with positive, healthy leisure activities within their communities. Again, field trips are scheduled not to conflict with school or treatment obligations. Upon each youth's completion of the DUI program, he/she will be asked to complete a survey regarding their experience. Gift cards will be utilized to encourage participation.

Juvenile Defense Panel (JDP):

Services will be provided to all youth identified as potential program participants (for both

YAT and 654.1 - DUI). JDP will meet with each youth to explain all allegations named in the 602 petition to advise them of legal rights, provide an overview of the program, and if consent is gained, assist in the construction of case plans. Counsel will remain available to all youth and their families for the duration of their program.

Compliance Contracts:

Services will include necessary training for all probation staff, as well as counsel, geared toward promoting positive youth development and cutting -edge research on adolescent development. Value-based approaches will be provided which increase youth motivation and engagement, better incorporate families within the community, and promote equity.

CBO Youth Outreach Counseling:

Services will be provided to every youth participant in the YAT program. These counselors will work directly with the youth to address specific issues identified per assessment, youth, and/or parent.

Program Evaluation Services:

Services are provided by WestEd, as a third-party vendor to assist in the compilation and analysis of data regarding services provided by JJCPA funded programs. This provider will meet with representatives of each program, develop trackers, and communicate feedback. Outcomes will be provided in ongoing quarterly reports.

Successful Short-Term Supervision (SSTS):

The SSTS program is geared toward low-level youth who have entered the juvenile justice system via the formal court process. The overall goal of the program is to assist youth and their parents with successful completion of the program by the first court review hearing. Appropriate supervision will be provided to assist the youth with improvement in school attendance and performance, abstinence from substance use, participation in specific counseling outlined by their identified needs, and positive community involvement through community service and/or participation in pro-social activities. Field trips provided by this program will include athletic programs/events, religious-based activities (feeding the homeless, organizing/assisting with food drives), art-based activities, community based activities, and family-driven activities.



MICHAEL A. HESTRIN
DISTRICT ATTORNEY

OFFICE OF
THE DISTRICT ATTORNEY
COUNTY OF RIVERSIDE

January 17, 2023

FY23-24 JJCPA PROGRAM NARRATIVE

INTRODUCTION

Established in 2015, the District Attorney's Crime Prevention Unit (CPU) strives to enhance public safety by working with at risk elementary, middle, and high school students and their families to reduce the likelihood of those minors becoming part of the criminal justice system. Programs offered by the unit focus on explaining the links between behavior such as truancy, chronic school absenteeism, substance abuse and gang affiliation and entry into the criminal justice system. CPU programming also helps youths develop a sense of community and understand how their behavior positively or negatively affects those around them.

CPU provides services to every community in Riverside Count using a multidisciplinary approach. The team is comprised of Deputy District Attorneys, Victim Services Specialists¹, and personnel from the SAFE Family Justice Centers². These three distinct disciplines work together to provide direct services to clients and render topic specific and culturally responsive services to meet the needs of each unique individual. This model ensures that all participants in CPU receive high quality services and maintain full control over their privacy while deciding to engage or obtain services outside of the criminal justice system.

During calendar year 2022, 702 youth, parents and caregivers enrolled in CPU programs received direct services and case management. 34.76% of the client population served reported experiencing an act of violence. Additionally, 2,318 unduplicated services and 585 referrals were provided to CPU youth and their families during the calendar year. These referrals and services directly address critical needs such as housing, transportation and mental health needs, as well as services to address challenges to school attendance and delinquent behavior. In order to better address the evolving needs of CPU clients and the nature of services rendered in

¹ Victim Services Specialists work in the Division of Victim Services, a state recognized Victim/Witness Assistance Center (Penal Code 13835.5).

² SAFE Family Justice Centers are a nonprofit specializing in providing collocated services to youth and victims of abuse. Family Justice Centers are a nationally recognized service model and best practice framework for delivering services to vulnerable populations (Penal Code 13750).

calendar year 2022, this CPU project proposal has been modified to more completely respond to the needs of youth in our community. The FY 23/24 proposal reduces the number of project funded Deputy District Attorney and requests that that funding be used to fund additional direct services resources to youth.

TEAM MEMBERS

District Attorney's Office

The District Attorney is statutorily authorized to prosecute all violations of California criminal law, including chronic truancy and juvenile offenses. As such, the District Attorney's Office plays an important role in the fight to encourage school attendance. Deputy District Attorneys provide valuable insight to students and their families about how behaviors such as substance abuse, gang affiliation, and truancy can lead to negative interactions with the criminal justice system and limit their options for future success in life.

Division of Victim Services (DVS)

The DVS provides services to victims of crime and supports special teams throughout the DA's Office (like CPU). The Division of Victim Services operates a Facility K9 Dog Program and a Crisis Response Team to support adult victims of crime and children who have experienced trauma and other adverse childhood experiences (that predispose children to delinquent behavior).

SAFE Family Justice Centers (SFJC)

The SFJC is a highly respected local non-profit community-based organization with a proven record of success. Established in 1998, four regional Family Justice Centers located in the city of Temecula, Murrieta, Riverside, and Indio provide specialized services for survivors of abuse and at-risk youth prevention and intervention services to the community. SFJC has two major arms of program services known as the "Family Justice Center framework" and the Police Activities League. The centers provide services to victims of abuse using a multidisciplinary response framework that provides "one-stop shop" services to youth and adults from both government and community-based partner agencies who work under one roof to support the complex needs of at-risk youth and victims of abuse. Services provided in the centers are trauma informed, client led, confidential, and limit the number of times that individuals must re-tell their story, ultimately creating a safe space for youth and family members to address the underlying causes of truancy and delinquent behavior.

These wraparound services will result in the overall stability of the youth and reduce the barriers to regular school attendance. SFJC services are designed to help identify and address barriers associated with school attendance and adverse childhood experiences by addressing the acute needs of youth who interface with the CPU. Additionally, SFJC serves as a long-term program support option for youth via its social emotional learning groups like Girls Circle, Boys Council, and CPU Literacy Programs. Youth enrolled in these programs will also have access to project-sponsored field trips and exposure activities that support the personal and positive development of youth in our programs.

2023/24 PLAN

This proposal requests funding for the continuation of youth crime prevention services and programs currently funded by the JJCPA and provided by CPU. SFJC specialists will conduct comprehensive needs assessments for youth and families receiving services from CPU and connect those families with appropriate, culturally sensitive and trauma-informed resources. In cases with more significant challenges, specialists will fill gaps in case management and direct services delivery until other assistance can be obtained. These wraparound services will result in the overall stability of the youth and reduce the barriers to regular school attendance. Programs offered by CPU will focus on the following areas:

1. Truancy Prevention

Each year there are approximately 150,000 chronically absent and truant youth in Riverside County. In the 2020-21 school year, chronic absentee rate in Riverside County was 17.3%, greater than the statewide average of 14.3%.³ This is significant because 82% of adults incarcerated in US penal institutions are high school dropouts and over 70% have difficulty reading above a fourth-grade level. This connection is so significant that truancy is considered the number one predictor of juvenile delinquency in California. Truant students are also more likely to become a crime victim. This strong connection between truancy and crime underscores the importance of the SARB process and the District Attorney's unique, statutory role in fighting truancy.

Accordingly, CPU will continue to engage in extensive truancy prevention efforts with schools, students, and parents or guardians. This will be a countywide effort in association with the County's 23 local school districts and the County Office of Education. These efforts will continue to include:

SART meetings

School site meetings organized by individual school districts and attended by Deputy District Attorneys assigned to the CPU to inspire students and emphasize the importance of education and help parents understand their crucial role in supporting and protecting their children's education.

SARB meetings

Pursuant to the California Education Code, the District Attorney plays an important role in the SARB process. SARB meetings bring together district and community resources to help families who continue to struggle with truancy identify barriers to regular school attendance and find sustainable solutions to avoid truancy. By working with families and school districts throughout the County, Deputy District Attorneys (DDA) assigned to the CPU are in a unique position to identify best practices to ensure regular school attendance.

³ <https://dq.cde.ca.gov/dataquest/DQCensus/AttChrAbsRate.aspx?aggllevel=State&cds=00&year=2021-22>

District Attorney Truancy Mediation

These meetings represent the last phase in the SARB process and are authorized per the Education and Welfare and Institutions Codes. At these meetings, truant students and their parents who have been unable to satisfactorily resolved truancy concerns through SARB meetings work individually (one family at a time) with a CPU DDA and SFJC Youth Specialist. These meetings are a final opportunity to find a solution for the student's attendance related issues before the matter is referred by the school district to law enforcement for criminal investigation and possible prosecution.

Because of their ability to quickly identify and provide referrals to helpful community resources, SFJC Youth Specialists play a valuable part of truancy mediation meetings. Many families who participated in the SARB process in 2022 experienced barriers regarding loss of job, housing, exposure to violence, death of a core family member due to COVID19 and crime, placements with extended family members, foster care entry and more. Youth Specialist participation helps to increase the likelihood of success, due to their ability to identify long term solutions that might help parents overcome obstacles to improved school attendance.

Police Activities League (PAL)

SAFE Family Justice Center also operates a Police Activities League (PAL) which began providing services to Temecula based youth in 2004 and program elements are now accessible to all youth enrolled in CPU programs Countywide. PAL provides programs and activities which offer all kids an opportunity to participate with positive role models in a safe environment with caring adults. Studies show that students who engage in regular mentorship and prevention programs are more successful in averting attempts to recruit. When students have access to positive role models and mentors, they are 52% less likely than their peers to skip a day of school, 46% less likely than their peers to start using drugs, and 27% less likely to start using alcohol (Mentoring.org, 2023). The collaboration with local law enforcement agencies and professionals in the field of criminal justice is founded on the belief that early prevention and intervention for youth will reduce juvenile crime and violence. PAL programs seek to help youth understand the personal and societal consequences that accompany criminal activity, developing health relationship skills, conflict resolution, as well as programs and activities specifically focused on youth between 5 and 12 years of age.

2. Responding to School Violence and Other Traumatic Incidents

School staff and students routinely struggle in the aftermath of school-related traumatic incidents such as hate speech, racially motivated altercations, on campus arrests, or serious injuries to students or staff. Effectively mitigating the negative impacts of these events on the campus community requires programming that is socially, emotionally, and trauma informed.

To that end, CPU created the DART program. DART focuses on quickly connecting members of the school community experience trauma with resources that might help them with their

recovery. In calendar year 2022, DART responded to 49 referrals for assistance via its program site, Moreno Valley School District. The majority of intervention services were sought by school employees were for youth experiencing victimization or engaging in active drug use, fighting, running away from home.

The DART team includes all CPU's members and may, as appropriate, include the involvement of law enforcement, the Probation Department, the Department of Behavioral Health, substance abuse recovery organizations, and other appropriate community resources.

3. Youth Safety

The District Attorney's Office developed the YES program to help educate campus communities and the general public, about specific dangers confronting our youth from a wide variety of areas including substance abuse, gang association, abusive and/or otherwise unhealthy relationships, bullying, and peer pressure. These dangers threaten to derail students' lives before they truly begin.

YES Program

The YES program is focused on providing resources to help youth avoid those risks without negatively affecting their future. Recent topics for YES presentations include the following:

- Bullying and Cyber-Bullying
- Internet Safety
- Human Trafficking
- Intimate Partner Violence and Healthy Relationships
- Fentanyl Awareness
- Hate Crimes
- Juveniles and the Law
- The Power of Education

GAME Program

No school district in Riverside County can escape the presence of gang or drug activity. Youth who feel disconnected from the community at large, struggle academically, and feel little support from the adults in their lives often fall victim to the allure of gang membership or seek escape through drug use. Parents are sometimes unaware of the prevalence of gangs and drugs and often struggle to communicate with their children on these topics. Aiming to help parents begin those important conversations, the GAME presentations include:

- Parent Project- a 10–16-week curriculum for parents of children at an increased risk of involvement with the criminal justice system (either as a perpetrator or as a victim) designed to help families identify healthy strategies for conflict reduction, improve school attendant and performance, address substance abuse issues, and avoid gang involvement.

- Gang Awareness and Prevention- education on common factors leading to gang affiliation and membership, tools to help identify potential gang involvement, strategies to combat gang and drug involvement, and firsthand information from former gang members about the dangers of gang life. Presentations are specifically geared towards students, parents or educators.
- Drug Awareness Presentation- teaches students and parents about the dangers both illegal street drug and prescription drug abuse. Presentations include honest accounts from former drug abusers sharing their personal stories of addiction and recovery.

4. CANINE PROGRAMS

K-9 Facility Dog Program I

Testifying in court is an intimidating prospect for most people. The unwelcoming atmosphere found in most courtrooms coupled with the unfamiliar rules that limit what a witness is allowed to say and the way they are allowed to say it are especially for those testifying about traumatic or otherwise difficult events. The Division of Victim Services K-9 Facility Dog Program features K9 Rachel, a specially trained facility dog, who provides support services to vulnerable children and adults while they testify in court. Acknowledging the scientific evidence that shows how effectively facility dogs can support victims and witnesses. California Penal Code 868.4 authorizes the use of specially trained facility dogs in criminal court proceedings.

The K-9 Facility Dog Program also augments CPU services by providing support to clients on an as needed basis. In one case, this support proved invaluable when CPU, along with the K-9 Facility Dog Program, responded to a desert school to support students and faculty in the aftermath of a tragic hit and run collision that resulted in the death of one child and serious injuries to the others. The DART team initiated an emergency services referral and coordinated with other CPU members and the school to secure services for the minors. As part of its coordinated response, CPU arranged for the DVS K-9 Facility Dog Program to support the students at the school site as they processed the fact that their late classmate would not return to school. The K-9 Facility Dog Program will continue to support DART and to help the support needs of children who are likely in interface with court systems.

K-9 Support Dog Program (K9 Augie)

During the 2022/23 school year, the CPU was pleased to offer a second canine program to support CPU programs. Like K-9 Rachel, K-9 Augie and his handler provide support for CPU DART team responses. These K-9's also serve in a critical role in rapport building with youths receiving CPU services and/or attending CPU programs. The addition of K-9 Augie will allow CPU to additionally offer canine support in needs assessment interviews, groups/presentations, and counseling/case management sessions. Due to the volume of youth served by CPU, an additional Support K9 is needed to meet

the high demand for K-9 Support Dog Program services. This will result in a team of 2 K-9 Support Dogs and 1 K-9 Facility Dog supporting CPU programs.

CRISIS RESPONSE TEAM

The Crisis Response Team deploys specially trained Victim Service Specialists to partner with local first responders to assist the community by providing on scene crisis response in the aftermath of a traumatic criminal mass casualty event. The goal of this team is to deploy rapid response intervention and services to community partners, survivors, and next of kin following the aftermath of a tragedy.

Through this project, a DVS Specialist will serve in the role as a Training and Education K9 Therapy Support Dog handler in support of the prevention and intervention services provided by the CPU. Training and education currently serve as one of the CPU's largest prongs of service delivery to the community. This position will increase the unit's reach to the community.

5. SFJC ADVOCACY SERVICES

SFJC Youth Specialists (formerly referred to as Victim Advocates) are assigned to support the CPU with confidential community-based advocacy services. Youth Specialists are assigned to service areas covering the entire County and are able to provide an in person respond to emergency requests for services from local schools. In cases where the youth or family's challenges require longer term services, Youth Specialists will fill gaps in case management and direct service delivery. SFJC will also provide intervention and preventative case management services designed to support youth, siblings, and caregivers interfacing with CPU programs.

PROPOSED STAFFING

2022/23 Staffing

In the 2022/23 budget proposal, the District Attorney's Office Child Protection Unit requested funding to staff the following positions:

1. 0.15 Chief Deputy District Attorney (Team Supervisor)
2. 1.00 Managing Deputy District Attorney (Project Manager)
3. 0.22 Team Leader Deputy District Attorney
4. 5.00 Deputy District Attorneys (SARB)
5. 2.00 Deputy District Attorneys (GAME / YES)
6. 1.00 Deputy District Attorney (DART)
7. 0.50 DVS Victim Service Supervisor
8. 1.00 DVS Specialist /Dog Handler
9. 1.00 Office Assistant (Administrative / Clerical Support)
10. 4.00 Advocates
11. 1.00 Project Analyst

2023/24 Requested Staffing

Based on changes in staff and programming, the District Attorney's Office Crime Prevention Unit requests funding to staff the following positions:

1. 0.25 Chief Deputy District Attorney
2. 1.00 Managing Deputy District Attorney
3. 5.25 Deputy District Attorneys
4. 0.10 Victim Services Director & FJC Liaison
5. 0.25 DVS Regional Manager
6. 0.50 DVS Victim Services Supervisor
7. 1.00 DVS Training and Education Victim Service Specialist
8. 1.00 DVS Training and Education Victim Service Specialist & K-9 Therapy Support Dog Handler
9. 1.00 Legal Support Assistant (Administrative / Clerical Support)
10. 1.00 Supervising Specialist & K-9 Therapy Support Dog Handler
11. 5.00 SFJC Youth Advocates
12. 1.00 SFJC Project Analyst

ANTICIPATED OUTCOMES

Based on information from previous years, the CPU anticipates that the number of community members reached by CPU programming, the frequency of success outcomes from truancy prevention efforts, and the overall availability of an increasing variety of quality programming and resources to meet if not exceed the levels seen in recent years.

1. Truancy Prevention

During the first half of the 2022-23 school year, the CPU SARB team participated in over 1,000 attendance related meetings with students, parents/guardians, and district personnel (including SART, SARB, and DA Mediation Hearings). Of those students, 75% of improved their attendance within 30 days of the meeting, an increase of 4% from the 2021/22 school year.

2. Responding to School Violence and Other Traumatic Incidents

During the 2022 calendar year, CPU responded to 49 DART referrals. Additionally, CPU members made DART presentations to a total of 360 students, families, and other members of the community.

3. Youth Safety

During the 2022 calendar year, members of CPU made YES presentations to 33,289 students, families, and other members of the community. During that same time period, members of the GAME team made a total of 235 presentations to over 28,731 attendees.

4. Additional Programming

During calendar year 2022, SFJC enrolled 702 youth and 345 adults (caregivers/young adult siblings) into voluntary case management services.

FUNDING REQUEST

CONCLUSION

A prosecutor's office is a traditionally 'reactive' organization. Crimes are committed, police investigate, and the District Attorney charges the offender to impose accountability and consequences through the criminal justice system. In Riverside County, however, we recognize that this traditional prosecution model is not always the best way to keep our communities safe and help our youth thrive. We must also work 'proactively' to prevent crime before it ever happens. That was District Attorney's purpose in creating the Crime Prevention Unit. The Riverside County District Attorney's Office crime prevention initiative uses the strategies described above in a concerted effort to significantly enhance public safety by motivating and empowering the youth to overcome challenges, develop positive and healthy mindsets, and achieve personal, educational, and professional or vocational success.

It should be noted that comprehensive juvenile crime prevention and intervention efforts from a prosecutorial agency generally do not exist in the United States. Riverside County is a striking exception that provides a stellar model of the positive outcomes that can be achieved when prosecutors join community partners to assist at-risk youth in being successful and staying out of the criminal justice system.

Our visionary and cutting-edge crime prevention model has generated national interest, earned prestigious awards (such as the California School Board Association's Golden Bell Award which has never before been awarded to a prosecutorial agency), and provides a special pathway for criminal justice reform for other prosecuting agencies to follow. The Riverside County District Attorney's Office is very grateful to the Riverside County Juvenile Justice Coordinating Council for its past, present, and future support in developing this unique model that positively invests in youth and prevents their entry into the Juvenile Justice System. We are privileged to collaborate with the JJCC and our community partners.

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January 23, 2023

RIVERSIDE COUNTY PUBLIC DEFENDER JJCC/JJCPA 2023-2024 SPARK NARRATIVE

INTRODUCTION

The Riverside County Law Offices of the Public Defender seeks renewed funding for SPARK- Support, Partnerships, Advocacy and Resources for Kids- an intervention and prevention program designed to benefit middle and high-school aged youth who are represented by the Public Defender's Office, as well as at-promise Transitional Age Youth throughout Riverside County. The overarching objective of SPARK is to identify unaddressed academic and mental health needs and link youth to appropriate resources through coordinated and collaborative community partnerships. Legal consultations, advocacy and referrals to community legal advocates are also provided when necessary, as well as trainings for partnering agencies, including school districts and community-based organizations.

The program has three key components: 1) prevent youth from full entry into the justice system by establishing and utilizing a coordination of community resources early in the court process; 2) reduce recidivism and promote favorable outcomes, such as increased academic success, shortened probation terms, limited detention and removal, and increased protective factors for those who do enter the system; and (3) remove barriers and promote positive transitions to adulthood for Transitional Age Youth using an integrated, community-based approach.

SPARK provides coordinated services countywide, with a team in each of the three Riverside County regions: Desert, Mid-County, and Riverside. Each SPARK team consists of a Deputy Public Defender who specializes in juvenile justice and education advocacy, as well as a social worker dedicated exclusively to identifying and advocating for unaddressed or under-addressed education and concurrent mental health needs, thereby supporting the youth towards more favorable outcomes. SPARK is led by a Supervising Deputy Public Defender and a senior educational rights paralegal who

assist in the overall training and coordination of the teams, as well as provide trainings and representation at countywide agency meetings. SPARK teams' advocacy is done in partnership with parents/legal guardians or educational rights holders, psychology experts, community stakeholders, including Riverside County Office of Education, all twenty-three school districts in the county as well as outside districts when youth are placed out of county, charter and private schools, Inland Regional Center, community-based organizations, and mental health professionals.

One such partnership to remove barriers to accessing services and enhance SPARK's impact is SPARK's collaboration with Riverside University Health Systems – Behavioral Health's Transitional Age Youth Drop-in Centers throughout the county. Each SPARK team has a dedicated space for the attorney and social worker to meet with SPARK clients and families at the centers, and outside of the court and school setting, with established drop-in hours, and built-in access to additional supportive services for youth. Therapists, Parent Partners and Peer Support Specialists bring clients to SPARK for everything from special education needs, old warrants or cases in need of sealing, non-minor dependency re-entry, immigration concerns and difficulties with benefits, to conservatorship and housing issues. Likewise, as a result of the partnership, SPARK is able to directly connect clients to Behavioral Health services and promote the benefits of the Transitional Age Youth Drop-In Centers and coordinated behavioral health services.

To further enhance the reach of our services, SPARK provides outreach at Resource Fairs and other community events throughout the county, as well as trainings to agencies and community-based organizations on how to access our services, new legislation, and emergent legal issues impacting youth in Riverside County. In addition to building awareness and access to our resources, these trainings and events cultivate growing partnerships and links for a more integrative approach to serving youth.

SCOPE

The scope of the Public Defender's activities under this program is based on the following evidence-based research and empirical information:

(1) Unaddressed Educational and Mental Health Needs – Juvenile justice system-involved youth have a high incidence of disabilities and special education needs, estimated at between 65 to 85 percent, with many requiring services to be successful in school.¹ Nationally, 60 to 70 percent of youth in the juvenile justice system have a mental health condition and approximately 30 percent have a serious disorder warranting immediate treatment.² Under the Rehabilitation Act, Americans with Disabilities Act, and Individuals with Disabilities Education Act, these youth are afforded protections and entitled to additional support at school, but many have never been identified as needing such support and/or they don't receive the appropriate support. Outcomes for these youth

¹ Disability Rights Organization, 2022, "Education Advocacy as a Best Practice for Justice-Involved Youth," Available at disabilityrightstx.org; citing National Disability Rights Network, *Juvenile Justice* (Website), Available at: <http://www.ndrn.org/en/issues/juvenile-justice.html>.

² *Id.*

are further impacted and lag behind even those of other disadvantaged student populations due to frequent school transfers, gaps in enrollment and attendance, lack of consistent adult support for education, and impact of trauma on learning and behavior. All of these factors contribute to disproportionate truancy, discipline and expulsion rates, as well as referrals to juvenile court.

Consequently, there is an increasing push for juvenile justice partners to focus on education and education advocacy as a “best practice,” with Rule 5.651(b) of the California Rules of Court requiring that education be addressed at every judicial hearing, and AB 740, which went into effect January 1, 2023, requiring school districts to notice counsel of pending discipline for any student subject to a WIC 602 petition. Identifying disabilities, special education and corresponding mental health needs, as well as trauma factors and collaborating with community education partners to understand the youth’s needs, will assist in closing the gaps, build appropriate support and transition plans, prevent truancy, suspension, and expulsion, and mitigate full entry into the juvenile justice system.

Based on this data and evidence-based research, the advocacy teams utilize their unique position of trust and confidence with the youth and their families to engage in extensive screening for unidentified and/or unassessed disabilities, special education and related mental health needs, as well as trauma factors. Forensic psychology experts provide consultations, evaluations, and recommendations when necessary. The team then works with community education partners and mental health agencies to develop appropriate assessment plans for Individualized Education Plans, 504 Plans, potential alternative placements, and community-based resources, including referrals to Inland Regional Center when appropriate, all designed to remove barriers to the youth’s success.

- (2) Transition Planning** - There are significant disruptions in education and mental health services as youth move from one setting to another during various points in juvenile proceedings. “Transition does not occur only once for these youth; rather, it is an ongoing process that usually involves multiple transitions,” and the transitions do not take a consistent route.³ With the impending closure of the Division of Juvenile Justice and realignment under SB 823, justice system involved youth will need more assistance at the county level with transition planning as they move between Secure Youth Treatment Facility commitments, to less restrictive step-down options, and ultimately reintegrate as Transitional Age Youth into the community. Research shows that transition planning that connects youth with case management, mentors, and education and/or employment opportunities reduces recidivism.⁴

³ NDTAC [The National Technical Assistance Center for the Education of Neglected or Delinquent Children and Youth]. 2016. Transition Toolkit 3.0: Meeting the Educational Needs of Youth Exposed Office of Juvenile Justice and Delinquency Prevention www.ojjdp.gov 17 to the Juvenile Justice System. Washington, DC: NDTAC. Retrieved January 15, 2019, from the web:<https://www2.ed.gov/students/prep/juvenile-justice-transition/transition-toolkit-3.pdf>

⁴ Nellis & Wayman, 2009, Available at <https://youth.gov/reentry>.

The SPARK team provides focused advocacy directed specifically at increasing continuity of services as youth transition within the system with a “think exit at entry” mentality. The team works to ensure that the youth have actively involved education rights holders, access to school records, immediate enrollment rights, knowledge of different graduation requirements, and even college financial aid benefits and support programs. The team also provides training to community partners to assist with improving transitions and increasing protective factors for better outcomes, making sure school districts have the appropriate liaisons for system-involved youth, knowledge of relevant changes in the law impacting system-involved youth, and knowledge of available resources.

(3) Coordination of Services - There is a lack of coordination between the agencies and community stakeholders, leading to a disconnect in identifying and providing appropriate services to youth with disabilities, education and mental health needs. The three regional SPARK teams provide the bridge between services, both in the form of walking the client from one provider to another, while communicating with everyone involved to ensure a smooth transition, to training and professional development, designed to promote identification of youth in need of targeted support and collaboration with community stakeholders. The training promotes awareness of educational and transition programming/services available and develops policies to create and support collaborative relationships and communication with community partners. In doing so, the teams foster community connections, and build trust with the community providers, allowing them to feel comfortable reaching out to us, as well as each other, to promote positive outcomes for system-involved and at-risk transitional age youth.

ROLES AND RESPONSIBILITIES

The Public Defender shall:

- Develop and implement screening tools for all youth represented by the Public Defender and eligible Transitional Age Youth, to identify disabilities, education and mental health needs, as well as trauma factors and other barriers.
- Meet with the parents and/or Education Rights Holders to determine if they are willing and able to assist in connecting to service providers and making education decisions for the youth and/or whether requesting an Education Rights Surrogate is necessary.
- Coordinate with schools and community partners to develop appropriate assessment plans, and advocate for assessments and services the youth is entitled to under the Rehabilitation Act, Americans with Disabilities Act, Individuals with Disabilities Education Act, Welfare and Institutions Code and Education Code.
- Utilize forensic psychology experts for consultations, evaluations, and recommendations when deemed appropriate.
- Attend Individualized Education Plan meetings for Public Defender-represented youth to determine if the youth qualify for special education services.

- Attend school disciplinary meetings, including Manifestation Determination meetings, pre-expulsion meetings and expulsion hearings for Public Defender-represented youth. Advocate for alternative means of correction and the use of multi-tiered systems of support in lieu of expulsion.
- Provide necessary referrals to other agencies and community-based organizations and confirm the connection to services.
- Collaborate with agency and community partners to develop transition plans for youth moving from detention, placement, or other situations involving changing schools (expulsion/credit deficiency, etc.) and provide continual support during the transition.
- Provide comprehensive training to all attorneys, support staff, and community partners to better identify those in need of targeted support and how to integrate services.
- Provide trainings and/or resources to parents and youth regarding their education rights, access to benefits, available resources, and how to get support.
- Attend community stakeholder meetings to stay up to date on available resources and cultivate collaborations that help further the objectives of the program.
- Follow evidence-based practices in tracking and collecting data on the process and outcomes.

CONCLUSION

SPARK's overarching focus is broad, but after nearly a year with the SPARK teams in the field across Riverside County (and beyond for youth placed out of county or transitioning out of county), it is increasingly apparent that a broad range of services and interventions is necessary to meet the diverse needs of at-promise youth and those who have already touched the juvenile justice system. Since there is no one-size-fits all approach to serving these youth, SPARK's expanded range of services allows the teams to act as a liaison between multiple service providers, ensure the appropriateness and continuity of services, and contribute to favorable outcomes.

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January 23, 2023

**RIVERSIDE COUNTY PUBLIC DEFENDER & CHAPMAN UNIVERSITY RESTORATIVE
JUSTICE PROGRAM JJCC/JJCPA 2023-2024 PROGRAM NARRATIVE**

OVERVIEW

The Chapman University Restorative Justice Program is a holistic approach to justice designed for youth who have committed WIC 602 offenses involving a true victim. The program focuses on the needs of the youth, victims, and the community. It provides heightened accountability, opportunities to discuss the offense and harm done in a safe setting, and the parties establish an agreement to repair the harm. Upon the voluntary consent of both parties to participate in the program, Chapman University staff and students provide mentorship and guidance to help the youth "make amends" with the victim, understand how their actions directly impacted the victim, and give the victim "a voice." Additionally, the youth are provided with conflict resolution and mediation services by neutral parties in a safe environment, as well as resource referrals to support successful completion of the reparative agreements.

The Juvenile Justice Coordinating Council approved transferring oversight of the Restorative Justice Program referral process and program management from Probation to the Law Offices of the Public Defender on November 14, 2022 as a means to overcome legal barriers impacting the probation intake process and increase access to the program for system-involved and/or at-promise youth. With new oversight, the Restorative Justice Program can accept referrals from the Public Defender's Office, the District Attorney's Office, Probation, Department of Social Services, and Riverside County School

Districts, thereby increasing participation in the program and promoting more favorable outcomes using community-based resources.

The current Restorative Justice Program contract is under revision just to reflect the shift in management from Probation to the Public Defender's Office and expires in April of 2023, with the option to renew for three additional one-year periods, with no change to the original contract amount.

Program Evaluation Services:

Services are provided by WestEd, as a third-party vendor to assist in the compilation and analysis of data regarding services provided by JJCPA funded programs. This provider will meet with representatives of each program, develop trackers, and communicate feedback. Outcomes will be provided in ongoing quarterly reports.

Program Summary:

The Raincross Boxing Academy serves to fulfill its mission of instilling mentorship, community involvement, and a healthy lifestyle for the at-risk-youth of the community of Riverside.

Our non-profit's commitment to this community is driven by a collaborative effort composed of University of California Riverside Students and Volunteers. Historically, the eastside community of Riverside has a long history of gang violence, drug problems, and high rates of poverty. RBA is committed to impacting these issues with mentorship programs, education, and support, all at a free cost for our community.

The management team of RBA consists of over twenty University of California of Riverside students who volunteer their time. New college staff members are required to participate in a detailed screening process that includes applications and interviews. Once selected, these members are enrolled into RBA's professional 10-week internship program designed to prepare them on how to effectively work in a professional at-risk youth program.

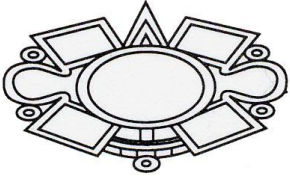
RBA is known for its original members that return to mentor new members. These original members were once involved in drugs, gangs, and have been arrested. They credit RBA for being a strong support system and have chosen to participate as mentors. We stand by our motto "School Before Sports" to ensure every student has mandatory tutoring before training in the boxing gym. RBA integrates its former members who have been gang members, drug users, incarcerated, into its mentorship program. These mentors who changed their life around are from the same neighborhoods and have similar pressure with gangs and drugs, as the new members. They meet with new members and teach them boxing and give presentations. Relationships are built. RBA never turns away a student based on their gang affiliation, drug use, or incarceration. RBA believes mentorship is critical in diverting gang members and drug abusers away from this lifestyle. New members are assigned several mentors, one being a UC Riverside College

RBA opened its in person program safely while abiding by state and local regulations. We have opened our door to over forty students to start our new Cal Baptist Mentorship Program and Probation Mentorship Program. The Cal Baptist Mentorship Program will mentor at-risk youth in sports psychology to help improve their concentration and build confidence to set goals. The Probation Program will coordinate with Probation officers to have RBA Pro Boxers mentor the students referred by the probation department. We have conducted a UCR field trip where RBA students are able to experience a lab in the UCR campus and test out experiments under the supervision of professors and academic tutors.

Some of our students are in our USA Amateur Boxing Team where they compete at national level and they are able to be nationally ranked in the world. Our students are motivated to increase their potential by connection with the UCR students and be motivated to accomplish their goals. All of our students watch our Pro Boxers and they are able to get advice from this Pro Boxers because they see them everyday at the gym.

Jay Cee Dee Program services:

Jay Cee Dee provides Youth & Family Services / Life Coaching / Mentoring / Gang Diversion, Intervention, Prevention / Youth Empowerment / Youth Fitness / Anger Management / Aggression Replacement / Workforce Readiness / Substance Abuse / Victim Awareness / Positive Parenting / Community Mobilization / Community Outreach / Community Service and Collaborative Community Referrals.



Chávez Educational Services, LLC

Presented to:

JJCC Board

January 23, 2023

Presented by:

Alex Chávez, M.S., P.P.S.

Chávez Educational Services, LLC

Overview

Chávez Educational Services, LLC (CES) was founded to provide guidance and support to the minority communities. The focus of CES is to empower students to achieve lifetime success through education, cultural awareness, and self-development. CES specializes in working with the most “at-promised youth”. Chávez Educational Services, LLC has worked with over 8600 students since 2007 within the traditional/alternative school settings and the correctional system. Services are provided during school, after school, or in a seminar setting on weekends. Our STEP UP program has been used as a motivational tool to encourage students to promote leadership, cultural awareness, self-accountability, and academic/career success.

STEP UP Program

Program Purpose

The purpose of the program is to provide students with motivational counseling. The program aims to reduce violence and increase academic achievement among at-promised youth. Professionally trained counselors provide training directly with students “identified” as “negative leaders within their communities or campus.” The STEP UP curriculum is used to help youths identify self-made destructive tendencies and refocus them on achieving full independence as functioning adults. The program also addresses ethnically motivated conflict in middle and high schools.

Description

The STEP UP Program is delivered in an interactive seminar fashion. Issues of self-efficacy, independent decision making, personal goal setting, anger and conflict identification and resolution are topics that are woven into intensive workshops. Self-identification begins immediately as participants learn about the transition from childhood to adulthood, its

responsibilities, and freedoms. Poetry, music, intensive and interactive dialogue, self-revealing activities are hallmark of these activities.

Participants learn to use “street skills” to learn more efficiently and focus energies on long-term goals, learning through these dialogues how to accept the concept of “delayed gratification.” Scholars will acquire new language useful when expressing anger, disappointment, or other less positive emotions. They will be guided through processes to help clarify, in real terms, their behaviors that impede development of basic independent living skills and more importantly, activities designed to provide them skills to compete as economic providers in their adult lives.

The STEP UP experience helps every participant:

1. To better plan ways to achieve the basic skills required of adults in this society.
2. To know clearly when he/she is acting as a child and when he/she is making decisions as a young adult.
3. To become the person people, want to help reach their goals.

Every participant who experiences the STEP UP program and follows the planning charts in the STEP UP Workbook will be:

- Better able to map out a real plan to achieve dreams.
- Better able to interact in a world to achieve their dream—not become a barrier to other’s achieving theirs.
- Better able to serve others in every community in which they are a part of.
- Better able to ask for the assistance needed to achieve short and long-term goals.
- Better able to see how their behaviors have a direct impact on basic freedoms all Americans are trained to enjoy.
- Better able to determine where their efforts will produce the shortest and long-term rewards.

The STEP UP program is aligned with the Social Emotional Learning wheel that covers:

- *Self-Awareness
- *Self-Management
- *Responsible Decision-Making
- *Social Awareness
- *Relationship Skills

Population

The program will target the most “at-promised” students.

Program Goals

The goal of Chávez Educational Services, LLC/STEP UP is to improve academic focus, behavior and outcomes through intensive motivational activities and interactions.

Materials / Follow Up

Each student will receive a STEP UP workbook package including self development activities. A certificate of completion will be awarded to the students. Each STEP UP participant will receive a Username and Password to have access to the STEP UP workbook and the STEP UP Alumni/Follow up link on the STEP UP website for on-going and continued support and guidance.

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Agenda Item#5g

JJCPA supports Big Brothers Big Sisters mentoring in Western Riverside County. All of our mentoring programs are 1:1, youth centered, volunteer driven, and uphold our Justice Equity Diversity and Inclusion framework. The programs consist of our Site Base and Community Based Mentoring programs currently serving over 600 regional youth matched 1:1 with mentors. Our mentoring programs provide significant benefit through reduced involvement in the criminal justice system, increased school attendance, and higher graduation rates and is recognized by the Office of Juvenile Justice Delinquency Programs as an effective model. In 2019, we launched supplementary college/career programming to provide more preparation for high school youth after graduation.



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Kids In Konflikt, fondly known as KIK was established in Western Riverside County, in 2009. Initially Kids in Konflikt evolved as a gang intervention, prevention, suppression program for youth and young adults in the area to deter gang involvement and activity. Since then, KIK has expanded our services to include:

Gang awareness, substance awareness, anger management, community service, life skills, parenting, domestic violence awareness, healthy relationships/boundaries, mentoring, cultural diversity, and sex offender awareness with an emphasis on trauma and the holistic well-being.

Classes are offered to youth, young adults and their families via google classroom, zoom, telecommunication and in-person (in-person has been suspended due to the pandemic and gas prices). Upon resumption, services will continue to be offered on-line. Since January 2020, KIK has serviced 479 members in Riverside County and performed over 4,646.17 hours. We have a success rate of 96.5% for participants completing their class (1 or more); 99% for participants completing their homework and an overall success rate of 95.2% for participants completing the program.