RIVERSIDE COUNTY
JUVENILE JUSTICE COORDINATING COUNCIL MEETING

VIRTUAL MEETING

March 21, 2022, 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
Jeff Hewitt
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

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 in order 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** under Related Links tab 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.

March 21, 2022, 2:00 P.M.

AGENDA

1. Call to Order

2. Roll Call (Voting Members)

3. Adoption of Resolution No. 2022-006 – A Resolution of the JJCC Re-Authorizing Remote Teleconference Meetings for 30 days – Action Item

4. Link to January 24, 2022 Virtual JJCC Meeting – Discussion Item
   https://imd0mxanj2.execute-api.us-west-2.amazonaws.com/ssr/watch/61f9dfd189f88d0008eb176c

5. Technical Report by WestEd – Discussion Item

6. JJCC Subcommittee – Discussion Item

7. Program/Budget Presentation for Fiscal Year 22/23 – Discussion Item
   a. Available Funding
   b. Probation Department
   c. Public Defender
   d. District Attorney
   e. Riverside County Office of Education
   f. CBO Review and Feedback Subcommittee

8. JJCPA Overview Presentation (Probation) – Action Item

9. Approval of 22/23 Fiscal Year Budget– Action Item

10. Council Comments

11. Public Comments

12. Adjournment

Next JJCC Meeting
Date/Time: July 18, 2022, 2:00 p.m.
Location: TBD

1 **Board of Supervisors**   **County of Riverside**

2

3   **RESOLUTION NO. 2022-006**

4   **A RESOLUTION OF THE JUVENILE JUSTICE COORDINATING COUNCIL**

5   **RE-AUTHORIZING REMOTE TELECONFERENCE MEETINGS**

6   **OF THE LEGISLATIVE BODIES OF JUVENILE JUSTICE COORDINATING COUNCIL**

7   **FOR THE PERIOD MARCH 21, 2022 – APRIL 19, 2022**

8   **PURSUANT TO THE RALPH M. BROWN ACT.**

9

10   **WHEREAS**, all meetings of Juvenile Justice Coordinating Council and its legislative bodies are

11   open and public, as required by the Ralph M. Brown Act (Cal. Gov. Code 54950 – 54963), so that any

12   member of the public may attend, participate, and view the legislative bodies conduct their business; and

13   **WHEREAS**, the Brown Act, Government Code section 54953(e), makes provisions for remote

14   teleconferencing participation in meetings by members of a legislative body, without compliance with the

15   requirements of Government Code section 54953(b)(3), subject to the existence of certain conditions and

16   requirements; and

17   **WHEREAS**, a required condition of Government Code section 54953(e) is that a state of emergency

18   is declared by the Governor pursuant to Government Code section 8625, proclaiming the existence of

19   conditions of disaster or of extreme peril to the safety of persons and property within the state caused by

20   conditions as described in Government Code section 8558(b); and

21   **WHEREAS**, a further required condition of Government Code section 54953(e) is that state or local

22   officials have imposed or recommended measures to promote social distancing, or, the legislative body

23   holds a meeting to determine or has determined by a majority vote that meeting in person would present

24   imminent risks to the health and safety of attendees; and

25   **WHEREAS**, on March 4, 2020, Governor Newsom issued a Proclamation of a State of Emergency

26   declaring a state of emergency exists in California due to the threat of COVID-19, pursuant to the California

27   Emergency Services Act (Government Code section 8625); and,

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

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

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

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

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

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

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

WHEREAS, the Juvenile Justice Coordinating Council has reconsidered the circumstances of the state of emergency and finds that state or local officials continue to impose or recommend measures to promote social distancing, based on the California Department of Industrial Relations regulations related to 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 March 21, 2022 does

9 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) April 19, 2022, 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-first day of March, 2022 by the Juvenile Justice Coordinating Council, by

2 the following vote:

3

4 YES:

5 NO:

6 ABSENT:

7 ABSTAIN:

WestEd
WestEd.org

Evaluation of Riverside County Probation Department's Juvenile Justice Crime Prevention Act Programs

2021 Evaluation Report

March 2022

Suggested citation: Pedroza, V., Lam, A., Carter, C., Russo, S., & Tran, J. (2022). *Evaluation of Riverside County Probation Department's Juvenile Justice Crime Prevention Act programs: 2021 evaluation report*. WestEd.

WestEd.org

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Evaluation of Riverside County Probation Department's Juvenile Justice Crime Prevention Act Programs

In 2021, Riverside County Probation Department provided programs through California's Juvenile Justice Crime Prevention Act (JJCPA) funding. The funding supported seven programs implemented by Riverside County agencies and programming provided by 15 community-based organizations (CBOs).

The purpose of this report is to provide an update on the services and programs offered through Riverside County Probation Department's JJCPA funding. The report covers services and programs delivered in the 2021 calendar year. Riverside County Probation Department contracted with WestEd, a nationally recognized research and evaluation firm, to provide external evaluation services beginning in October 2019. This report includes extant data gathered from multiple sources including Riverside County Business Intelligence and Operations Services (BIOS), the Riverside County District Attorney's Office, and the 13 of the 15 CBOs funded by Riverside County Probation Department's JJCPA funding. Two CBOs did not provide data on time for this report. This evaluation report draws on data collected using tools developed in collaboration between WestEd and the CBOs. This report focuses on unique, program-specific outcomes as well as cross-program outcomes.

The first section of this report focuses on programs provided by Riverside County agencies. The second section focuses on programs implemented by the CBOs. Each section is broken into subsections based on the specific program. The report's results should be contextualized with the COVID-19 pandemic and its impact on program implementation in mind. The report provides CBO-specific findings, including a description of the programs, COVID-19-related adaptations to program implementation, sources of referrals to the CBOs' programs, the

number of youth and families served, referrals to community services, and a discussion of outcomes related to program participation.

Programs Offered by Riverside County Agencies

In 2021, multiple Riverside County agencies offered services through JJCPA funding. The Riverside County Probation Department offered services through the Successful Short-Term Supervision (SSTS) program and the Youth Accountability Team (YAT). The Riverside County District Attorney's Office provided programming through the Gang Awareness Mentorship and Education (GAME) program, the De-escalation and Assistance Resource Team (DART) program, the Student Attendance Review Board (SARB) program, and the Youth Empowerment and Safety (YES) program. The Riverside County's Law Offices of the Public Defender launched its Support, Partnerships, Advocacy, and Resources for Kids (SPARK) program in 2021 but had not yet begun program implementation. The following sections provide an overview of each program, the number of youth served in calendar year 2021 via each program, and related outcomes.

De-escalation and Assistance Resource Team (DART)

In 2021, the Riverside County District Attorney's Office received funding to start its DART program. The purpose of the DART program is to teach strategies that can help participants de-escalate negative emotions; prevent violence and retaliation; educate youth regarding penal consequences that can occur if they break the law; encourage appropriate responses to incidents of hate, anger, violence, or injustice; and provide resources to help youth deal with their emotions. The DART program proposed to partner with the Probation Department, local law enforcement, the Department of Behavioral Health, and community organizations.

Program implementation began in August 2021. From August to December 2021, DART enrolled seven youth and provided 13 referrals to resources in the community. DART also had over 60 meetings and presentations with stakeholders, most of which were meetings with schools and districts (Exhibit 1).

Exhibit 1. DART Meetings and Presentations

Number of Meetings | Number of Attendees

	Number of Meetings		Number of Attendees
Follow-up meetings with schools and districts	57		
Programming/community presentations	4		57
Initial response meetings	2		6
Community meetings	1		10
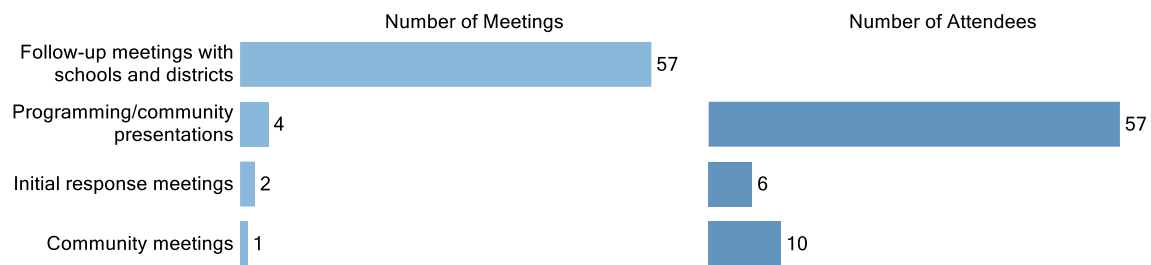
Information on the number of attendees at follow-up meetings with schools and districts was not available.

Gang Awareness Mentorship and Education (GAME)

Riverside County District Attorney's Office program, GAME, consists of three types of presentations: 1) gang awareness, 2) drug awareness, and 3) Parent Power presentations, which cover positive healthy relationships with children, effective discipline strategies, and strategies for helping youth avoid risky behaviors. Before school buildings closed due to COVID-19-related restrictions, the majority of GAME presentations occurred in-person at school assemblies or classrooms. GAME quickly pivoted to virtual presentations, using videoconferencing platforms such as Zoom to continue to reach students and educators. For instance, 56 percent of the GAME presentations were virtual. Virtual presentations allowed the District Attorney's Office to provide an increased number of GAME presentations due to reduced time spent traveling to schools in Riverside County.

Additional GAME outreach included presentations at the School Climate Conference and presentations to the Department of Public Social Services, Riverside County Department of Health, and youth and parents served by the District Attorney's Office or Probation Department.

Youth and Parents Served

GAME provided 166 presentations in 2021 (Exhibit 2). Almost all presentations were school presentations to students, parents, and educators.

Exhibit 2. Location of GAME Presentations

Location	Percent (Count)
School presentations (to students, parents, educators)	87% (145)
Other locations	13% (21)
Grand Total	100% (166)

"Other presentation locations" included presentations at the School Climate Conference and presentations to the Department of Public Social Services, Riverside County Department of Health, and youth and parents served by the District Attorney's Office or Probation Department.

The most common type of GAME presentations were drug awareness presentations (39%), followed by gang awareness presentations (28%), and Parent Power presentations (17%). "Other" presentations included Fentanyl awareness and Career Day presentations (15%; Exhibit 3).

Exhibit 3. Types of GAME Presentations

Type	Percent (Count)
Drug awareness presentations	39% (65)
Gang awareness presentations	28% (47)
Other presentations	15% (25)
Parent Power presentations	17% (29)
Grand Total	100% (166)
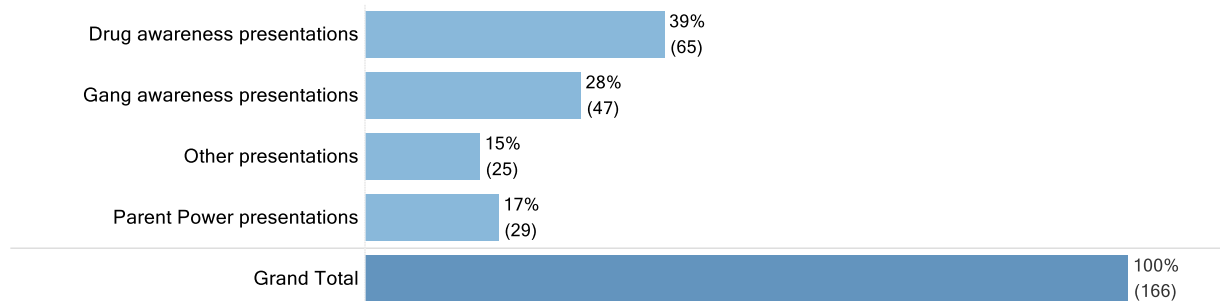
"Other presentations" included Fentanyl awareness and Career Day presentations.

The majority of presentations were delivered in English (93%), though 7 percent of the presentations were conducted in Spanish (Exhibit 4).

Exhibit 4. Language GAME Presentations Were Delivered In

Language	Percentage (Count)
English	93% (154)
Spanish	7% (12)
Grand Total	100% (166)

Of the GAME presentations, approximately three-quarters occurred at middle schools, followed by high schools (10%) and K–8 schools (10%; Exhibit 5).

Exhibit 5. Types of Schools Where GAME Presentations Were Conducted

School Type	Percentage (Count)
Middle schools	74% (107)
High schools	10% (14)
K-8 schools	10% (15)
Elementary schools	3% (5)
School districts	3% (4)
Grand Total	100% (145)

School presentations include presentations to students, parents, educators, etc. Elementary school includes grades K–5/6. Middle school includes grades 5/6–8. High school includes grades 9–12.

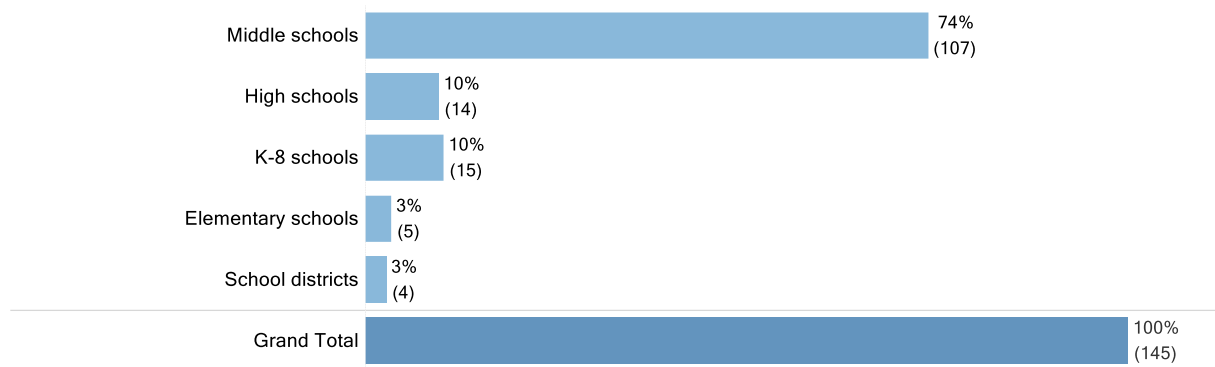On average, GAME presentations were 1.26 hours long, with GAME providing a total of 208.62 hours of presentations. GAME presentations on average included 62 students, parents, or educators in attendance with a total of 10,363 individuals who attended GAME presentations.

Outcomes

GAME administered two short online surveys to students at the end of virtual gang awareness and drug awareness presentations. The gang awareness presentation survey asked one question: "Did this presentation help you want to stay away from gangs?" The drug awareness presentation asked two questions: "Did this presentation help you want to stay away from illegal drugs?" and "Did this presentation help you want to stay away from vaping?" Students responded "yes" or "no" to the questions.

The online surveys allowed GAME to assess the effectiveness of the gang and drug awareness presentations within the confines of school schedules. However, some of the schools' firewalls prevented students from accessing the surveys—an obstacle to data collection. In addition,

survey distribution and tracking had to be deprioritized due to some schools being overwhelmed with COVID-19-related issues.

Almost all students (96%) responded that the gang awareness presentations helped them want to stay away from gangs (Exhibit 6). Additionally, almost all students indicated that the drug awareness presentations helped them want to stay away from illegal drugs and vaping (99% for both).

Exhibit 6. Youth Responses to GAME's Gang and Drug Awareness Presentations Surveys

Stay away from gangs? (913)

No
4%
(41)

Yes
96%
(872)

Stay away from illegal drugs? (509)

No
1%
(5)

Yes
99%
(504)

Stay away from vaping? (507)

No
1%
(4)

Yes
99%
(503)
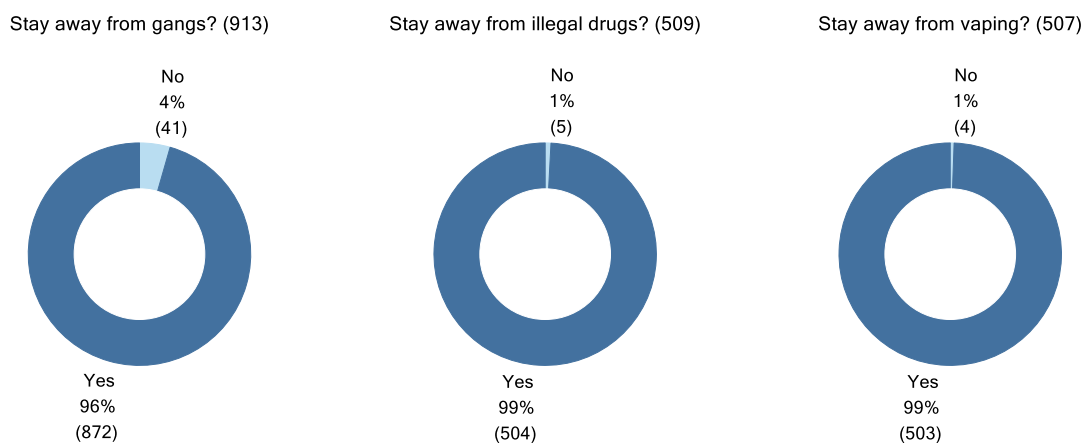
Student Attendance Review Board (SARB)

Through the SARB program, the Riverside County District Attorney's Office and the SAFE Family Justice Center focus on truancy prevention efforts in partnership with schools, students, and families. The District Attorney's Office and the SAFE Family Justice Center work to prevent truancy through Student Attendance Review Team (SART) meetings, SARB meetings, and truancy mediation meetings. As part of school districts' SART meetings, Deputy District Attorneys and the SAFE Family Justice Center advocates co-facilitate programming that educates students and families about supporting and protecting children's education. The District Attorney's Office plays a central role in school districts' SARB meetings by providing legal expertise related to truancy. The District Attorney's Office's truancy mediation meetings, the final phase in the SARB process, are authorized by the Education and Welfare and Institutions Codes. In these meetings, Deputy District Attorneys meet with students and families who continue to fail to improve their truancy, even after the district's SARB meetings. In the mediation meetings, families are informed about education laws, the potential penalties for noncompliance, and serve as the last intervention before being referred to law enforcement for prosecution. The meetings also engage the SAFE Family Justice Center to advocate and support families through the process. The SAFE Family Justice Center also provides additional

case management and wraparound services to youth and their families who are at risk or have experienced abuse. These youth and families are identified during the SARB process or through DART referrals.

SARB held almost 2,000 meetings or presentations in 2021, with SARB hearings as the most frequent type (42%), followed by SART/attendance meetings (28%), and programming/community presentations (23%; Exhibit 7).

Exhibit 7. SARB Meetings and Presentations

	Number of Meetings		Number of Attendees
SARB hearings	824		3,840
SART/attendance meetings	549		4,360
Programming/community presentations	452		24,009
DA mediation	133		402
Total	1,958		32,611
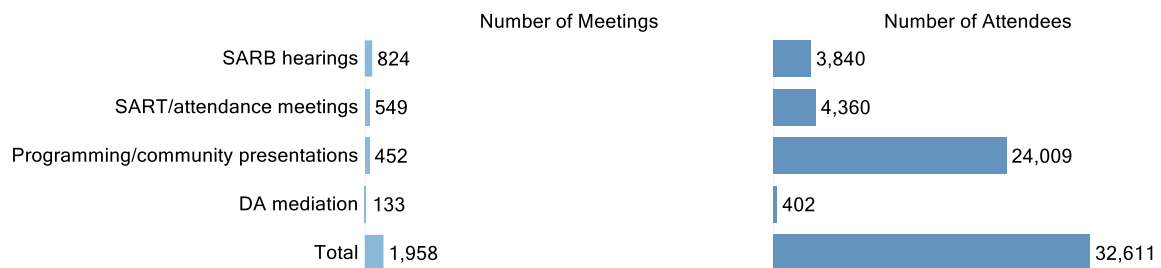
Programming/community presentations include YES presentations.

SARB held a total number of 214 interventions in 2021. To assess attendance outcomes, SARB conducts 30-day attendance follow-ups with the families they met with and compares the pre-intervention attendance for the same school year with attendance during the 30-day period after the intervention. By December 31, 102 of the 214 students were eligible for collecting the 30-day follow-up attendance data. Of the 102 students SARB had September through December 2021 attendance information for, 75 percent of students improved their school attendance and the remaining 25 percent did not improve their school attendance (Exhibit 8).

Exhibit 8. SARB Percentage Improved School Attendance

Not improved
25%
(25)

Improved
75%
(77)
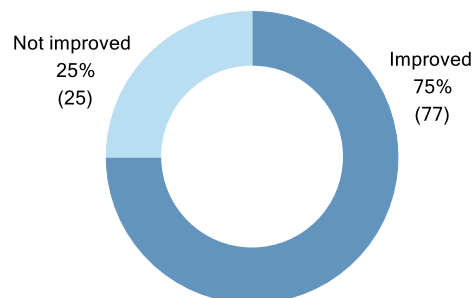
Successful Short-Term Supervision (SSTS)

Riverside County Probation Department's SSTS program serves youth ages 12 to 18 by assisting youth and their families to successfully complete probation by their first review hearing. The program's goal is to provide appropriate supervision to support youth's improvement in school attendance and performance, abstinence from alcohol/substance abuse, participation in appropriate counseling (based on their needs), and positive community involvement through community service and/or participation in pro-social activities. SSTS intervention strategies include a reduction in time for Probation's first appointment to meet with youth and family (youth are seen within 15 days of dispositional hearings) and mandatory attendance in four-week follow-up Child Advocate Team meetings.

Youth Served

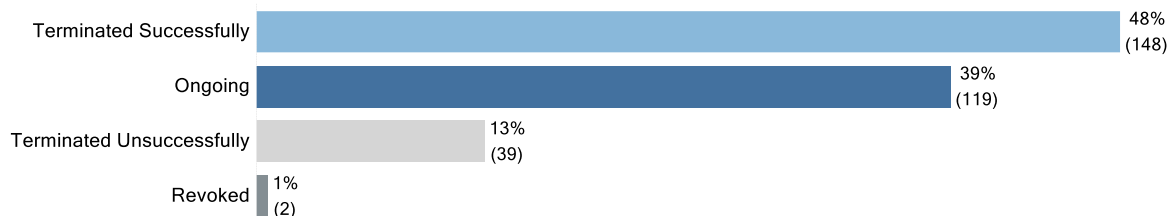SSTS served 308 youth from January 1 through December 31. By December 31, 39 percent (n = 119) of the cases were still ongoing and 61 percent (n = 189) of the cases terminated (Exhibit 9). Of the 189 terminated cases, 78 percent were successful terminations, 21 percent were unsuccessful terminations, and 1 percent had their probation revoked.

Exhibit 9. SSTS Status

On average, youth who successfully terminated SSTS had a slightly longer supervision length (7.84 months) compared to youth who unsuccessfully terminated SSTS (7.08 months). This group difference was not statistically significant (Exhibit 10).[1]

Exhibit 10. Mean SSTS Supervision Length in Months by SSTS Status

	n	Mean	SD
Successfully terminated SSTS	141	7.84	3.30
Unsuccessfully terminated SSTS	38	7.08	3.80

Missing data: 4%. No statistically significant difference between successful terminations versus unsuccessful terminations.

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[1] See Appendix A for details about the analytic approaches used in the report to conduct statistical significance tests.

Overall, the majority of SSTS youth were in high school (Exhibit 11). The age range was 12 to 20 years old, with a mean age of 16 years old (Exhibit 12).

Exhibit 11. School Level by SSTS Status
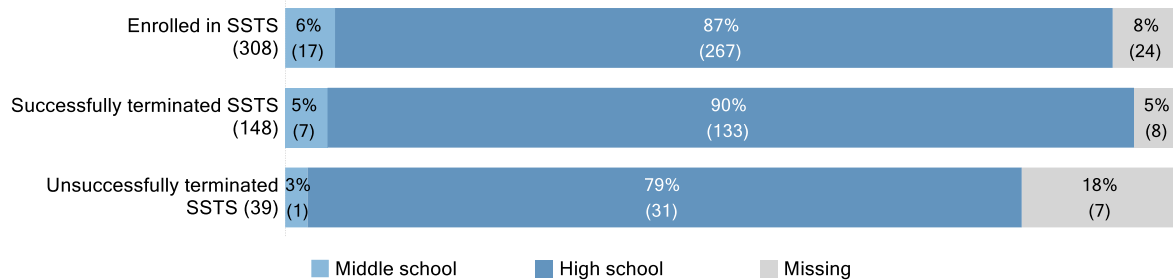
	Middle school	High school	Missing
Enrolled in SSTS (308)	6% (17)	87% (267)	8% (24)
Successfully terminated SSTS (148)	5% (7)	90% (133)	5% (8)
Unsuccessfully terminated SSTS (39)	3% (1)	79% (31)	18% (7)

No statistically significant difference between successful terminations vs. unsuccessful terminations.

Exhibit 12. Mean Age by SSTS Status

	n	Mean	SD	Min	Max
Enrolled in SSTS	299	15.96	1.47	12	20
Successfully terminated SSTS	140	15.86	1.33	12	18
Unsuccessfully terminated SSTS	38	16.08	1.78	13	20

Missing data: 3%. No statistically significant difference between successful terminations vs. unsuccessful terminations.

Across all youth enrolled in SSTS, approximately half were Hispanic, one fifth were Black or African American, another one fifth were White, and the remaining 7 percent were of other race (Exhibit 13). The majority of youth enrolled in SSTS were male (83%; Exhibit 14).

Exhibit 13. Race/Ethnicity by SSTS Status
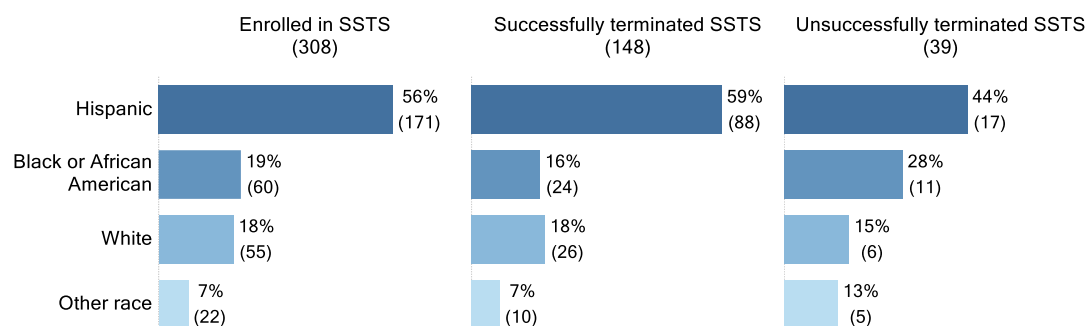
	Enrolled in SSTS (308)	Successfully terminated SSTS (148)	Unsuccessfully terminated SSTS (39)
Hispanic	56% (171)	59% (88)	44% (17)
Black or African American	19% (60)	16% (24)	28% (11)
White	18% (55)	18% (26)	15% (6)
Other race	7% (22)	7% (10)	13% (5)

Missing data: 0%. No statistically significant difference between successful terminations vs. unsuccessful terminations.

Exhibit 14. Gender by SSTS Status

Enrolled in SSTS (308)	Successfully terminated SSTS (148)	Unsuccessfully terminated SSTS (39)
17% Female (51)	18% Female (26)	23% Female (9)
83% Male (257)	82% Male (122)	77% Male (30)

Missing data: 0%. No statistically significant difference between successful terminations vs. unsuccessful terminations.

In terms of prior involvement with the juvenile justice system, the majority of youth—regardless of whether they successfully or unsuccessfully terminated SSTS—had zero arrests before enrolling in SSTS (57% and 69%, respectively; Exhibit 15). There was no statistically significant difference in whether youth had prior arrests between the successful termination and unsuccessfully termination groups.

Exhibit 15. Whether Arrested Before SSTS Enrollment by SSTS Status
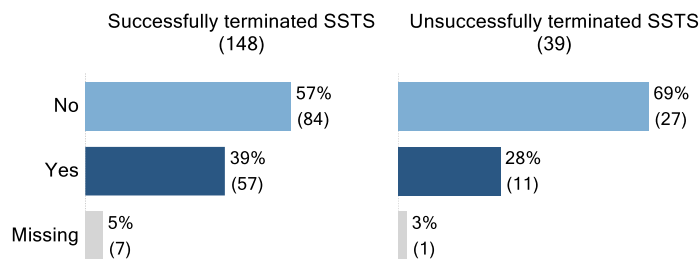
	Successfully terminated SSTS (148)	Unsuccessfully terminated SSTS (39)
No	57% (84)	69% (27)
Yes	39% (57)	28% (11)
Missing	5% (7)	3% (1)

No statistically significant difference between successful terminations vs. unsuccessful terminations.

Outcomes

Academic Outcomes
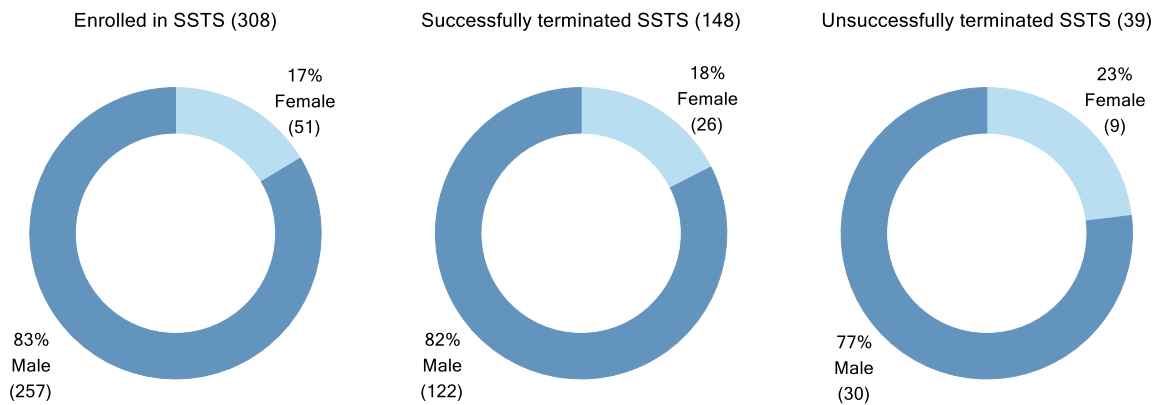
SSTS collected various academic-related outcome data at pre-test (when enrolling into SSTS) and post-test (when exiting the SSTS program). WestEd conducted two types of analyses comparing youth who successfully terminated SSTS and youth who unsuccessfully terminated SSTS. The first, less rigorous analysis compared the two groups' outcomes at program exit only. Anyone who had data collected at program exit was included in this analysis. This type of analysis is less rigorous because it does not take into account the groups' baseline levels. For

example, it is possible that one group's mean grade point average (GPA) was already higher than the other group's mean GPA at pre-test and remained higher at post-test. However, with this analysis, we cannot determine if one group started off higher than the other.

The second, more rigorous analysis examined pre-post changes in academic outcomes from the beginning to end of SSTS participation. In order to examine change in outcomes, this analysis only included youth with data collected at both pre- and post-test. This allowed us to take into account the level youth were at when they first enrolled in SSTS and compare the amount of change that occurred over the length of SSTS participation. Youth who were missing data at either the beginning or end of SSTS were not included in this analysis. It is important to note that some of the outcomes had a high percentage of missing data; thus, we strongly caution against generalizing these results, as the resulting sample may not be representative of the larger sample.

On average, youth who successfully terminated SSTS had more school credits (104.35) than youth who unsuccessfully terminated SSTS (88.29) at program exit (Exhibit 16). This group difference was not statistically significant. Note that approximately one third of the sample (32%) was missing post-test school credit data.

Exhibit 16. Mean School Credits at Post-Test by SSTS Status

Successfully terminated (100)	104.35
Unsuccessfully terminated (21)	88.29
Total (121)	101.56

Missing data: 32%. No statistically significant difference between successful terminations vs. unsuccessful terminations.

Although youth who successfully terminated SSTS had a similar amount of school credits at program enrollment as youth who unsuccessfully terminated SSTS (75.78 and 73.00, respectively), the successful termination group showed a larger increase in school credits than the unsuccessful termination group (an increase of 37.49 and 5.56 school credits, respectively). This group difference in change in school credits was statistically significant ($p < 0.001$; Exhibit 17). Note that approximately half of the sample (48%) was missing school credit data from pre- and/or post-test.

Exhibit 17. Mean Pre-Post Changes in School Credits at Post-Test by SSTS Status
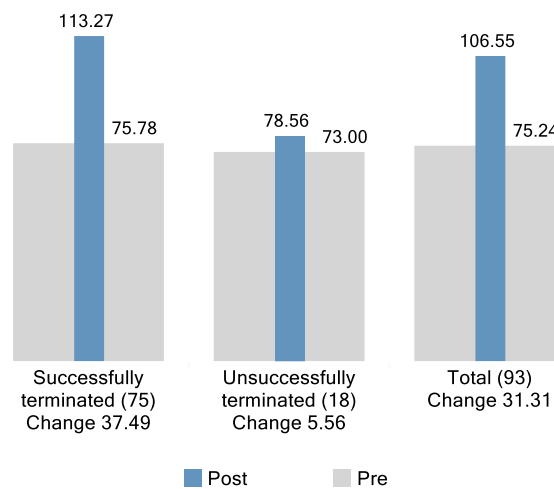
On average, youth who successfully terminated SSTS had a lower high school graduation rate (15%) than youth who unsuccessfully terminated SSTS (31%) at program exit (Exhibit 18). This group difference was statistically significant ($p = 0.04$).

Exhibit 18. Mean High School Graduation Rate at Post-Test by SSTS Status
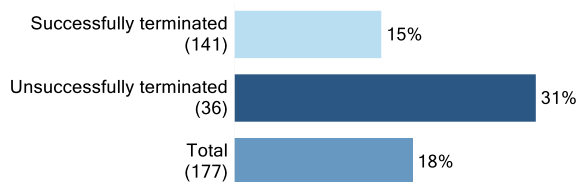
At program enrollment, youth who successfully terminated SSTS had a lower high school graduation rate (6%) than youth who unsuccessfully terminated SSTS (26%). However, the graduation rate increased by 9 percentage points for youth who successfully terminated SSTS, compared to an increase of 3 percentage points for youth who unsuccessfully terminated SSTS (Exhibit 19). Significance tests could not be conducted because of multicollinearity (that is, the pre-test and post-test measures of graduation rate were too highly correlated with each other).

Exhibit 19. Mean Pre-Post Changes in High School Graduation Rate by SSTS Status
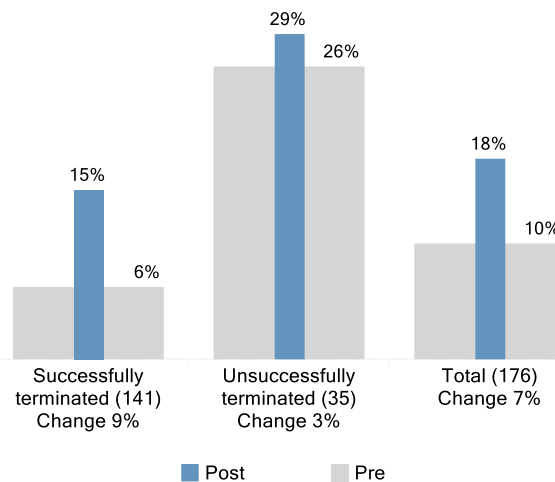
Missing data: 2%. Statistical tests could not be conducted because of multicollinearity. Percentage point differences between pre- and post-test may be off due to rounding.

On average, youth who successfully terminated SSTS had a higher school attendance rate (56%) than youth who unsuccessfully terminated SSTS (43%) at program exit (Exhibit 20). This group difference was not statistically significant. Note that 38 percent of the sample was missing data.

Exhibit 20. Mean School Attendance Rate at Post-Test by SSTS Status

Missing data: 38%. No statistically significant difference between successful terminations vs. unsuccessful terminations.

However, the successful termination group also had a higher average school attendance rate than the unsuccessful termination group when they first started SSTS (Exhibit 21). On average, youth who successfully terminated SSTS had a 50 percent attendance rate at program entry and a 51 percent attendance rate at program exit—a 1 percentage point increase. Youth who unsuccessfully terminated SSTS had a 30 percent attendance rate at program entry and a 48 percent attendance rate at program exit—an increase of 18 percentage points. This group difference in change in attendance rate was not statistically significant. There are two important considerations when interpreting these results. First, over half of the sample (55%) was missing data, suggesting that these results may not be representative of the larger group. Second, schools across the nation have struggled with student enrollment and attendance after

school buildings closed due to COVID-19-related restrictions, which may partially explain the low school attendance.

Exhibit 21. Mean Pre-Post Changes in School Attendance Rate by SSTS Status

Missing data: 55%. No statistically significant difference between successful terminations vs. unsuccessful terminations. Percentage point differences between pre- and post-test may be off due to rounding.

On average, youth who successfully terminated SSTS had a lower expulsion rate (2%) than youth who unsuccessfully terminated SSTS (11%) at program exit (Exhibit 22). This group difference was statistically significant (p = 0.049).

Exhibit 22. Mean Expulsion Rate at Post-Test by SSTS Status

Missing data: 9%. A statistically significant difference between successful terminations vs. unsuccessful terminations (p = 0.049).

However, the successful termination group had a higher average expulsion rate than the unsuccessful termination group when they first started SSTS (Exhibit 23). On average, youth who successfully terminated SSTS had a 7 percent expulsion rate at program entry and a 2 percent expulsion rate at program exit—a 5 percentage point decrease. In contrast, youth who unsuccessfully terminated SSTS had a 0 percent expulsion rate at program entry and an 11 percent expulsion rate at program exit—an 11 percentage point increase. Significance tests

could not be conducted because of multicollinearity (that is, the pre-test and post-test measures of expulsion were too highly related to each other).

Exhibit 23. Mean Pre-Post Changes in Expulsion Rate by SSTS Status

Youth who successfully terminated SSTS had a higher average GPA (1.99) than youth who unsuccessfully terminated SSTS (1.28) at program exit (Exhibit 24). This group difference was statistically significant (p = 0.009). Approximately one third of the sample (31%) was missing data.

Exhibit 24. Mean GPA at Post-Test by SSTS Status

Youth who successfully terminated SSTS began SSTS with a higher average GPA (1.77) than youth who unsuccessfully terminated SSTS (1.41). The successful termination group also had a higher improvement in GPA (0.22 change) than the unsuccessful termination group (0.04 change; Exhibit 25). However, this group difference in GPA improvement was not statistically significant. Approximately half of the sample (47%) was missing data.

Exhibit 25. Mean Pre-Post Changes in GPA by SSTS Status

| | 1.99 | 1.77 | | 1.45 | 1.41 | | 1.92 | 1.73 |

Successfully terminated (83) Change 0.22

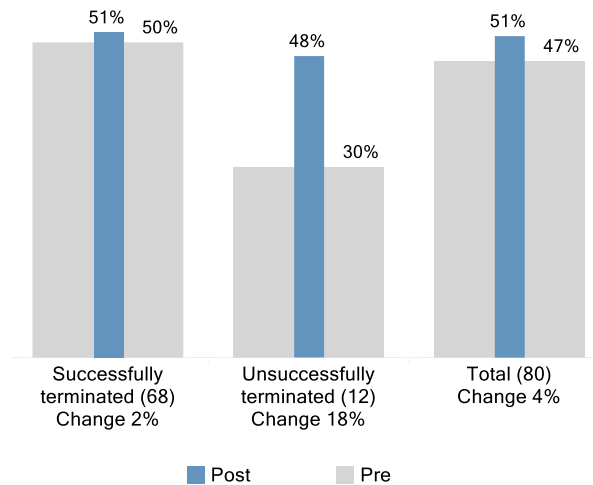Unsuccessfully terminated (12) Change 0.04

Total (95) Change 0.19

▮ Post ▮ Pre

Missing data: 47%. No statistically significant difference between successful terminations vs. unsuccessful terminations.

A lower percentage of youth who successfully terminated SSTS (10%) had an Individualized Educational Program (IEP) than youth who unsuccessfully terminated SSTS (18%) at program exit (Exhibit 26). This group difference was not statistically significant.

Exhibit 26. Mean IEP Status at Post-Test by SSTS Status

Successfully terminated (133) — 10%

Unsuccessfully terminated (33) — 18%

Total (166) — 11%

Missing data: 7%. No statistically significant difference between successful terminations vs. unsuccessful terminations.

At program entry, the successful termination group had a lower percentage of youth (18%) who had an IEP than the unsuccessful termination group (23%; Exhibit 27). The successful termination group had a larger decrease in the percentage of youth with an IEP (negative 8 percentage point decrease) than the unsuccessful termination group (negative 3 percentage point decrease). However, this group difference in the IEP rate decrease was not statistically significant.
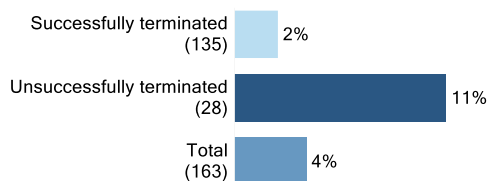
Exhibit 27. Mean Pre-Post Changes in IEP Status by SSTS Status
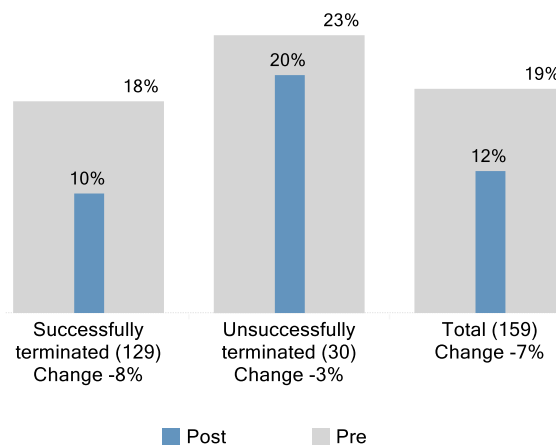
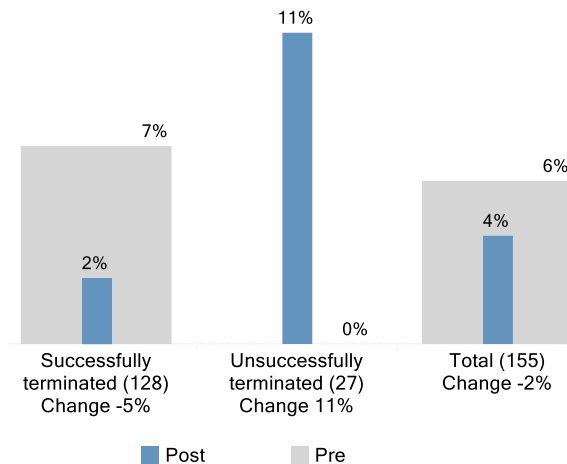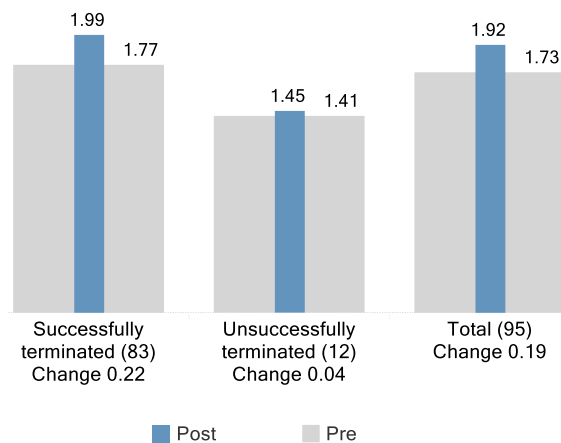

Missing data: 11%. No statistically significant difference between successful terminations vs. unsuccessful terminations.

Exhibit 28 summarizes the results related to academic outcomes across the two types of analyses. Checkmarks indicate where statistically significant differences occurred between youth who successfully terminated SSTS and youth who unsuccessfully terminated SSTS. As cautioned above, the less rigorous post-only analyses did not take into account the groups' baseline levels. The more rigorous analyses examining pre-post changes accounted for the level youth were at when they first enrolled in SSTS and compared the amount of change that occurred over the length of SSTS participation. However, some of the outcomes had a high percentage of missing data at pre- and/or post-test; thus, we strongly caution against generalizing these results, as this sample may not be representative of the larger sample.

Exhibit 28. Summary of Significant Differences in Academic Outcomes Results

	Post only analyses	Change from Pre to Post analyses
School credit		✓
High school graduation rate	✓	
Attendance		
Expulsion rate	✓	
GPA	✓	
IEP status		

Checkmarks indicate results with statistically significant differences between youth who successfully terminated SSTS and youth who unsuccessfully terminated SSTS.

Pro-Social Activities

At program exit, a larger percentage of youth who successfully terminated SSTS (64%) reported participating in pro-social activities compared to youth who unsuccessfully terminated SSTS (38%; Exhibit 29). However, this group difference was not statistically significant. Approximately one third of the total sample (32%) was missing data.
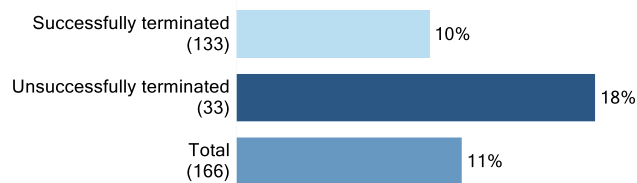
Exhibit 29. Whether Youth Participated in Pro-Social Activities by SSTS Status
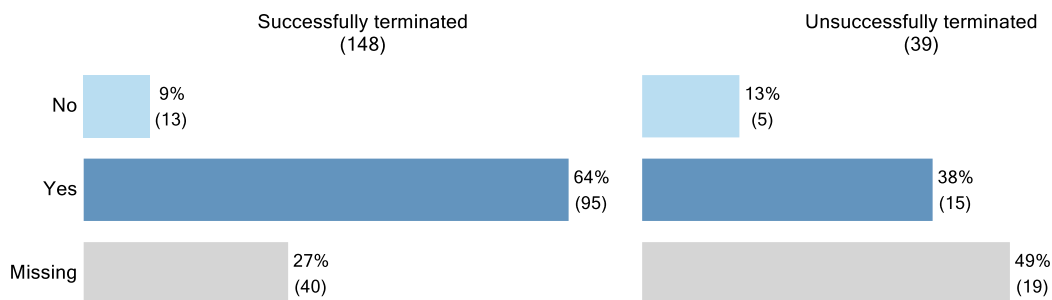
No statistically significant difference between successful terminations vs. unsuccessful terminations.

Regarding the number of pro-social activities, the majority of youth who successfully terminated SSTS (57%) reported engaging in one pro-social activity (Exhibit 30). In contrast, the majority of youth who unsuccessfully terminated SSTS (49%) did not report a pro-social activity (unknown or missing data). On average, youth who successfully terminated SSTS reported engaging in 0.97 pro-social activities, whereas youth who unsuccessfully terminated SSTS reported engaging in 0.85 pro-social activities. This group difference was not statistically significant.

Exhibit 30. Number of Pro-Social Activities Reported by SSTS Status
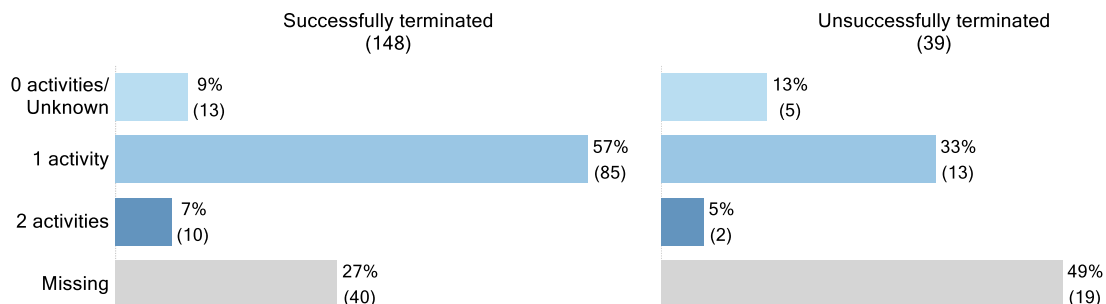
No statistically significant difference between successful terminations vs. unsuccessful terminations.

The type of pro-social activity most commonly reported by youth who terminated SSTS—either successfully or unsuccessfully—was employment (Exhibit 31). The next commonly reported

type of pro-social activity was sports/athletics, followed by other activities (includes enrollment in a trade school, afterschool programs, church, cooking, video games, spending time with friends, etc.).

Exhibit 31. Types of Pro-Social Activities Reported by Youth Who Terminated SSTS (Successfully or Unsuccessfully)
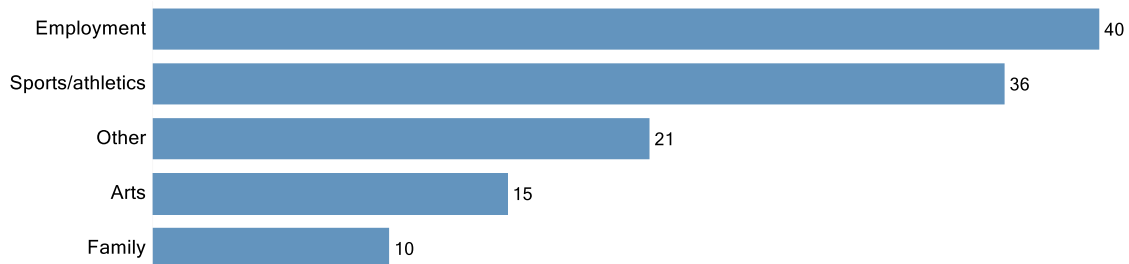
Some youth reported multiple activities, thus the number of activities reported is higher than the number of youth who reported participating in pro-social activities. Sports/athletics include baseball, basketball, BMX, boxing, football, hockey, skateboarding, soccer, etc. Arts include art classes, band, playing instruments, drawing, dance classes, etc. Other activities include enrollment in a trade school, afterschool programs, church, cooking, video games, spending time with friends, etc.

New Arrests

Arrest data were available through January 2, 2022 (i.e., recidivism data were available up to 10-months post-program completion). New arrests—both during SSTS program participation or after program exit—were infrequent for both termination groups. Of the youth who successfully terminated SSTS, 1 percent were arrested during SSTS, and 3 percent were arrested after terminating SSTS (Exhibits 32 and 33). Of the youth who unsuccessfully terminated SSTS, 3 percent were arrested during SSTS as well as after terminating SSTS. There were no statistically significant group differences in arrest rates during SSTS or after terminating SSTS.

Exhibit 32. Arrest Rate During SSTS by SSTS Status

No statistically significant difference between successful terminations vs. unsuccessful terminations.

Exhibit 33. Arrest Rate After SSTS Termination by SSTS Status

Successfully terminated
(148)

Yes
3%
(4)

No
97%
(144)

Unsuccessfully terminated
(39)

Yes
3%
(1)

No
97%
(38)

No statistically significant difference between successful terminations vs. unsuccessful terminations.

SSTS and Non-SSTS Court Non-Wardship Supervision Outcomes

We compared supervision outcomes between SSTS youth and non-SSTS youth with non-wardship supervision case types (Exhibit 34). Of the 89 non-SSTS youth, 85 percent successfully terminated their supervision and 15 percent unsuccessfully terminated their supervision by December 31. The SSTS group had a slightly lower successful termination rate (79%) than the non-SSTS group (85%), but this difference was not statistically significant. It is important to note that no other data were available, so it is uncertain how equivalent the SSTS youth were to the non-SSTS youth. It is possible that there were important pre-existing differences between the youth who were referred to SSTS and the youth who were referred to non-SSTS supervision.

Exhibit 34. SSTS and Non-SSTS Supervision Outcomes

Non-SSTS
(89)

15%
Unsuccessful
(13)
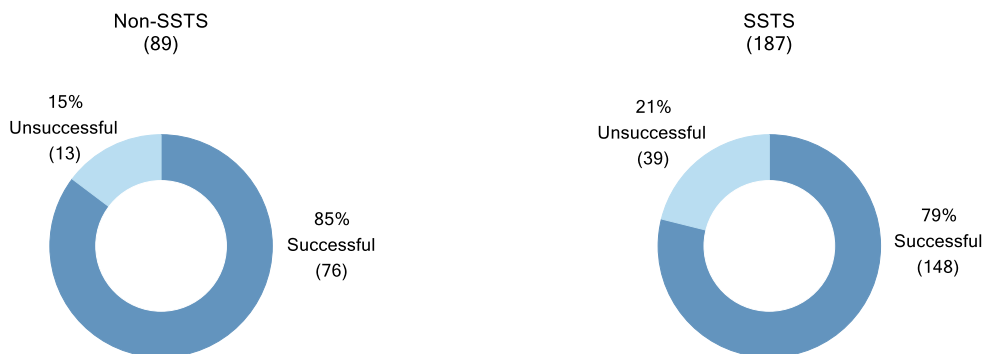
85%
Successful
(76)

SSTS
(187)

21%
Unsuccessful
(39)

79%
Successful
(148)

No statistically significant difference between successful terminations vs. unsuccessful terminations.

Support, Partnerships, Advocacy, and Resources for Kids (SPARK)

Riverside County's Law Offices of the Public Defender received JJCPA funding to launch SPARK. SPARK is an intervention and prevention program focused on serving middle and high school youth who are represented by the Law Offices of the Public Defender. SPARK aims to address youth academic and mental health needs and provide referrals to community resources. SPARK has two major goals: 1) prevent youth from full entry into the juvenile justice system, and 2) reduce recidivism and promote favorable outcomes. In 2021 the Law Offices of the Public Defender focused on recruiting and hiring project staff and has not yet begun program implementation.

Youth Accountability Team (YAT)

Riverside County Probation Department's Youth Accountability Team (YAT) is a diversion program that involves Probation, youth outreach counselors from partner CBOs, and the Juvenile Defense Panel to represent the youth who choose to participate. YAT is available for up to six months for youth aged 12 to 17 referred under W&I Code section 602. The program is designed to assist youth and their families with meeting case plan goals to introduce them to a myriad of pro-social activities.

The YAT program ceased by September 30, 2019, and was recommenced in July 2020. Ten youth were referred to YAT in 2021. Six youth did not enroll in the program (unable to locate youth, closed with no further action, program was rejected by the parent or youth). Of the remaining four youth, two youth enrolled in YAT and were placed on YAT Contracts, and two youth had not yet responded to the YAT referral by the end of the reporting period.

Of the two youth placed on YAT Contracts, one youth failed to attend and ultimately never enrolled in the program. The other youth was placed on a YAT Contract in December 2021 and was waiting to begin program services by the end of the reporting period.

Per the Fiscal Year 2020/21 YAT monitoring report, to protect youths' confidentiality, data analysis results will only be publicly reported if at least 25 youth have been referred to and participated in YAT. Further, disaggregated data will only be made publicly available if there are more than 10 youth per data category. Thus, we do not include detailed YAT data in this report.

Youth Empowerment and Safety (YES)

The District Attorney's Office's YES program consists of presentations that educate the public, families, educators, and youth about the dangers associated with peer pressure, unsupervised internet use, improper youth/adult relationships, unhealthy teen relationships, and the over-sexualization and exploitation of vulnerable youth. Specifically, the YES program consists of six types of presentations: Bullying/Cyberbullying, Healthy Relationships/Teen Dating Violence,

Hate Crimes, Internet Safety, Human Trafficking, and Juveniles and the Law. The presentations explain the consequences associated with voluntary involvement in risky and illegal activities and where to go for assistance for possible solutions. YES provided 205 presentations to 17,250 individuals in 2021.

Programs Offered by Community-Based Organizations

Riverside County Probation Department also provided JJCPA funding to 15 CBOs. Six CBOs were funded in 2019 and eight CBOs were funded in 2020. The six CBOs that provided programming through JJCPA funding beginning in 2019 are Carolyn E. Wylie Center for Children, Youth, and Families (Wylie Center); Jay Cee Dee; Kids in Konflict; Operation SafeHouse Desert; Operation SafeHouse Riverside, and StudentNest. The seven CBOs that provided programming through JJCPA funding beginning in 2020 are Big Brothers Big Sisters of Orange County and Inland Empire (BBBS); Calicinto Ranch; Chapman University Restorative Justice Program; Chavez Educational Services, LLC; Community Connect; Inland SoCal 211+ ; Living Advantage, Inc.; Playa Vista Job Opportunities and Business Services (PV Jobs); Raincross Boxing Academy; and Riverside Art Museum.

This section paints a description of who was served by all 13 of the 15 CBOs, as Calicinto Ranch and Inland SoCal 211+ did not provide data on time for this report. We present the number of youth and families served; youth's demographic characteristics such as gender, sexual orientation, age, race/ethnicity; case closures; and cities served. The section concludes with information on youth outcomes. Subsequent sections provide specific results by CBO.

Youth Served

In 2021 all CBOs provided data through the Client Data Tracker, a data collection tool developed in collaboration between WestEd and each CBO. The Client Data Tracker allowed for a uniform data collection process across the CBOs. Data from the Client Data Tracker present unduplicated counts of youth served by each CBO. Additionally, data from the Client Data Tracker allowed WestEd to report the hours CBOs provided for each service and overall, as well as youth characteristics, outcomes, and referrals.

CBOs reported services provided to each youth through the Client Data Tracker as well as the number of hours spent on the services. In 2021, CBOs reported serving 1,568 unique youth through a myriad of programs, providing the youth with 44,904.75 hours of service. BBBS served the largest number of youth, followed by Wylie Center, Operation SafeHouse Riverside, and Kids in Konflict (Exhibit 35). In terms of hours, Operation SafeHouse Desert provided the largest number of service hours to youth, followed by StudentNest, Operation SafeHouse Riverside, and Jay Cee Dee. Detailed information on the services each CBO provided is reported in each CBO's section.

Exhibit 35. Number of Youth Served by CBO

CBO	Hours	Number of Clients
BBBS	775.25	218
Chavez Educational Services	1,765.5	149
Chapman University Restorative Justice Program	33.75	2
Jay Cee Dee	4,689.5	140
Kids in Konflict	2,033	196
Living Advantage	645.5	66
Operation SafeHouse Desert	12,581.75	120
Operation SafeHouse Riverside	7,106	208
PV Jobs	1,741.75	69
Riverside Art Museum	51	21
Raincross Boxing Academy	2,446	69
StudentNest Foundation	9,707.75	96
Wylie Center	1,328	214

Characteristics of Youth Served

Information on youth demographic characteristics was obtained from two data sources—the Client Data Trackers and a standardized youth survey developed by WestEd that CBOs administered (see Appendix A for more information on the survey). Youth's gender, age, race/ethnicity, and housing/living status were obtained from the Client Data Tracker. Sexual orientation was obtained from the youth survey. Appendix B provides the youth's demographic information by CBO, for CBOs that served at least 25 youth in 2021.

Across the CBOs, 54 percent of the youth served identified as male, 40 percent identified as female, and 2 percent identified as nonbinary or something else (Exhibit 36).

Exhibit 36. Gender of Youth Served by CBOs

Category	Percent (Count)
Man/boy	54% (850)
Woman/girl	40% (632)
Missing	4% (62)
Nonbinary (neither, both)	1% (13)
Something else	1% (11)

The majority of youth identified as heterosexual (75%), followed by bisexual/pansexual (16%), then gay/lesbian (5%; Exhibit 37). A small percentage of youth identified as something else or asexual. Examples of "something else" include "transgender" and "queer."

Exhibit 37. Sexual Orientation of Youth Served by CBOs

Category	Percent (Count)
Heterosexual/straight	75% (515)
Bisexual/pansexual	16% (113)
Gay/lesbian	5% (34)
Something else	3% (19)
Asexual	1% (9)
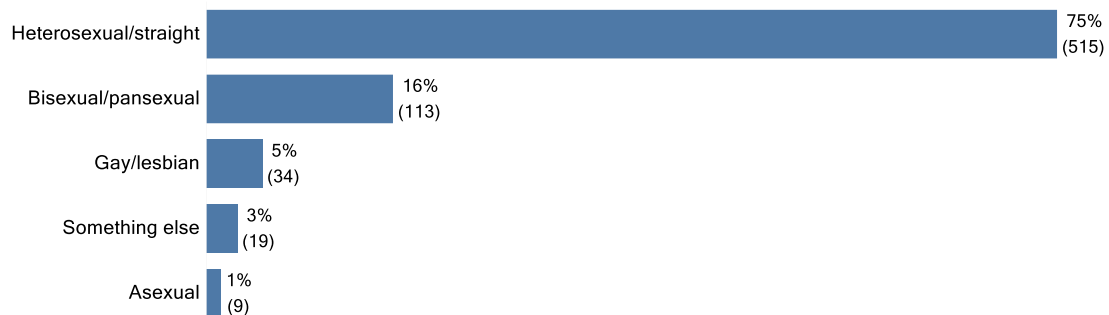
Missing data: 56%.

CBOs served youth ages 6 to 23 years old. Across the CBOs, the majority of the youth (68%) served were ages 14 to 17, followed by ages 10 to 13 (15%), and ages 6 to 9 (7%; Exhibit 38).

Exhibit 38. Age of Youth Served by CBOs

Age		
6 to 9		7% (106)
10 to 13		15% (236)
14 to 17		68% (1,071)
18 to 20		4% (64)
21 to 23		0% (5)
Missing		5% (86)

Percentages may not sum to 100 percent due to rounding.

The majority of the youth (53%) served by the CBOs were Hispanic or Latino, followed by Black or African American (23%) and White (11%; Exhibit 39).

Exhibit 39. Race/Ethnicity of Youth Served by CBOs

Race/Ethnicity		
Hispanic or Latino		53% (833)
Black or African American		23% (360)
White		11% (175)
Missing		6% (96)
More than one race		3% (44)
Asian, Native Hawaiian or other Pacific Islander		2% (39)
Other		1% (21)
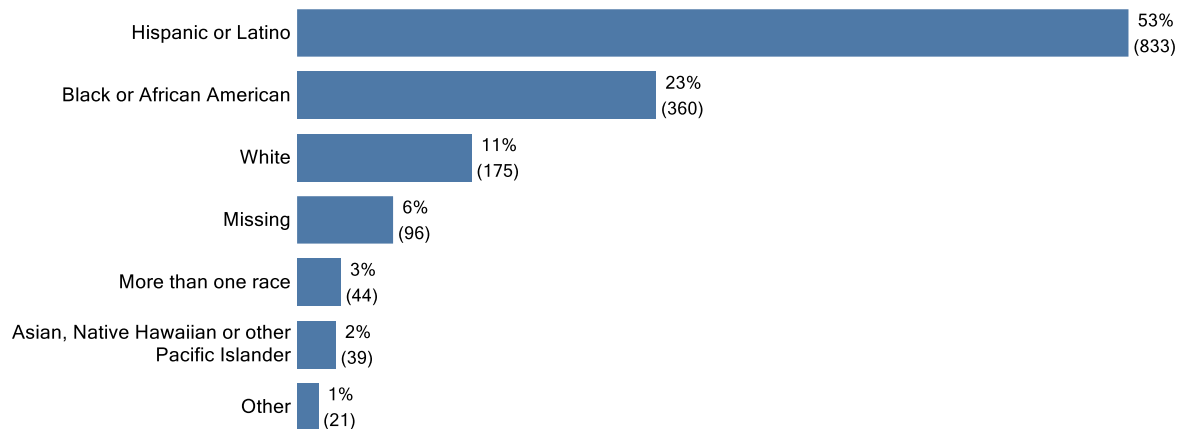
Percentages may not sum to 100 percent due to rounding.

The majority of youth served (81%) were living in long-term housing (Exhibit 40). CBOs also served youth who were experiencing homelessness (14%).

Exhibit 40. Housing/Living Status of Youth Served by CBOs

Long-Term Housing — 81% (1,273)
Emergency Housing-Homeless — 8% (127)
Missing Information — 5% (78)
Transitional Housing-Homeless — 4% (61)
Other-Homeless — 2% (27)
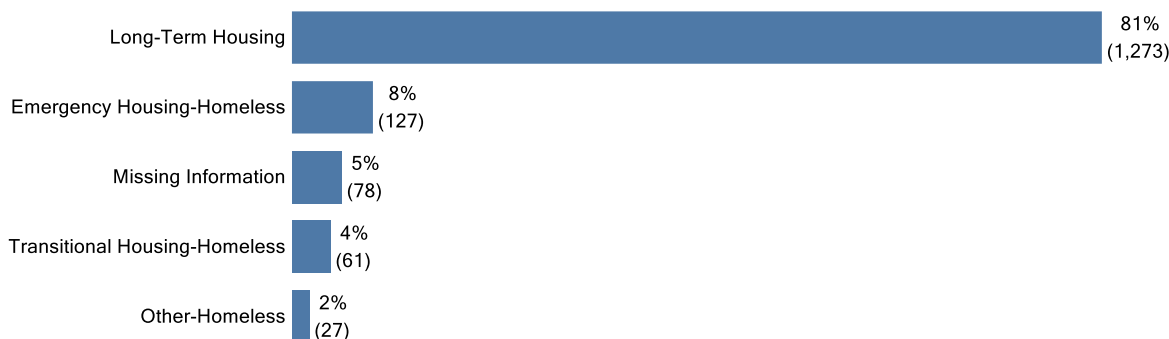
Youth Participation Status and Case Closures

Of the 1,568 youth enrolled in JJCPA-funded programming provided by CBOs, 41 percent were still being served at the end of December 2021 and 59 percent had their cases closed (Exhibit 41). Of the 930 closed cases, 84 percent of cases closed successfully, and 16 percent closed unsuccessfully. Detailed information on case closures is reported in each CBO's section.

Exhibit 41. Youth Participation and Case Closures

Still enrolled 41% (638)
Closed - Successfully 50% (785)
Closed - Unsuccessfully 9% (145)
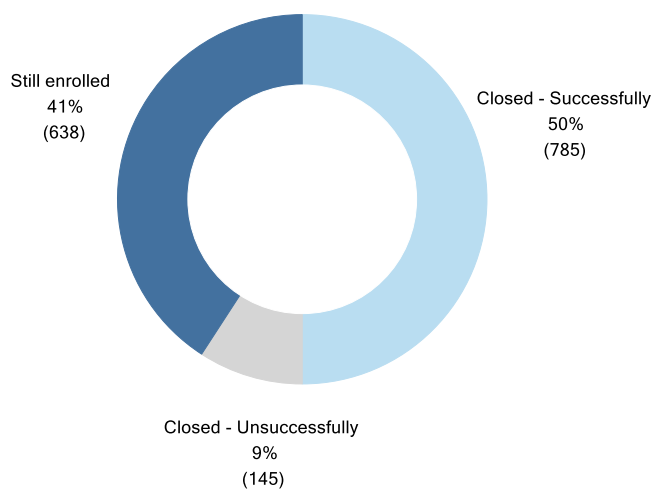
Families Served

The majority of CBOs provided services to families (10 of 13 CBOs). The CBOs reported serving 667 families in 2021, providing 2,411.75 hours of services. BBBS served the largest number of families followed by Wylie Center and StudentNest (Exhibit 42). In terms of hours, StudentNest provided the largest number of service hours to families, followed by Jay Cee Dee, and

Operation SafeHouse Riverside. More detailed information on the services each CBO provided to families is reported in each CBO's section.

Exhibit 42. Families Served by CBO

CBO	Hours	Number of Families
BBBS	108	175
Chavez Educational Services	24	20
Jay Cee Dee	314	30
Kids in Konflict	110.75	22
Living Advantage	18.5	23
Operation SafeHouse Desert	146.75	70
Operation SafeHouse Riverside	167.25	84
PV Jobs	78.75	36
StudentNest Foundation	1,367.5	96
Wylie Center	76.25	111

Cities Served

CBOs reported serving youth and families from 26 of the 28 cities in Riverside County as well as 8 unincorporated communities (Exhibit 43). More than one third of the youth CBOs served resided in Riverside City (36%), followed by Moreno Valley (17%) and Corona (8%). CBOs also served a small percentage of youth (5%) who resided outside of the county. These youth were typically experiencing homelessness or facing unstable living situations.

Exhibit 43. Cities Served by CBOs

City	Percentage (Count)
Riverside	36% (560)
Moreno Valley	17% (260)
Corona	8% (121)
Missing	6% (87)
Outside Riverside	5% (80)
Hemet	5% (79)
Perris	3% (47)
Murrieta	2% (38)
San Jacinto	2% (30)
Menifee	2% (29)
Jurupa Valley	2% (26)
Temecula	2% (25)
Indio	2% (25)
Lake Elsinore	2% (24)
Nuevo	1% (22)
Winchester	1% (15)
Eastvale	1% (13)
Banning	1% (11)
Norco	1% (10)
Beaumont	1% (10)
Wildomar	1% (9)
Mira Loma	1% (8)
Palm Desert	0% (7)
Desert Hot Springs	0% (7)
Rancho Mirage	0% (4)
Coachella	0% (4)
Thousand Palms	0% (3)
La Quinta	0% (3)
Cathedral City	0% (3)
Blythe	0% (3)
Palm Springs	0% (2)
Sun City	0% (1)
Romoland	0% (1)
Idyllwild	0% (1)

Outcomes

There were two sources of outcome data for youth who participated in JJCPA-funded programming offered by CBOs. The first source of outcome data was a youth survey that WestEd developed for all CBOs to administer in order to collect a consistent set of outcome data across all CBOs. The survey assessed youth's employment status; education enrollment status; perceptions of alcohol, tobacco, and alcohol use; and social and emotional learning (SEL) outcomes.

CBOs administered the standardized survey to youth twice—once at baseline and again at program exit. There were three exceptions in the survey administration. First, due to some short stays at the shelter, Operation SafeHouse (Desert and Riverside) only administered the exit survey to youth who stayed at the shelter for 24 hours or more. Second, due to the long-term nature of the Big-Little mentorship relationship, which typically spans years, BBBS decided to administer the post-survey at approximately 6 months after the date when Littles were matched with their Bigs.[2] Third, the group of BBBS Community-Based youth that was transferred to the JJCPA grant in July 2021 was not administered the baseline survey.

The second data source was outcomes CBOs collected themselves. CBOs reported outcomes in a variety of areas. Some CBOs reported on improvements in academic-related outcomes, such as GPA. Other CBOs reported on improved social and emotional outcomes, such as anger management and improved relationships, as well as successful program completion. We present the shared outcome findings in this section and present the CBO-specific outcome findings in each CBO's section.

Below we present the standardized survey post-test results. See Appendix A for additional information about the research-validated scales included in the survey, the analytic approach, and the survey response rate. See Appendix C for the survey scales' item-level results.

In terms of employment status, approximately half of the youth (51%) were not working and not looking for work, followed by not working but looking for work (40%). Nine percent of the youth were working either part-time or full-time (Exhibit 44).

Exhibit 44. Employment Status of Youth Served by CBOs at Post-Test

Missing data: 1%.

The majority of youth served by the CBOs were enrolled in school, with 68 percent attending school regularly and 23 percent not attending school regularly (Exhibit 45). Note that 38 percent of the sample was missing education enrollment data. Additionally, these results

[2] However, as noted in BBBS's subsection in the "Findings by Community-Based Organization" section, the group of School Site-Based youth's cases were closed earlier than expected due to being transferred out of the JJCPA grant.

should be interpreted with the COVID-19-related school closures and the related enrollment and attendance challenges in mind.

Exhibit 45. Education Enrollment Status of Youth Served by CBOs at Post-Test

Category	Percentage (Count)
Currently enrolled and attending regularly	68% (173)
Currently enrolled but not attending regularly	23% (59)
Not currently enrolled in any school or educational course	9% (22)
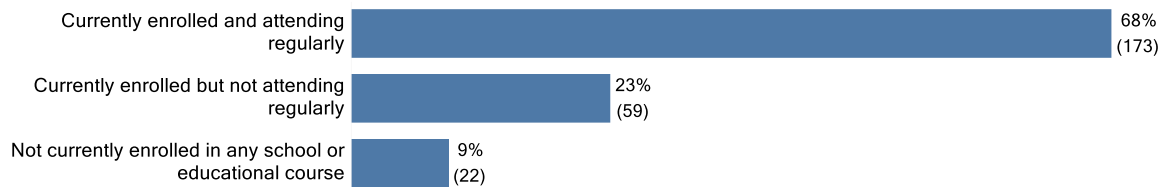
Missing data: 38%. School enrollment includes schools, colleges, GED courses, trade schools, vocational training, or any other type of formal education or training courses that involve a diploma, degree, credential, or certificate at the end.

Regarding SEL outcomes, on average, youth indicated at the time of program exit that statements that were examples of having positive social connections (e.g., "There are people in my life who encourage me to do my best") felt "a lot" like them (mean = 3.50; Exhibit 46). They were neutral about statements that were examples of youth resilience (e.g., "I learn from my mistakes") and indicated that the statements were "sort of" like them (mean = 3.29). Youth reporting feeling perceived stress (e.g., "How often have you felt that you were on top of things?") sometimes and feeling some emotional control (e.g., "I was in control of how often I felt mad") over the past month (means = 3.11 and 2.92, respectively). On average, youth were neutral (mean = 3.06) about general life satisfaction (e.g., "My life is going well"). On average, youth reported that they sometimes (mean = 2.80) felt anger (e.g., "I felt mad") in the past seven days. It is important to note that there is a national concern about students' mental health during COVID-19, and these SEL results should be interpreted with the larger COVID-19 context in mind. For instance, the U.S. Surgeon General (2021) warned that growing numbers of youth are facing mental health struggles, with symptoms of depression and anxiety doubling during the pandemic.

Exhibit 46. SEL Outcomes of Youth Served by CBOs at Post-Test

Scale	Mean (Count)
Social Connections scale	3.50 (400)
Youth Resilience scale	3.29 (399)
Perceived Stress scale	3.11 (385)
General Life Satisfaction scale	3.06 (390)
Emotional Control scale	2.92 (386)
Anger scale	2.80 (387)

Missing data: 2% to 6%. The above SEL constructs were assessed using 5-point Likert scales: social connections (1 = Not at all like me; 5 = Very much like me), youth resilience (1 = Not at all like me; 5 = Very much like me), general life satisfaction (1 = Strongly disagree; 5 = Strongly agree), perceived stress (1 = Never, 5 = Always), emotional control (1 = Not at all true for me; 5 = Very true for me), and anger (1 = Never; 5 = Always). See Appendix A for additional information about the survey scales and Appendix C for the item-level results.

Youth also answered questions related to perceptions of alcohol, tobacco, and drug use at program exit. On average, 34 percent of youth agreed with items that reflected unhealthy perceptions of alcohol and drug use (e.g., "Makes it easier to deal with stress" with response options of "yes" and "no"). They also believed there was a moderate (mean = 2.93) risk from alcohol, tobacco, and drug use (e.g., "Smoke marijuana regularly"; 1 = No risk; 4 = Great risk). Missing data ranged from 7 to 14 percent.

Findings by Community-Based Organization

Big Brothers Big Sisters of Orange County & The Inland Empire

Big Brothers Big Sisters (BBBS) of Orange County & The Inland Empire, through JJCPA funds, provides mentoring services across four program models in Western Riverside County: Community-Based, School Site-Based, Workplace, and College Bigs. From July 1, 2019, to June 30, 2021, youth were served through the School Site-Based Mentoring model. According to BBBS, as a result of the pandemic's impact on the School Site-Based Mentoring model, in July 2021, BBBS pivoted their JJCPA-funded programming to primarily serving youth through the Community-Based Mentoring model. BBBS informed WestEd of this change in October 2021.

Referral Sources

BBBS served 218 youth in 2021, with schools and other educational institutions proving the largest source of known referrals to BBBS (40%), followed by family members, self/word of mouth, and therapists/counselors (Exhibit 47). A small percentage of other referral sources included CBO staff, friends, community programs, street outreach, and federal law enforcement.

Exhibit 47. Sources of Youth Referrals to BBBS

Source	Percentage (Count)
School/Educational Institution	40% (88)
Family Member	22% (47)
Self/Word of Mouth	20% (44)
Therapist/Counselor	11% (23)
CBO Staff	2% (5)
Friend	2% (4)
Community Program	1% (3)
Street Outreach	1% (2)
Federal Law Enforcement	0% (1)
Missing	0% (1)
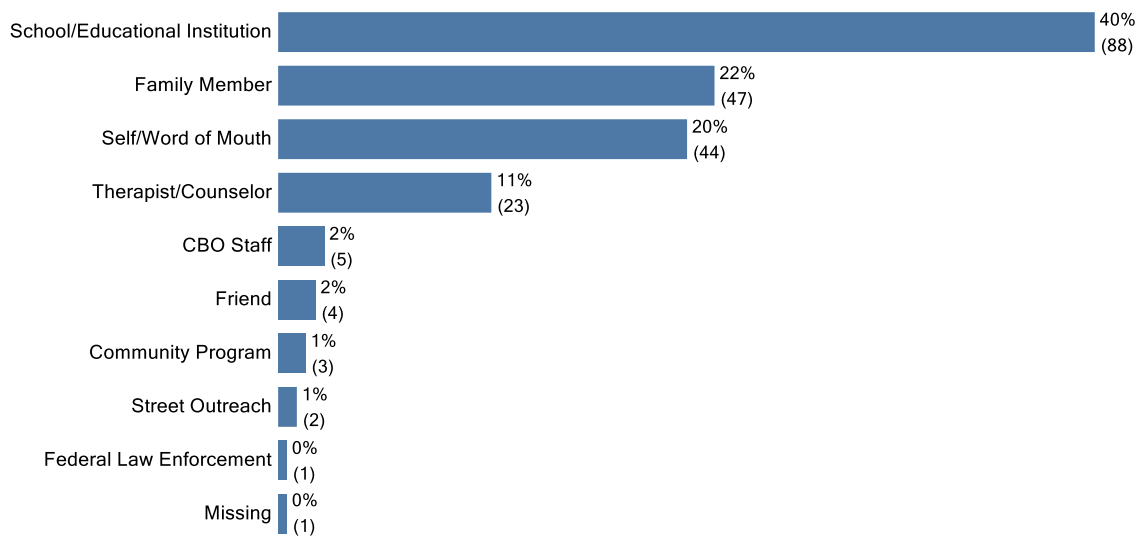
Youth Served

In 2021, BBBS provided a total of 775.25 hours of services to 218 youth, with the majority of hours focused on Big-Little individual mentoring (67%). BBBS also provided group mentoring services, primarily through virtual programming, which accounted for over one third of service hours (33%; Exhibit 48).

Exhibit 48. BBBS Services Provided and Number of Unduplicated Youth Served in 2021

Service	Hours	Number of Clients
Total	775.25	218
Mentoring: Big-Little	517.75	140
Mentoring: Group	257.5	76

Families Served

BBBS served 175 unique families and provided 108 hours of service, which included monthly and quarterly phone calls to families for wellness checks, emotional support, and sharing of resources.

CBO-Specific Outcomes

BBBS reported outcomes for 190 of the 218 youth (87%) served in 2021. BBBS tracked completion of two of their programs as outcome measures: Mentorship and Youth Outcome

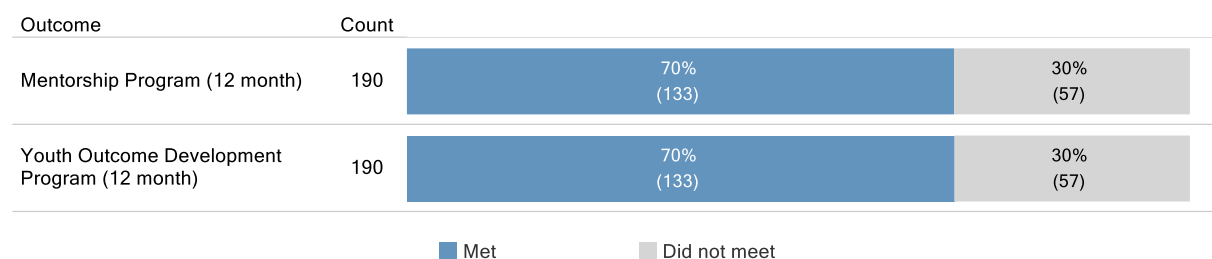Development. Both programs are 12 months in length. BBBS also used their own survey to track additional outcomes on the quality of the relationship between the Bigs and Littles.

Nearly three-quarters of the youth (70%) completed both 12-month programs successfully (Exhibit 49). For the youth who were not successful in meeting the outcomes, non-completion was primarily due to BBBS volunteers graduating or moving out of the service area, or COVID-19-related challenges.

Exhibit 49. BBBS Youth Outcomes

Outcome	Count	Met	Did not meet
Mentorship Program (12 month)	190	70% (133)	30% (57)
Youth Outcome Development Program (12 month)	190	70% (133)	30% (57)

■ Met   ■ Did not meet

BBBS provided WestEd survey results from their CBOs Strength of Relationship (SOR) for analyses. BBBS administered their SOR survey to Littles three months after they were matched with their Bigs, at the end of the year, and then administered annually thereafter. The SOR survey included ten items assessing Littles' perceptions of the quality of their relationship with their Bigs, an outcome BBSS tracks. The item stem included the instruction, "For each of the sentences below, decide how true each statement is for you" and Littles could respond to each of the items using a 5-point scale (1 = Never true; 5 = Always true) or selecting a sixth "I don't know" option. WestEd created a composite SOR score for each Little by averaging the SOR items. Before responses were combined to create the SOR score, all items must be in the same direction, such that a higher score would indicate a stronger strength of relationship. Thus, negatively worded items (e.g., "When I'm with my Big, I feel mad") wherein a higher score (e.g., 5 = Always true) would indicate a weaker strength of relationship were reverse-coded, such that high scores became low scores, and low scores became high scores. The scale demonstrated acceptable internal consistency ($\alpha = 0.79$), indicating that the items could be combined into a scale.

The SOR survey had a low response rate, as COVID-19 disrupted the survey administration. Of the 218 youth, 92 youth (42%) took the SOR survey. However, this is an improvement from the previous year, where only 29% of the youth served in 2020 took the SOR survey. Nonetheless, we strongly caution against generalizing these results, as the resulting sample may not be representative of the larger sample. Of the youth who took the SOR survey, the majority (65 youth or 71%) took the SOR only once. For the 27 youth who took the SOR more than once, WestEd selected the most recent SOR results to include in the outcome analyses.

On average, Littles responded "always true" (mean = 4.72) to the SOR scale items (Exhibit 50). Littles never felt mad, disappointed, bored, or ignored with their Bigs (negatively worded items were reverse-coded; means = 4.97, 4.92, 4.92, and 4.79, respectively). Littles always felt that their relationship with their Bigs was very important (mean = 4.74), and they always felt safe when they were with their Bigs (mean = 4.67). They also always felt that their Bigs helped them with their problems by suggesting good ideas about how to solve them (mean = 4.64) and listening to Littles talk about what was bothering them (mean = 4.60). Most of the time, Littles felt close to their Bigs (mean = 4.46) and that their Bigs helped them take their minds off things (mean = 3.43).

Exhibit 50. BBBS Strength of Relationship Survey Results Outcomes

Item	Mean
Strength of Relationship scale	4.72
My Big has lots of good ideas about how to solve a problem	4.64
My Big helps me take my mind off things by doing something with me	4.43
When I'm with my Big, I feel ignored*	4.79
When I'm with my Big, I feel mad*	4.97
When I'm with my Big, I feel safe	4.67
When I'm with my Big, I feel disappointed*	4.92
My relationship with my Big is very important to me	4.74
When I'm with my Big, I feel bored*	4.92
When something is bugging me, my Big listens while I talk about it	4.60
I feel close to my Big	4.46

Missing data: 58%. Littles were instructed, "For each of the sentences below, decide how true each statement is for you" and responded to the items along a 5-point scale (1 = Never true, 5 = Always true) or by selecting a sixth "I don't know" option. *Negatively worded items were reverse-coded.

Youth Participation Status

Of the 218 youth BBBS served, the majority (59%) were still enrolled at the end of December 2021 (Exhibit 51). Approximately one third of cases (29%) were successfully closed as the youth completed all applicable programs. As noted above, most cases that were unsuccessfully closed were due to youth COVID-19 impacts, BBBS volunteer(s) graduating and/or moving, and time constraints.

Exhibit 51. BBBS Youth Participation Status

Closed - Successfully
29%
(64)

Closed - Unsuccessfully
12%
(26)

Still enrolled
59%
(128)
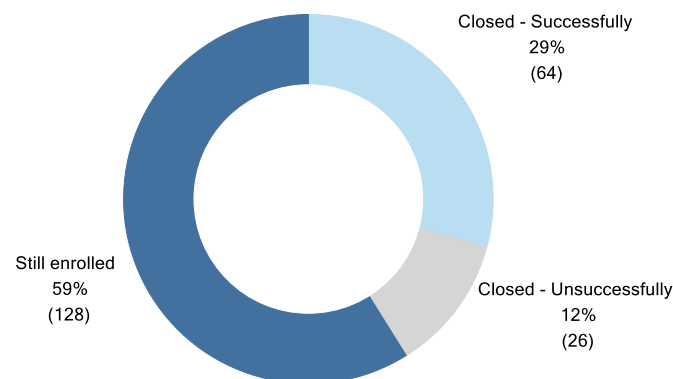
Referrals

BBBS did not track referrals out to external services and/or other resources.

Calicinto Ranch, Inc.

Calicinto Ranch aims to provide year-round programming to children (seven to eighteen years of age) of incarcerated parents, focused primarily on providing support, life skills, and special programs to youth at risk, aided through the use of hands-on teaching at their ranch with farm animals. Calicinto Ranch did not provide data on time for this report.

Carolyn E. Wylie Center

The Carolyn E. Wylie Center (Wylie Center) serves the community by providing early intervention, medical therapy services, autism intervention, mental health treatment, and community education and outreach services for children, youth, and families. Under the JJCPA grant, Wylie Center provided services through their school-based and community outreach counseling programs; tobacco, alcohol, and substance education program; and anger management program. Because of COVID-19, Wylie Center shifted to providing supports traditionally delivered in-person to virtually, particularly community engagement activities. Wylie Center experienced an increase in enrollments from 2020 to 2021 but the pandemic continued to impact the ability for in-person instruction and client retention to complete the program(s).

Referral Sources

School and Educational Institutions provided the greatest percentage (92%) of referrals to Wylie Center in 2021. Other referral sources were Probation, county agencies, local law enforcement, family members, community programs, and self/word of mouth (Exhibit 52).

Exhibit 52. Sources of Youth Referrals to Wylie Center

School/Educational Institution	92% (196)
Probation	4% (8)
County Agency	1% (3)
Local Law Enforcement	1% (2)
Family Member	1% (2)
Community Program	0% (1)
Self/Word of Mouth	0% (1)
Missing	0% (1)
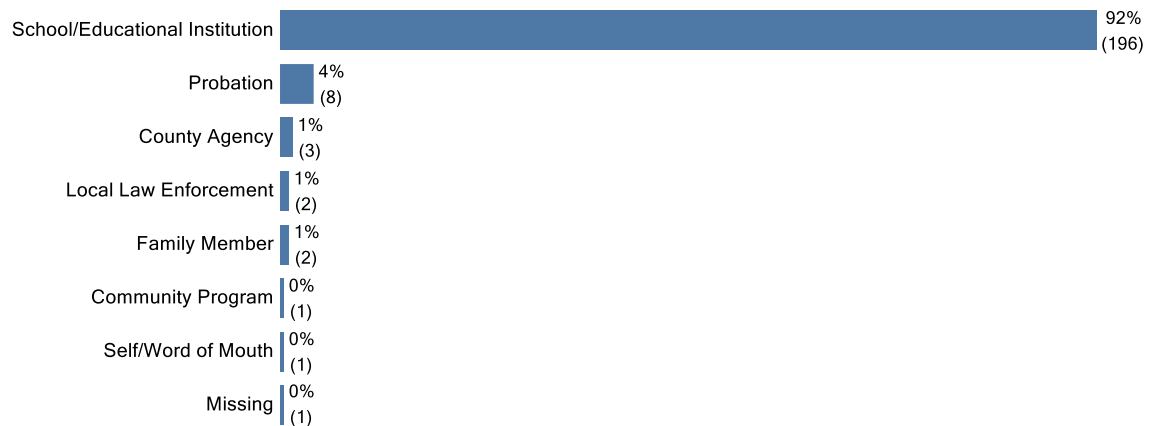
Youth Served

In 2021, Wylie Center provided a total of 1,328 hours of services to 214 youth. Wylie Center served the largest number of youth through client management services, but this only attributed to under one tenth of service hours (9%). Most service hours focused on virtual community engagement (43%) and substance use (34%). Wylie also provided services for life skills, anger management, and mentoring, with a small percentage of youth served under "other," which included crisis intervention, rapport building, loss and grief, and sexual harassment prevention (Exhibit 53).

Exhibit 53. Wylie Center Services Provided and Number of Unduplicated Youth Served in 2021

Service	Hours	Number of Clients
Total	1328	214
Client Management Services	114.5	127
Life Skills	123.75	86
Virtual Community Engagement	566.5	49
Substance Use	446.5	43
Anger Management	57	20
Mentoring	9.5	11
Other	10.25	7

Families Served

Wylie Center served 111 unique families and provided 76.25 hours of services. Wylie Center served families by communicating progress updates on their youth, hosting virtual community engagement events, and through substance use classes.

CBO-Specific Outcomes

Wylie Center reported outcomes for 150 of the 214 youth (70%) served in 2021. Wylie Center tracked the successful completion of each of its programs as outcome measures. On average, greater than 50 percent of the 150 youth met their outcomes in 2021 (Exhibit 54). For those youth who were not successful in meeting the outcomes, non-completion was primarily due to unresponsiveness and the youth declining services.

Exhibit 54. Wylie Center Youth Outcomes

Outcome	Count	Met	Did not meet
Drug Court	1	100% (1)	
Crisis Intervention	36	78% (28)	22% (8)
Virtual Community Engagement	51	55% (28)	45% (23)
Tobacco, Alcohol and Drug Education Classes	47	47% (22)	53% (25)
Anger Management Classes	15	47% (7)	53% (8)

■ Met ☐ Did not meet
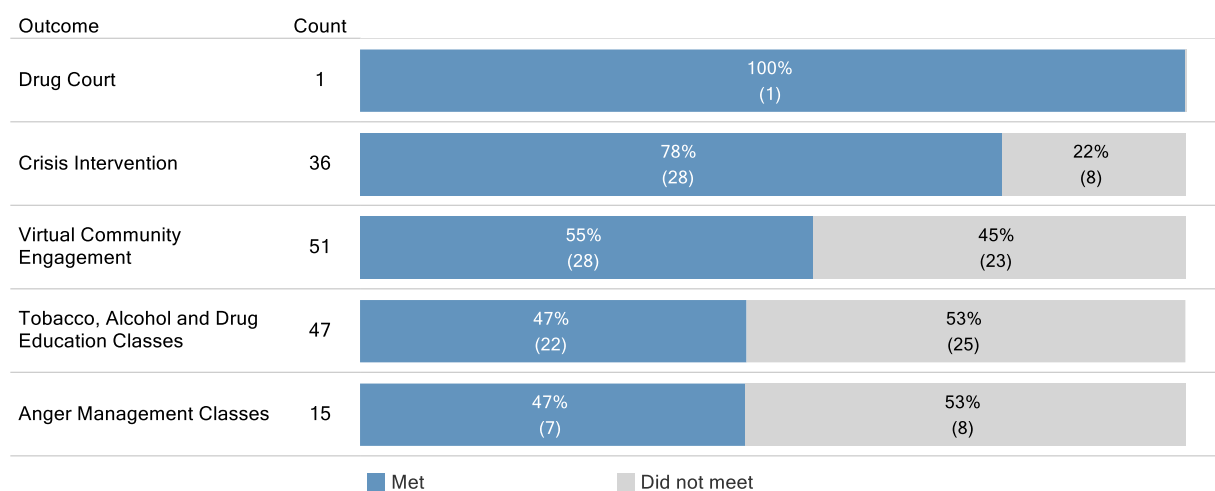
Youth Participation Status

Of the 214 youth Wylie Center served, 25 percent remained enrolled in programming at the end of December (Exhibit 55). Almost one half were successfully closed (45%) because youth completed all applicable programs and one quarter were unsuccessfully closed (25%), primarily due to youth declining services or not responding to Wylie Center.

Exhibit 55. Wylie Center Youth Participation Status

Still enrolled
25%
(53)

Closed - Successfully
45%
(96)

Closed - Unsuccessfully
30%
(65)

Referrals

Wylie Center referred one youth to an outside agency, but it was unknown if the youth reached out to the agency.
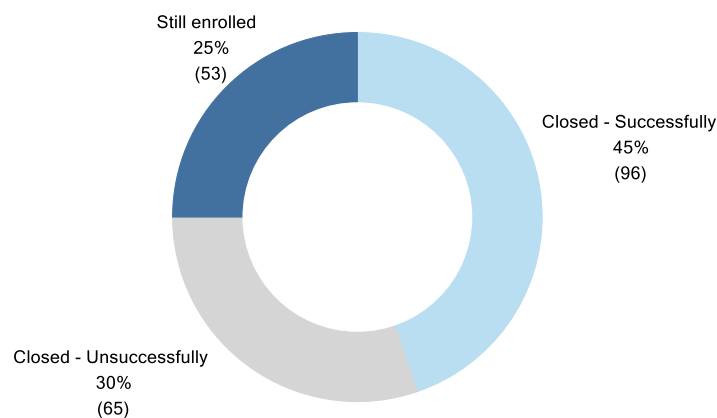
Chapman University Restorative Justice Program

The Chapman University Restorative Justice Program is a collaborative effort between the courts, District Attorney's Office, Police Department, Probation Department, and youth to provide restorative justice services in Riverside County. The program approaches conflict-resolution with restorative justice theories and practices as an alternative to carceral justice. With the support of justice system agencies, Chapman University serves youth by mediating between victims and offenders to address the needs of both parties.

Referral Sources

The Restorative Justice Program served two youth. Law enforcement agents referred the two youth to the program at the start of the year.

Youth Served

In 2021, the Restorative Justice Program served two youth, providing 33.75 hours of services (Exhibit 56). Most hours focused on youth awareness and victim awareness. The Restorative Justice Program also provided two hours of meditation to both youth.

Exhibit 56. Chapman Services Provided and Number of Unduplicated Youth Served in 2021

Service	Hours	Number of Clients
Total	33.75	2
Mediation	2	2
Youth Awareness	18.5	1
Victim Awareness	13.25	1

Families Served

The Restorative Justice Program did not provide services to families.

CBO-Specific Outcomes

The Restorative Justice Program did not report youth outcomes in 2021.

Youth Participation Status

The Restorative Justice Program will continue to serve the two youth in 2022.

Referrals

The Restorative Justice Program did not provide referrals to external services and/or other community resources.

Chavez Educational Services, LLC

Chavez Educational Services provides social–emotional and self-development programming to youth. Chavez Educational Services traditionally brings programming to youth, typically at Riverside County Office of Education sites. Under the JJCPA grant, Chavez Educational Services administers the STEP-UP program. The STEP-UP program is a seven-chapter workshop-based curriculum focused on developing youth social–emotional skills, including self-awareness, self-management, responsible decision making, social awareness, and relationship skills. Chavez Educational Services also integrates physical education sessions as part of STEP-UP. Because of COVID-19, Chavez Educational Services shifted from administering STEP-UP in-person to administering virtually in 2020. In 2021, Chavez Educational Services continued to administer STEP-UP virtually to youth. Chavez Educational Services reported continued successful youth enrollment through their partnership with Alvord Unified School District and Riverside County Probation Department's Bridge Program.

Referral Sources

Chavez Educational Services served 149 youth in 2021. Schools and other educational institutions provided the largest source of known referrals to Chavez Educational Services, followed by community programs (Exhibit 57).

Exhibit 57. Sources of Youth Referrals to Chavez Educational Services LLC

Referral Source	Percentage (Count)
School/Educational Institution	61% (91)
Community Program	39% (58)

Youth Served

Chavez Educational Services provided a total of 1,765.5 hours of services to 149 youth, and most of the hours focused on life skills (29%), mentoring (19%), or cultural diversity (17%). Chavez Educational Services primarily assisted youth through their STEP-UP program, with the largest number of youth served through mentoring, life skills, and anger management (Exhibit 58).

Exhibit 58. Chavez Educational Services Provided and Number of Unduplicated Youth Served in 2021

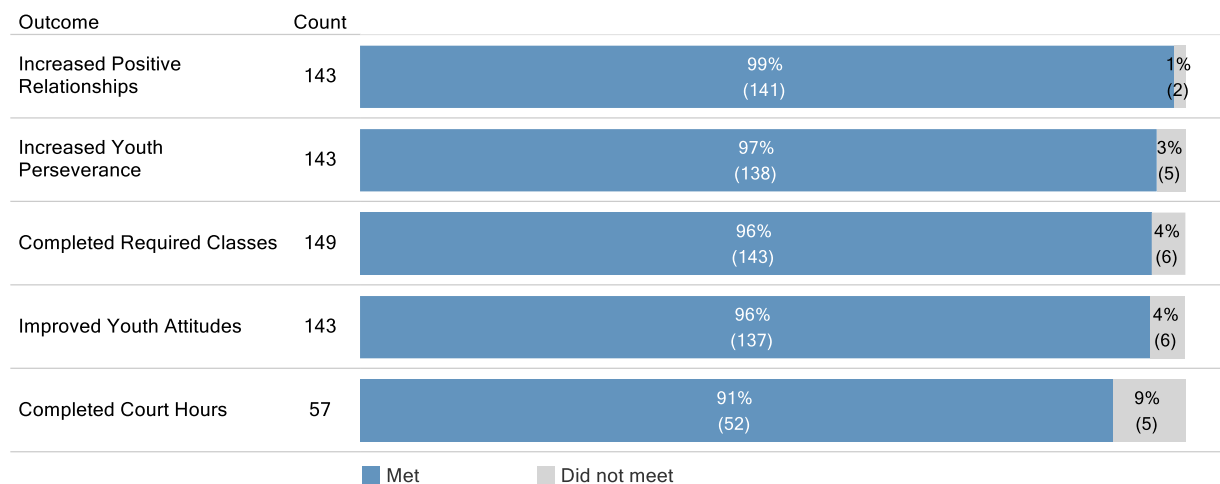| Service	Hours	Number of Clients
Total	1,765.5	149
Mentoring	342	147
Life Skills	518	145
Anger Management	227	128
Cultural Diversity	306.5	125
Community Engagement	124.5	118
Gang Awareness	168.5	88
Substance Use	79	85

Families Served

Chavez Educational Services did not provide services to families during the reporting period.

CBO-Specific Outcomes

Chavez Educational Services tracked the successful completion of their STEP-UP program components as an outcome measure. Chavez Educational Services also tracked social–emotional outcomes, including improved youth attitudes, increased positive relationships, and increased perseverance. The great majority of youth attained their outcomes. Youth were especially successful in increasing their positive relationships (99%) and improving their attitude (96%). Chavez Educational Services also tracked completion of court hours, for youth who were referred to services as participants of Riverside County Probation Department's Bridge Program, with the great majority (91%) completing their court hours (Exhibit 59).

Exhibit 59. Chavez Educational Services Youth Outcomes

Outcome	Count	Met	Did not meet
Increased Positive Relationships	143	99% (141)	1% (2)
Increased Youth Perseverance	143	97% (138)	3% (5)
Completed Required Classes	149	96% (143)	4% (6)
Improved Youth Attitudes	143	96% (137)	4% (6)
Completed Court Hours	57	91% (52)	9% (5)

■ Met   ■ Did not meet

Youth Participation Status

Of the 149 youth Chavez Educational Services served, the great majority (91%) were successfully closed as the youth completed the STEP-UP program. Only four percent of youth closed unsuccessfully, and five percent were still enrolled at the end of December (Exhibit 60).

Exhibit 60. Chavez Educational Services Youth Participation Status

Closed - Unsuccessfully - 4%
(6)

Still enrolled - 5%
(7)

Closed - Successfully - 91%
(136)
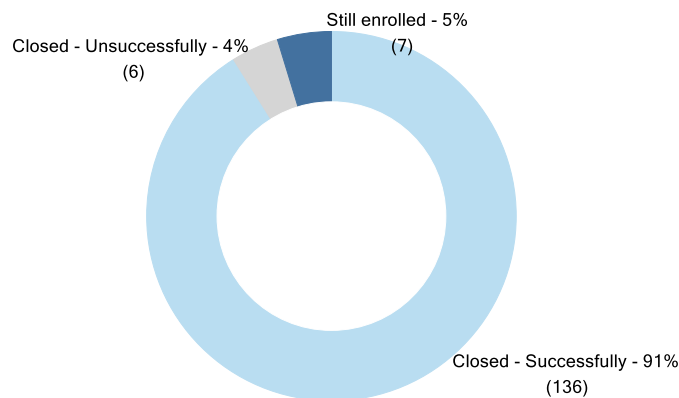
Referrals

Chavez Educational Services did not provide referrals out to external services and/or other resources.

Inland Southern California 211+ (Inland SoCal 211+)

Inland Southern California 211+ (Inland SoCal 211+) is a subsidiary of Inland Southern California United Way serving Riverside, San Bernardino, and East LA County. One of their most prominent services is through the ISC211+ Contact Center that answers nearly 500,000 calls per year for health and human service needs including housing, utilities, food, healthcare, employment, childcare, social service resources, veteran services, transportation, and crisis intervention. Under the JJCPA grant, Inland SoCal 211+ proposed to provide a variety of services to youth, such as self-help groups, teaching basic life skills, mentoring and coaching, academic and educational services, pro-social activities, as well as referrals to other services. In 2021, Inland SoCal 211+ did not provide data on time for this report.

Jay Cee Dee Children Home

Jay Cee Dee aims to provide short-term outreach services as an alternative to placement or incarceration. They provide a host of services including life skills, anger management and conflict resolution classes, gang exit intervention, alcohol and drug prevention, and provide referrals to community resources. Jay Cee Dee proposed to use JJCPA grant funds for community outreach; restorative justice sessions; conference, orientation, and committee collaborations; parent empowerment workshops; counselor coordinating meetings; mentor groups; victim awareness sessions; and active youth empowerment and victim awareness groups.

Referral Sources

Of the 140 youth Jay Cee Dee served in 2021, almost all referrals (92%) came from school/educational institutions (Exhibit 61). Jay Cee Dee also received some referrals from local law enforcement, family members, and through its street outreach.

Exhibit 61. Sources of Youth Referrals to Jay Cee Dee

Youth Served

In 2021, Jay Cee Dee served a total of 140 unique youth, offering them with almost 5,000 service hours (Exhibit 62). Jay Cee Dee served the largest number of youth and provided the most service hours as part of its mentoring/coaching program, followed by the pro-social/life skills program, and the youth empowerment program.

Exhibit 62. Jay Cee Dee Services Provided and Number of Unduplicated Youth Served in 2021

Service	Hours	Number of Clients
Total	4,689.5	140
Mentoring/Coaching	1,593.25	138
Pro-Social / Life Skills	749.5	107
Youth Empowerment	645	105
Tutorial	456	86
Youth Empowerment Fitness	479	47
Updates/ Covid/ System Navigation	132.25	32
Gang Diversion/ Intervention/Prevention	424	32
Community Resources/ Referrals	21	18
Client Management	17	17
Restorative Practices / Restorative Justice	89	16
Anger/ Aggression Replacement	24	6
Victim Awareness	14.5	4
Substance Use	29	4
Workforce Readiness	2	2
Parent Power	14	1

Families Served

Jay Cee Dee reported serving 30 families, providing the families with 314 hours of services in 2021. Jay Cee Dee primarily served families through its Parent Power program and through mentoring and coaching. Additionally, families received services related to life skills, anger management, and COVID-19 resources.

CBO-Specific Outcomes

Jay Cee Dee reported outcomes for 114 of the 140 youth (81%) they served in 2021 (Exhibit 63). For the most part, all the youth achieved their outcomes. The outcomes included completing goal plans, improved school attendance, parents reporting improved youth behavior and responsibility.

Exhibit 63. Jay Cee Dee Youth Outcomes

Outcome	Count	
Completed Goal Plan	107	100% (107)
Improved Attendance	114	100% (114)
Parent noticed improvement in behavior	114	100% (114)
Parent noticed improvement in student responsibility	114	100% (114)
Reduced Suspensions/ Expulsions	114	100% (114)
Completed Relapse Prevention Plan	24	96% (23) 4% (1)

■ Met　　　□ Did not meet
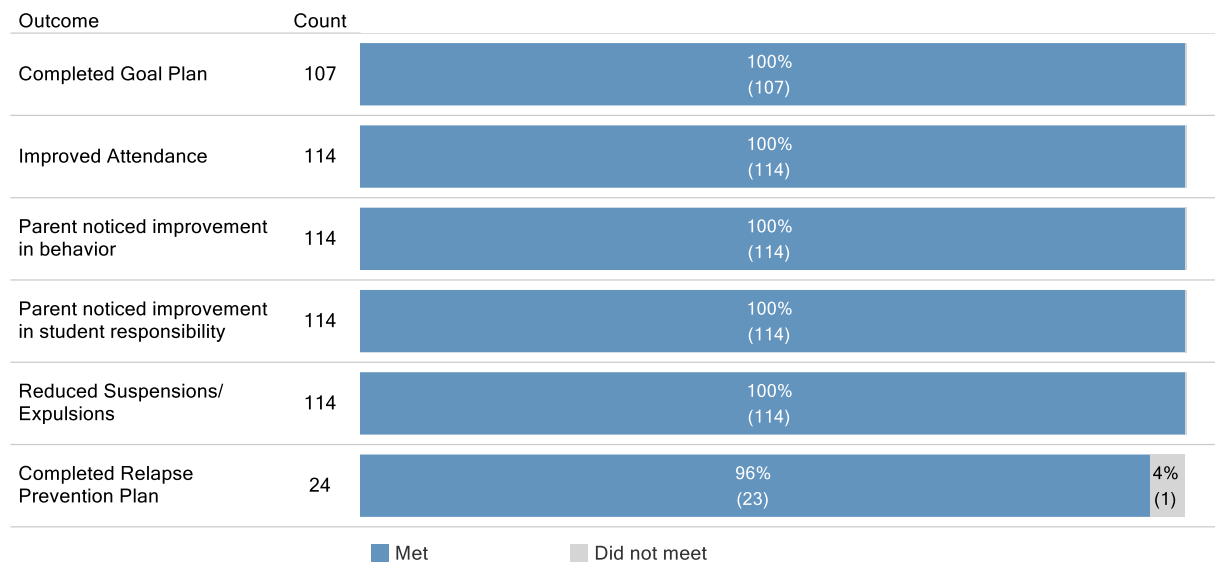
Youth Participation Status

Of the 140 youth Jay Cee Dee served in 2021, the majority of youth were still enrolled and receiving services at the end of the reporting period (Exhibit 64). The remaining youth (16%) had their cases closed successfully, as they had graduated and were pursuing postsecondary education.

Exhibit 64. Jay Cee Dee Youth Participation Status

Closed - Successfully
16%
(23)

Still enrolled
84%
(117)
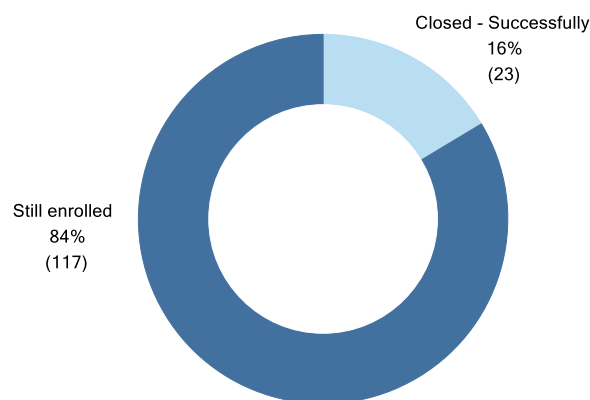
Referrals

Jay Cee Dee provided 138 referrals to various community resources (Exhibit 65). The largest number of referrals were for physical health, followed by referrals to obtain an identification card for free, and education. All of the youth referred reached out to the referred agency.

Exhibit 65. Jay Cee Dee Referrals Made and Follow Through with the Referred Agencies

Type of Referral	Total Referrals	Percent Clients Reached Out to Referred Agency
Physical Health	48	100% (48)
DMV No Cost I.D. Voucher	41	100% (41)
Education	38	100% (38)
Employment	6	100% (6)
Housing	3	100% (3)
Substance Use	2	100% (2)
Total	138	100% (138)

Kids in Konflict

Kids in Konflict serves the community by providing numerous wrap-around services to support youth success. Kids in Konflict provides gang awareness, cultural diversity, anger management, substance abuse, life skills, and intervention and suppression services to underserved youth. They also offer parenting, tutoring, and victim awareness services. Additionally, Kids in Konflict hosts monthly community events and provides youth the opportunity to serve the community through service hours. Kids in Konflict uses JJCPA funding for all their services.

Referral Sources

Of the 196 youth Kids in Konflict served in 2021, the majority were referred from Probation (Exhibit 66). Kids in Konflict also received referrals from local law enforcement, county agencies, and family members. Kids in Konflict did not provide information on the referral source for 30 percent of its youth.

Exhibit 66. Sources of Youth Referrals to Kids in Konflict

Source	Value
Probation	65% (128)
Missing	30% (59)
Local Law Enforcement	2% (3)
County Agency	1% (2)
Family Member	1% (2)
Prosecutors	1% (1)
Self/Word of Mouth	1% (1)
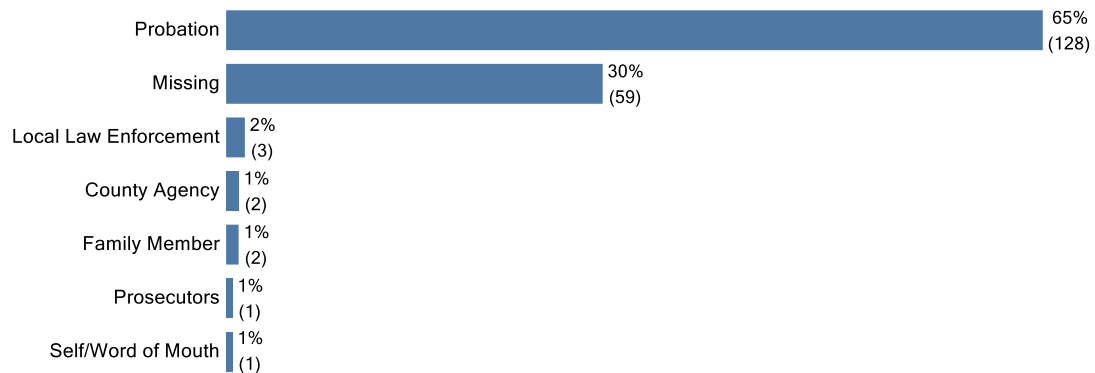
Percentages may not sum to 100 percent due to rounding.

Youth Served

In 2021, Kids in Konflict served a total of 196 unique youth, offering them over 2,000 service hours (Exhibit 67). Kids in Konflict served the largest number of youth through client management services, followed by victim awareness, and anger management. Kids in Konflict provided the largest number of service hours through victim awareness, parenting classes, and anger management.

Exhibit 67. Kids in Konflict Services Provided and Number of Unduplicated Youth Served in 2021

Service	Hours	Number of Clients
Total	2,033	196
Client Management	140.5	99
Victim Awareness	545	78
Anger Management	245.5	58
Enrollment and Orientation	90.5	50
Mentoring	214.5	49
Parenting Classes	249.25	44
Substance Use	193.25	43
Community Engagement	195.25	28
Life Skills	38.5	18
Gang Awareness	41.25	13
Tutorial	10.75	9
Sex Offender Rehabilitation	52.25	9
Domestic Violence	16.5	9

Families Served

Kids in Konflict reported serving 22 families, providing the families with 110.75 hours of services in 2021. Kids in Konflict primarily served families through its parental support program that offers effective communication strategies, a support group, as well as information and resources for medical, housing, utility bills, and financial services.

CBO-Specific Outcomes

Kids in Konflict reported a wide range of outcomes for 89 of the 196 youth (45%) they served in 2021 (Exhibit 68). For the most part, all the youth achieved their outcomes.

Exhibit 68. Kids in Konflict Youth Outcomes

| Outcome	Count		
Completed Assignments	88	100% (88)	
Cooperative	88	100% (88)	
Completed Victim Awareness	51	100% (51)	
Completed Community Service	31	100% (31)	
Completed Anger Management	21	100% (21)	
Completed Gang Awareness	7	100% (7)	
Completed Life Skills	3	100% (3)	
Completed Tutoring	3	100% (3)	
Completed Parenting	2	100% (2)	
Did not get a Violation	87	99% (86)	1% (1)
Maintained Contact with the Program	86	99% (85)	1% (1)
Completed Required Classes	89	97% (86)	3% (3)
Successful Component Completion	89	96% (85)	4% (4)
Completed Substance Awareness	27	93% (25)	7% (2)
Received Two or More Services	29	83% (24)	17% (5)

■ Met ■ Did not meet

Youth Participation Status

Of the 196 youth Kids in Konflict served in 2021, approximately half completed receiving services successfully and the other half were still enrolled and receiving services at the end of the reporting period (Exhibit 69). Only 5 percent of Kids in Konflict's youth had their cases closed unsuccessfully, as they stopped showing up or dropped out of the program.

Exhibit 69. Kids in Konflict Youth Participation Status

Still enrolled
47%
(92)

Closed - Successfully
48%
(95)

Closed - Unsuccessfully
5%
(9)
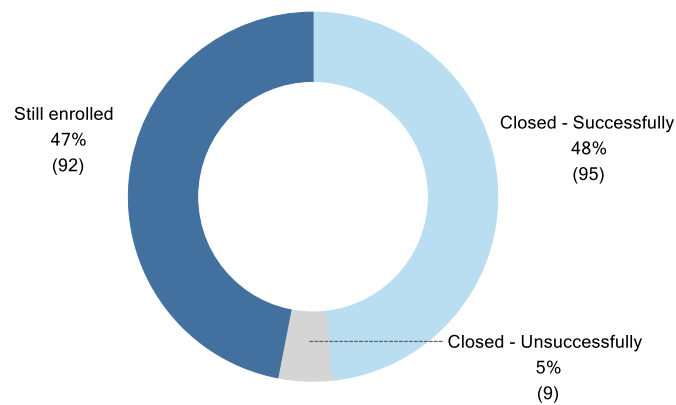
Referrals

Kids in Konflict provided 143 referrals for youth to receive additional services within its organization (Exhibit 70). The largest number of referrals were for victim awareness, community service, and substance awareness. In total, 82 percent of the youth followed through with the referrals. Youth referred to mentoring or the life skills program were the least likely to follow through with the referrals.

Exhibit 70. Kids in Konflict Referrals Made and Follow Through

| Type of Referral	Total Referrals	Percent Clients Reached Out to Referred Agency
Healthy Relationships	2	100% (2)
Tutoring	3	100% (3)
Parenting	2	100% (2)
Counseling	3	100% (3)
Gang Awareness	6	100% (6)
Community Service	30	90% (27)
Substance Awareness	25	84% (21)
Victim Awareness	46	80% (37)
Anger Management	22	68% (15)
Mentoring	2	50% (1)
Life Skills	2	0% (0)
Total	143	82% (117)

Living Advantage Inc.

Living Advantage provides services to youth and families, particularly focusing on youth in foster care, living in a group home, or are on probation in Riverside County. Living Advantage offers youth tutoring, case management, mentorship services, and self-help groups. Additionally, Living Advantage offers a website for youth to store vital personal documents, including Social Security cards, California ID cards, immunization records, and birth certificates. This service allows youth to store and access these documents in a safe and secure online system. Under the JJCPA grant, Living Advantage continues to provide these services. In 2020, Living Advantage shifted to administering all services virtually due to COVID-19. In 2021, Living Advantage administered services both in person and virtually.

Referral Sources

Living Advantage served 66 youth in 2021. Street outreach provided the largest source of known referrals to Living Advantage (56%), followed by community programs and schools or other educational institutions (Exhibit 71).

Exhibit 71. Sources of Youth Referrals to Living Advantage

Source	% (count)
Street Outreach	56% (37)
Community Program	26% (17)
Missing	14% (9)
School/Educational Institution	5% (3)
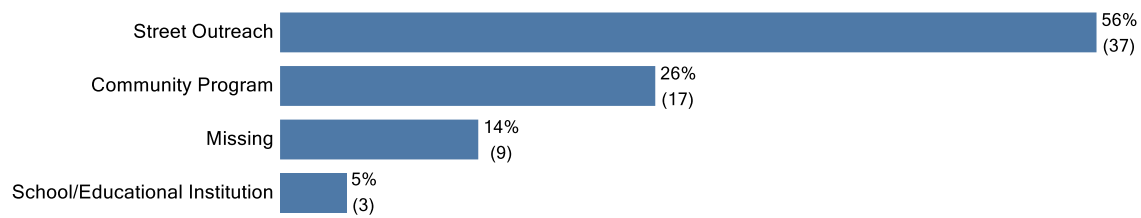
Youth Served

In 2021, Living Advantage provided a total of 645.5 hours of services to 66 youth. Living Advantage served the largest number of youth through case management services, which accounted for over one third of service hours (38%; Exhibit 72). Living Advantage also provided tutorials, mentoring, and community engagement, among other services.

Exhibit 72. Living Advantage Services Provided and Number of Unduplicated Youth Served in 2021

Service	Hours	Number of Clients
Total	645.5	66
Case Management	249.75	58
Mentoring	68.5	39
Tutorial	167.5	38
Community Engagement	53	37
Life Skills	26.25	31
Technology Assistance	21.5	29
Other	18.25	20
STEM	38.25	19
Gang Awareness	2.25	7
Anger Management	0.25	1

Families Served

Living Advantage reported serving 23 families, providing families 18.5 hours of services. Living Advantage primarily served families through parenting and life skills workshops, consultations, resources, and referral services.
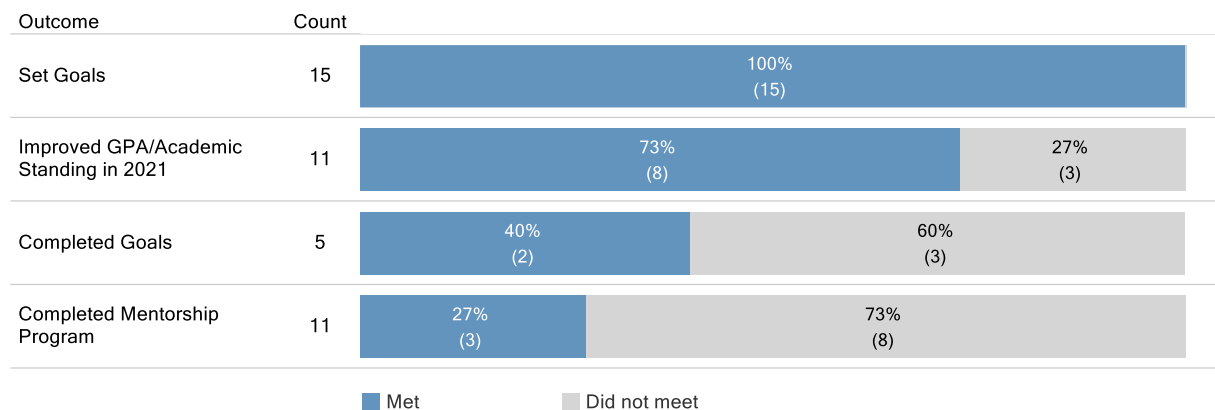
CBO-Specific Outcomes

Living Advantage reported outcomes for 27 of the 66 youth (41%) served in 2021. Living Advantage tracked youths' goal setting and goal completion as outcomes. All of the youth who took part in this service set their goals. Of the five youth with goal completion data, 40 percent completed their goals.

Living Advantage also tracked the completion of their Mentorship Program as an outcome. Of the 11 youth who enrolled in the Mentorship Program and had case closures, 27 percent completed the program (Exhibit 73). The youth who did not complete the program had closed unsuccessfully, meaning they had stopped showing up or dropped out of services.

To assess academic improvement, Living Advantage tracked youth GPA at the beginning and end of services. Because most youth served are long-term, Living Advantage also tracked quarterly GPA for youth over the course of their enrollment. Living Advantage reported challenges obtaining GPA data for youth. So, they also assessed whether youth increased their academic standing using other academic data sources. WestEd combined these two data sources to create a final academic outcome. Of the 11 youth with GPA/academic standing data, nearly three-quarters (73%) improved in this outcome.

Exhibit 73. Living Advantage Youth Outcomes

Outcome	Count	Met	Did not meet
Set Goals	15	100% (15)	
Improved GPA/Academic Standing in 2021	11	73% (8)	27% (3)
Completed Goals	5	40% (2)	60% (3)
Completed Mentorship Program	11	27% (3)	73% (8)

■ Met   ■ Did not meet

Youth Participation Status

Of the 66 youth Living Advantage served, the great majority (82%) were still enrolled at the end of December (Exhibit 74). Fifteen percent closed unsuccessfully, meaning they stopped showing up or dropped out of services, and three percent completed services successfully.

Exhibit 74. Living Advantage Youth Participation Status

Closed - Successfully - 3% (2)

Closed - Unsuccessfully - 15% (10)

Still enrolled - 82% (54)
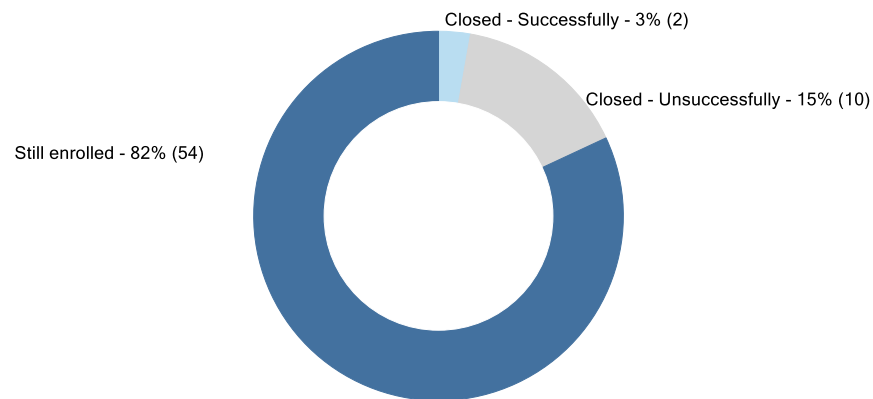
Referrals

Living Advantage provided 12 referrals for youth to receive additional services outside of its organization (Exhibit 75). The largest number of referrals were for "other" services, including sports, writing, and volunteer services. Living Advantage also made employment and education referrals. All youth who received referrals reached out to the referred agency.

Exhibit 75. Living Advantage Referrals

Type of Referral	Total Referrals	Percent Clients Reached Out to Referred Agency
Other	8	100% (8)
Employment	2	100% (2)
Education	2	100% (2)
Total	12	100% (12)

Operation SafeHouse Desert

Operation SafeHouse (OSH) Desert offers emergency shelter, intervention services, and outreach services to youth in crisis. Shelter services include shelter, food, counseling, education, life skills, and recreation activities. Additionally, the CBO offers a free phone application, "What's Up? SafeHouse App," for youth in crisis to request help from counselors.

Because of COVID-19, OSH Desert had to limit the number of days and hours that employees could work inside the building. Emergency shelters are considered essential services by the Center for Disease Control and Prevention. Therefore, OSHs youth emergency shelters (Desert
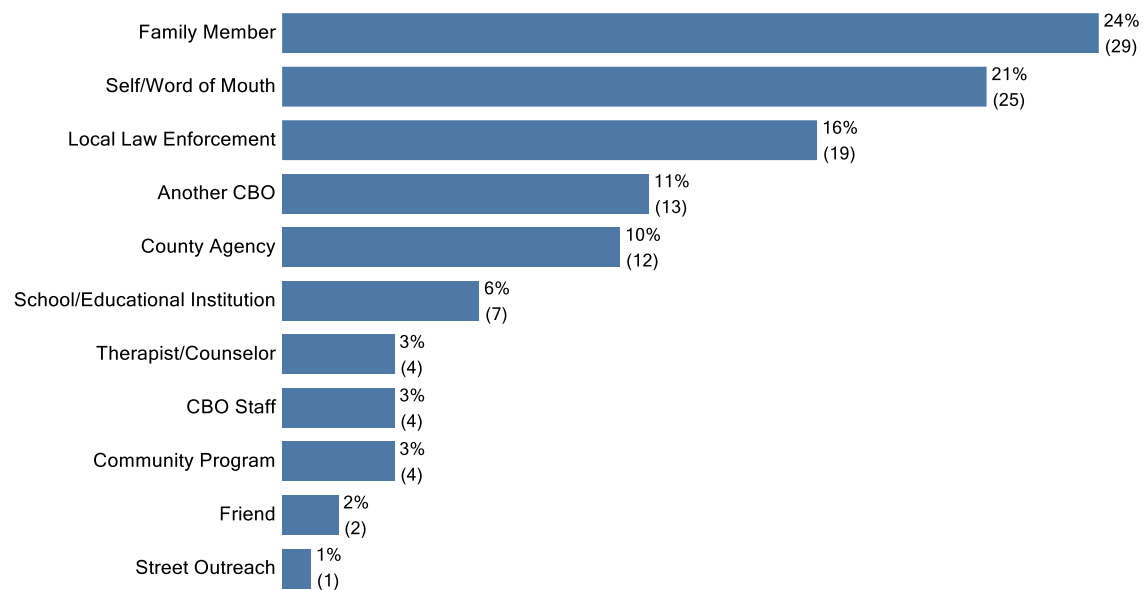
and Riverside) remained open, providing services to youth, albeit at reduced staffing and frequency.

Referral Sources

Family members provided the largest percentage (24%) of referrals to OSH Desert, followed by self/word of mouth, local law enforcement, another CBO, and county agencies (Exhibit 76). Other referral sources included school and other educational institutions, therapist/counselors, community programs, friends, and street outreach.

Exhibit 76. Sources of Youth Referrals to OSH Desert

Source	Percent (Count)
Family Member	24% (29)
Self/Word of Mouth	21% (25)
Local Law Enforcement	16% (19)
Another CBO	11% (13)
County Agency	10% (12)
School/Educational Institution	6% (7)
Therapist/Counselor	3% (4)
CBO Staff	3% (4)
Community Program	3% (4)
Friend	2% (2)
Street Outreach	1% (1)

Youth Served

OSH Desert served youth by providing shelter as well as individual, group, and family counseling (Exhibit 77). OSH Desert served 120 youth in 2021 and provided 12,581.75 hours of services; the large majority of which were group counseling (92%). OSH Desert also provided individual counseling (7%) and family counseling (1%).

Exhibit 77. OSH Desert Services Provided and Number of Unduplicated Youth Served in 2021

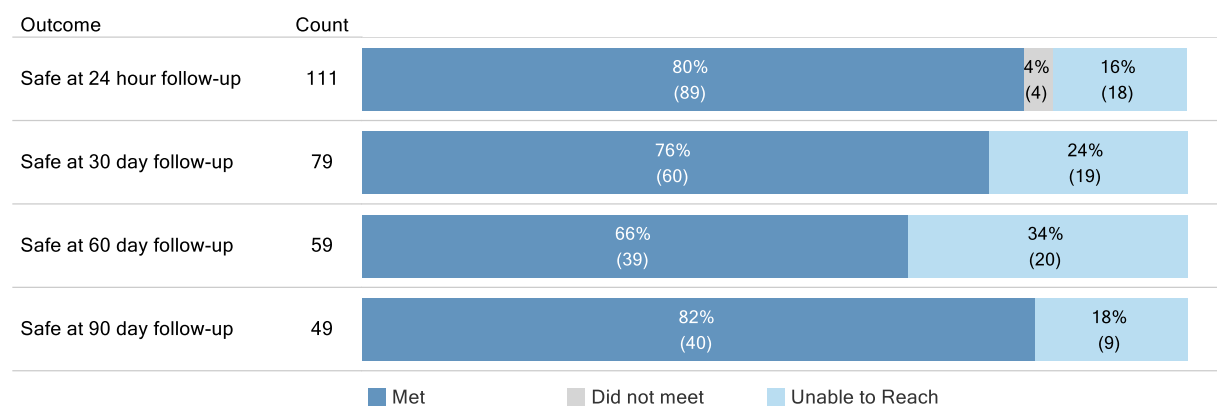| Service	Hours	Number of Clients
Total	12,581.75	120
Group Counseling	11,608.5	119
Individual Counseling	826.5	117
Family Counseling	146.75	70

Families Served

OSH Desert served 70 unique families and provided 146.75 hours of service, which included monthly and bi-monthly phone calls to families for wellness checks, emotional support, and sharing of resources.

CBO-Specific Outcomes

OSH Desert reported outcomes for 111 of the 120 youth (93%) served in 2021. OSH Desert tracked whether youth were safe at regular intervals after leaving the shelter. Follow-up calls were made after 24 hours and at 30-, 60-, and 90-day intervals. Over three quarters of youth (80%) were safe at 24-hour follow-up. Four percent were unresponsive, even though multiple attempts were made to contact youth (Exhibit 78). Some parents answered the follow-up phone calls and reported that youth were no longer under their care (>18 years of age) or asked staff not to contact them.

Exhibit 78. OSH Desert Youth Outcomes

Outcome	Count	Met	Did not meet	Unable to Reach
Safe at 24 hour follow-up	111	80% (89)	4% (4)	16% (18)
Safe at 30 day follow-up	79	76% (60)		24% (19)
Safe at 60 day follow-up	59	66% (39)		34% (20)
Safe at 90 day follow-up	49	82% (40)		18% (9)

■ Met　　■ Did not meet　　■ Unable to Reach

Youth Participation Status

Of the 120 youth OSH Desert served in 2021, a great majority (83%) of the cases were closed successfully (Exhibit 79). Most cases that were not successfully closed were due to youth either leaving the facility without finishing the program (e.g., runaway) or being referred to another agency, such as mental health services or extended stay programs.

Exhibit 79. OSH Desert Youth Participation Status

Closed - Unsuccessfully
17%
(20)

Closed - Successfully
83%
(100)
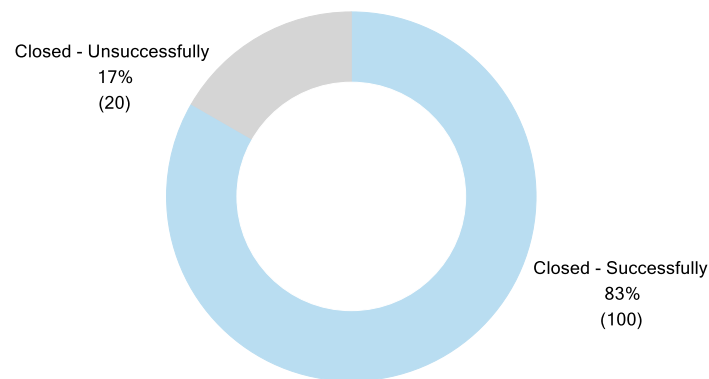
Referrals

OSH Desert did not track referrals made to outside organizations in the Client Data Tracker. However, OSH Desert reported to WestEd that they made referrals to mental health and drug rehabilitation services and provided a packet with community resources to youth when they exited the program.
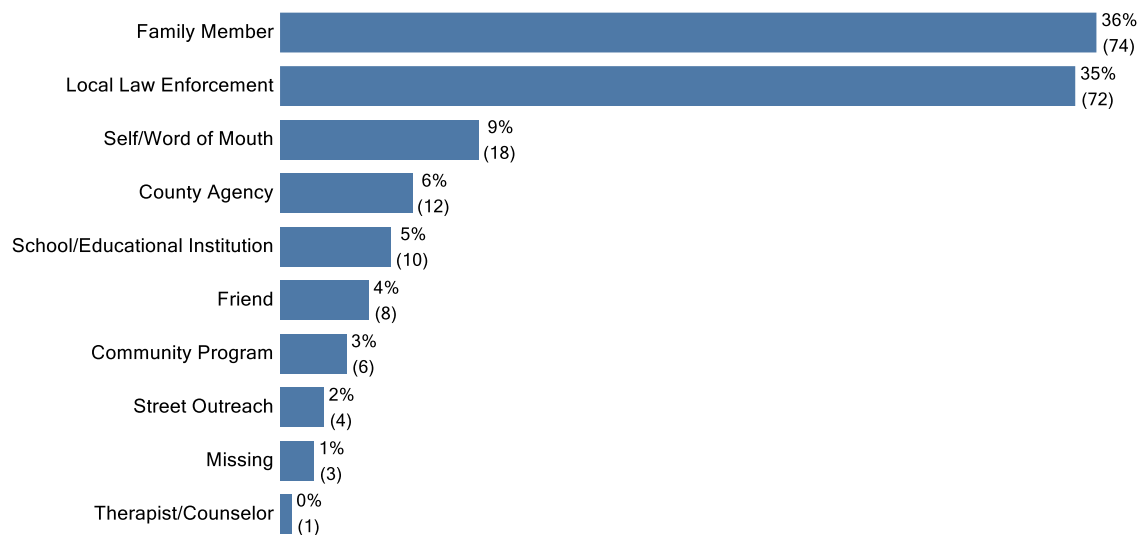
Operation SafeHouse Riverside

Operation SafeHouse (OSH) Riverside offers emergency shelter, intervention services, and outreach services to youth in crisis. Shelter services include shelter, food, counseling, education, life skills, and recreation activities. Additionally, the CBO offers a free phone application, "What's Up? SafeHouse App," for youth in crisis to request help from counselors.

Because of COVID-19, OSH Riverside had to limit the number of days and hours that employees could work inside the administration building. Emergency shelters are considered essential services by the Center for Disease Control and Prevention. Therefore, OSHs youth emergency shelters (Desert and Riverside) remained open, providing services to youth, albeit at reduced staffing and frequency.

Referral Sources

Family member and local law enforcement provided the largest percentage of known referrals to OSH Riverside (71%; Exhibit 80). Other referral sources included self/word of mouth, county agencies, school and other educational institutions, friends, community programs, street outreach, and therapist/counselors.

Exhibit 80. Sources of Youth Referrals to OSH Riverside

Referral Source	Percentage (Count)
Family Member	36% (74)
Local Law Enforcement	35% (72)
Self/Word of Mouth	9% (18)
County Agency	6% (12)
School/Educational Institution	5% (10)
Friend	4% (8)
Community Program	3% (6)
Street Outreach	2% (4)
Missing	1% (3)
Therapist/Counselor	0% (1)

Youth Served

OSH Riverside served youth by providing shelter as well as individual, group, and family counseling (Exhibit 81). OSH Riverside served 208 youth in 2021, providing 7,106 hours of services to youth; the majority of which were focused on group counseling (84%).

Exhibit 81. OSH Riverside Services Provided and Number of Unduplicated Youth Served in 2021

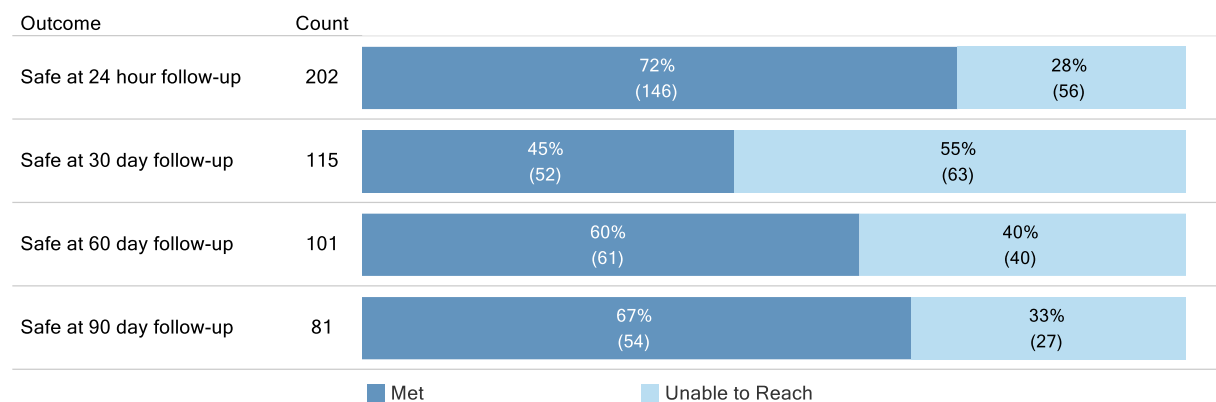| Service	Hours	Number of Clients
Total	7,106	208
Individual Counseling	1,000	198
Group Counseling	5,938.75	183
Family Counseling	167.25	84

Families Served

OSH Riverside served 84 families and provided 167.25 hours of service, which included monthly and bi-monthly phone calls to families for wellness checks, emotional support, and sharing of resources.

CBO-Specific Outcomes

OSH Riverside reported outcomes for 202 of the 208 youth (97%) served in 2021. OSH Riverside tracked whether youth were safe at regular intervals after leaving the shelter. Follow-up calls were made after 24 hours and at 30-, 60-, and 90-day intervals. Nearly three-quarters (72%) were safe at 24-hour follow-up (Exhibit 82). Youth were typically less responsive after the 24-hour follow-up period, with a higher percentage being unsafe at 30-day follow-up (55%). Some parents answered the follow-up phone calls and reported that youth were no longer under their care (>18 years of age) or their location was unknown.

Exhibit 82. OSH Riverside Youth Outcomes

Outcome	Count	Met	Unable to Reach
Safe at 24 hour follow-up	202	72% (146)	28% (56)
Safe at 30 day follow-up	115	45% (52)	55% (63)
Safe at 60 day follow-up	101	60% (61)	40% (40)
Safe at 90 day follow-up	81	67% (54)	33% (27)

■ Met ■ Unable to Reach

Youth Participation Status

Of the 208 youth OSH Riverside served, 99 percent were closed successfully (Exhibit 83). One percent of youth were still enrolled at the youth emergency shelter as of December 31, 2021.

Exhibit 83. OSH Riverside Youth Participation Status

Still enrolled
1%
(2)

Closed - Successfully
99%
(206)
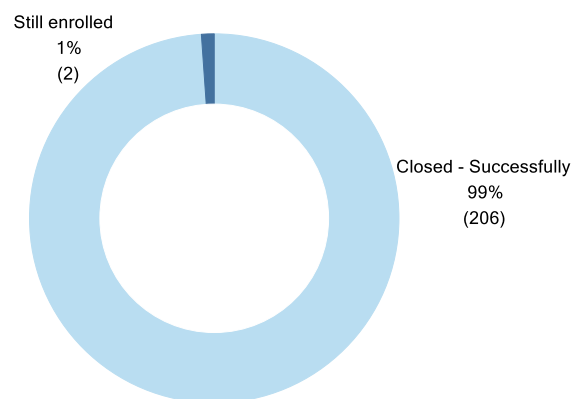
Referrals

OSH Riverside did not track referrals made to outside organizations in the Client Data Tracker. However, OSH Riverside reported to WestEd that they made referrals to mental health and drug rehabilitation services and provided a packet with community resources to youth when they exited the program.
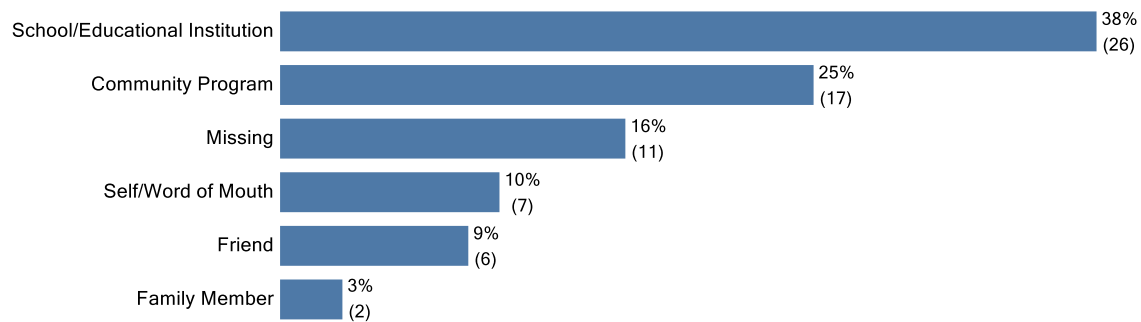
Playa Vista Job Opportunities and Business Services

Playa Vista Job Opportunities and Business Services (PV Jobs) aims to support individuals through employment preparation, pre-apprenticeship training programs, and advocacy efforts that support the inclusion of disadvantaged hire agreements. PV Jobs especially works to place underserved and disadvantaged youth, adults, and veterans in career-track employment in construction and other industries. Under the JJCPA grant, PV Jobs serves youth through case management, mentoring, coaching, life skills, academic support, and job training.

Referral Sources

Of the 69 youth PV Jobs served in 2021, the largest percentage were referred from school/education institutions, followed by community programs and word of mouth (Exhibit 84). Information about the referral source was missing for 16 percent of youth.

Exhibit 84. Sources of Youth Referrals to PV Jobs

Source	Percentage (Count)
School/Educational Institution	38% (26)
Community Program	25% (17)
Missing	16% (11)
Self/Word of Mouth	10% (7)
Friend	9% (6)
Family Member	3% (2)

Percentages may not sum to 100 percent due to rounding.

Youth Served

In 2021, PV Jobs served a total of 69 unique youth, offering them almost 2,000 service hours (Exhibit 85). PV Jobs served the largest number of youth through client management, mentoring, and life skills. PV Jobs provided the most service hours through life skills, mentoring, tutoring, and job training.

Exhibit 85. JCD Services Provided and Number of Unduplicated Youth Served in 2021

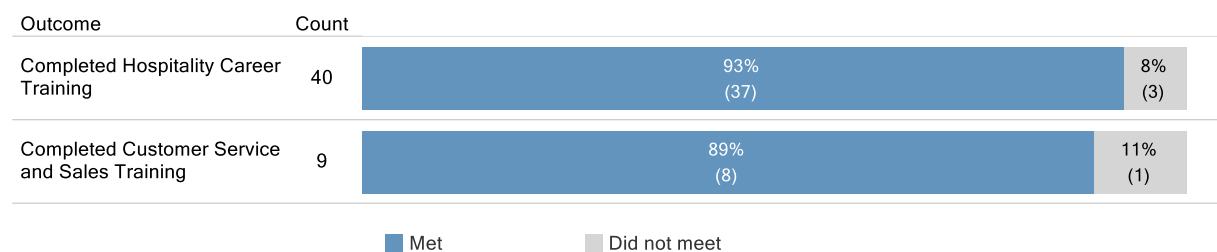| Service	Hours	Number of Clients
Total	1,741.75	69
Client Management	182.5	52
Mentoring	436.25	50
Life Skills	437.25	50
Job Training	197.25	42
Tutorial	323	38
College Prep	55.5	24
Hospitality 101	37.75	21
Social Activities	67.75	18
Community Engagement	3.25	9
Substance Use	0.5	2
Anger Management	0.75	2

Families Served

PV Jobs reported serving 36 families, providing the families with 78.75 hours of services in 2021. PV Jobs worked with youth and their families by assisting with applications for social/county services and assistance to receive one-on-one mentorship to focus on strengthening familial relationships, wellness, healthy recreation, education, and employment. Furthermore, PV Jobs helped families navigate the education system and work through youth's social and emotional issues.

CBO-Specific Outcomes

PV Jobs reported outcomes for 40 of the 69 youth (58%) they served in 2021 (Exhibit 86). Almost all youth met their outcome of completing the hospitality career or customer service training program.

Exhibit 86. PV Jobs Youth Outcomes

| Outcome	Count	Met	Did not meet
Completed Hospitality Career Training	40	93% (37)	8% (3)
Completed Customer Service and Sales Training	9	89% (8)	11% (1)

Legend: ■ Met ■ Did not meet

Youth Participation Status

Of the 69 youth PV Jobs served in 2021, most cases were closed successfully (54%; Exhibit 87). Approximately one third of youth (36%) were still enrolled and receiving services at the end of the reporting period, and 10 percent of cases were closed unsuccessfully.

Exhibit 87. PV Jobs Youth Participation Status

Still enrolled
36%
(25)

Closed - Successfully
54%
(37)

Closed - Unsuccessfully
10%
(7)
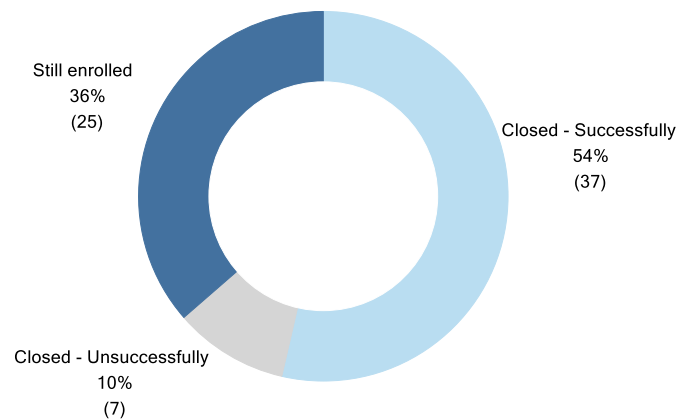
Referrals

PV Jobs provided one referral to its youth for employment supports. The youth did reach out to the agency for assistance.
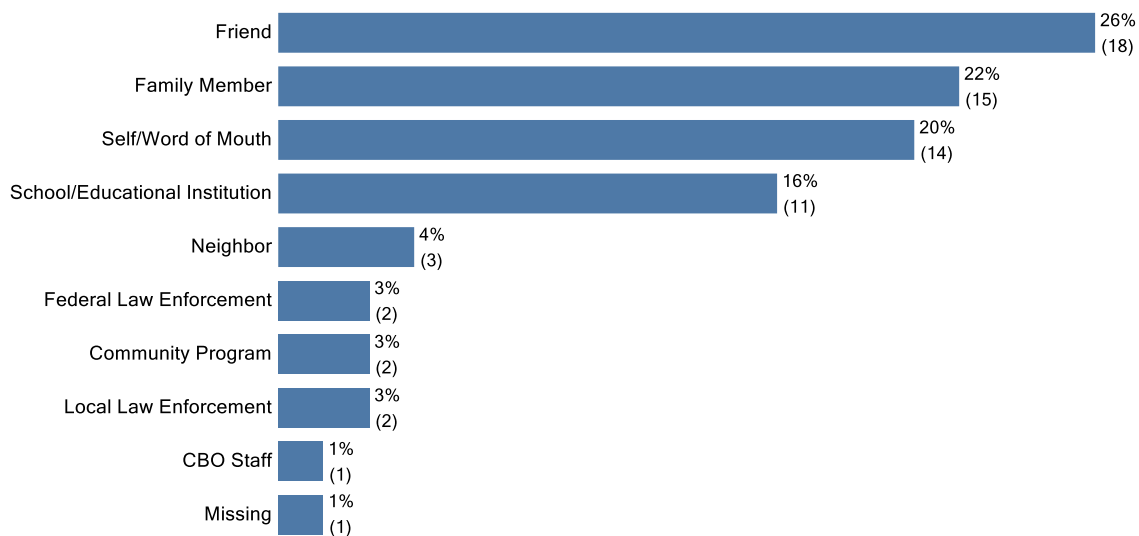
Raincross Boxing Academy

Raincross Boxing Academy provides tutoring services and boxing training to youth, particularly youth who reside in eastern Riverside County. Raincross Boxing Academy offers an Education Boxing Program, which includes tutoring services, boxing training, and mentorship services. Raincross Boxing Academy partners with the University of California, Riverside and California Baptist University to recruit mentors and trainers as well as to host field trips. Under the JJCPA grant, Raincross Boxing Academy expanded its services to more youth. Beginning in 2021, Raincross Boxing Academy resumed its services in person, including, tutoring, mentorship, workout classes, and boxing classes. Raincross Boxing Academy also hosted community events to provide resources to families and engage the community.

Referral Sources

Raincross Boxing Academy served 69 youth in 2021. Raincross Boxing Academy received referrals to its program from a wide range of sources. However, friends provided the largest source of known referrals to Raincross Boxing Academy, followed by family members and word of mouth (Exhibit 88).

Exhibit 88. Sources of Youth Referrals to Raincross Boxing Academy

Source	Percentage (Count)
Friend	26% (18)
Family Member	22% (15)
Self/Word of Mouth	20% (14)
School/Educational Institution	16% (11)
Neighbor	4% (3)
Federal Law Enforcement	3% (2)
Community Program	3% (2)
Local Law Enforcement	3% (2)
CBO Staff	1% (1)
Missing	1% (1)

Youth Served

In 2021, Raincross Boxing Academy provided a total of 2,446 hours of services to 69 youth. Boxing training and strength and conditioning each represented approximately a quarter of service hours. Similarly, life skills represented nearly a quarter of service hours (23%). Raincross Boxing Academy also provided tutorial services (16%) and mentoring (10%) (Exhibit 89).

Exhibit 89. Raincross Boxing Academy Services Provided and Number of Unduplicated Youth Served in 2021

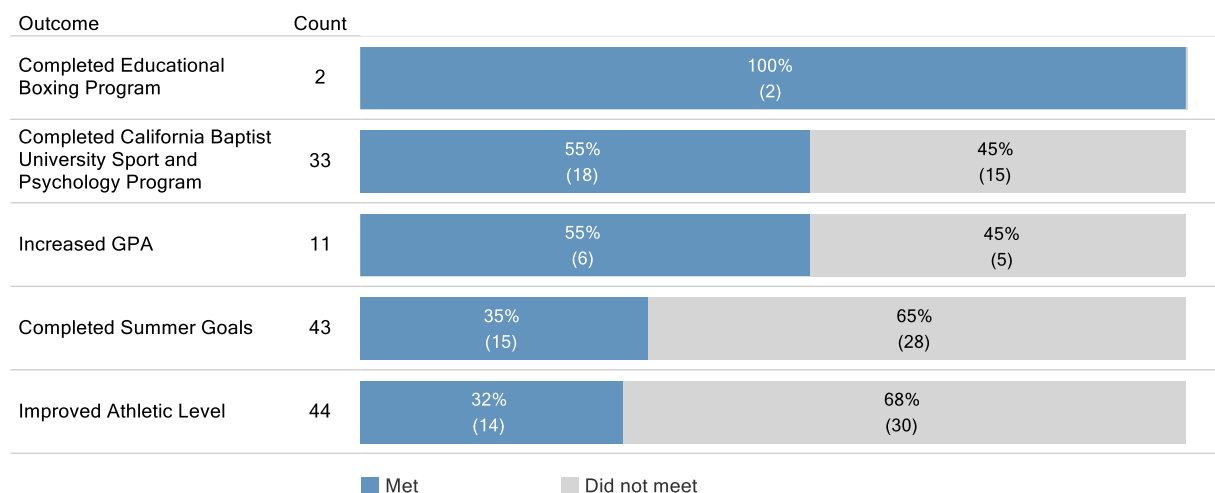| Service	Hours	Number of Clients
Total	2,446	69
Life Skills	569.25	69
Strength and Conditioning	627.5	68
Boxing Training	635.75	68
Tutorial	377.25	67
Mentoring	236.25	62

Families Served

Raincross Boxing Academy did not provide direct services to families during the reporting period. However, the CBO hosted four community events that provided resources to youth and their families as well as shared their location for community engagement.

CBO-Specific Outcomes

Raincross Boxing Academy reported outcomes for all 53 of the 69 youth (77%) served in 2021. Raincross Boxing Academy tracked the completion of their Educational Boxing Program as one of their outcomes. Both youth with program completion data had completed the Educational Boxing Program (Exhibit 90). Raincross Boxing Academy also tracked the completion of their CBU Sport and Psychology Program as an outcome measure. The CBU Sport and Psychology Program was a one-time virtual program in partnership with CBU that included lectures centered on healthy sports practices and mental health. Of the 33 youth who participated, over half (55%) completed the program.

Because most youth served are long term, Raincross Boxing Academy tracked quarterly GPA for youth over the course of their program enrollment. Of the 11 youth who had quarterly GPA data available, over half (55%) had improved their GPA since enrollment. Raincross Boxing Academy also tracked the athletic level of youth over the course of their enrollment. Of the 44 youth with athletic level data, nearly one third (32%) improved their athletic level since enrollment. Finally, Raincross Boxing Academy tracked the completion of summer goals; over one third of youth (35%) completed their summer goals.

Exhibit 90. Raincross Boxing Academy Youth Outcomes

Outcome	Count	Met	Did not meet
Completed Educational Boxing Program	2	100% (2)	
Completed California Baptist University Sport and Psychology Program	33	55% (18)	45% (15)
Increased GPA	11	55% (6)	45% (5)
Completed Summer Goals	43	35% (15)	65% (28)
Improved Athletic Level	44	32% (14)	68% (30)

■ Met   ■ Did not meet

Youth Participation Status

Of the 69 youth Raincross Boxing Academy served, the great majority (97%) were still enrolled at the end of December (Exhibit 91). The remaining youth (3%) were successfully closed as the youth completed the Educational Boxing Program.

Exhibit 91. Raincross Boxing Academy Youth Participation Status

Closed - Successfully
3%
(2)

Still enrolled
97%
(67)
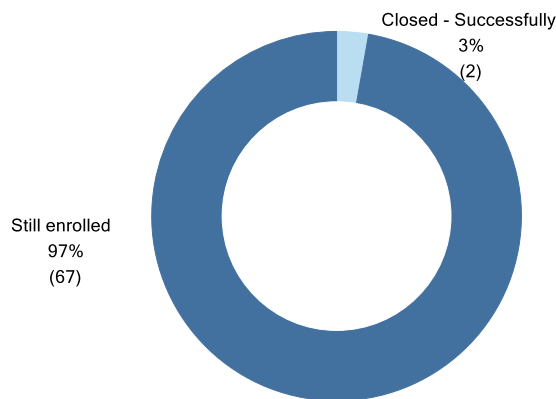
Referrals

Raincross Boxing Academy did not provide referrals out to external services and/or other resources.

Riverside Art Museum

Riverside Art Museum provides art classes to youth throughout Riverside County. Under the JJCPA grant, Riverside Art Museum administers their Creative Horizons Program, a ten-week summer basic arts program that includes designing and developing a community mural. Riverside Art Museum offers the Creative Horizons Program to youth particularly involved with Riverside Probation Department, living in group homes, or foster care. In 2020, because of COVID-19, Riverside Art Museum shifted from administering the Creative Horizons Program, a traditionally hands-on program, to a virtual environment. Riverside Art Museum also changed its program curriculum to adapt to a virtual modality. Due to COVID-19, the Creative Horizons Program was unable to include the design of a community mural; rather, youth completed personal murals after completing basic art training. Riverside Art Museum continued this adapted virtual version of the Creative Horizons Program throughout 2021. While Riverside Art Museum administered their program to a cohort of youth in the summer, they reported challenges recruiting youth for their second cohort in the fall. To address these challenges, Riverside Art Museum worked with the Riverside County Department of Probation through the end of 2021 to adapt programming, scheduling, and recruitment strategies to better align with youths' lifestyles and needs. Some of the considered adaptations included changing the day/time of the program and working with youth residing in group homes.

Referral Sources

Riverside Art Museum served 21 youth in 2021. Riverside County Probation Department provided the only source of known referrals to Riverside Art Museum (Exhibit 92).

Exhibit 92. Sources of Youth Referrals to Riverside Art Museum

Probation	100% (21)

Youth Served

Riverside Art Museum provided a total of 51 hours of services to youth, all of which were related to art techniques (Exhibit 93).

Exhibit 93. Riverside Art Museum Services Provided and Number of Unduplicated Youth Served in 2021

Service	Hours	Number of Clients
Total	51	21
Art Techniques	51	21

Families Served

Riverside Art Museum did not provide services to families during the reporting period.

CBO-Specific Outcomes

Riverside Art Museum tracked the successful completion of their Creative Horizons Program as their outcome measure. The great majority of youth attained their outcome (90%; Exhibit 94).

Exhibit 94. Riverside Art Museum Youth Outcomes

Outcome	Count	
Creative Horizons Program	21	90% (19) — 10% (2)

■ Met   ■ Did not meet
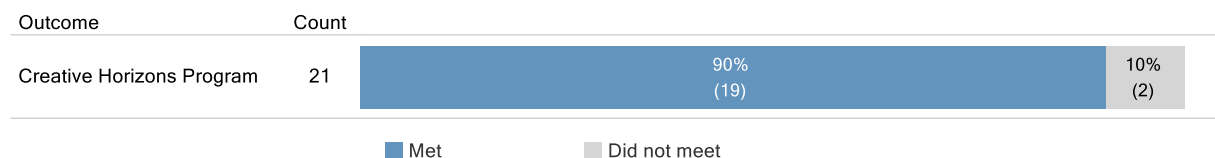
Youth Participation Status

Of the 21 youth Riverside Art Museum served, all had case closures. The great majority of cases (90%) closed successfully. The remaining cases closed unsuccessfully, meaning the youth did not complete the program (Exhibit 95). Reasons for youth not completing the program include conflicting schedules and youth not showing up to class.

Exhibit 95. Riverside Art Museum Youth Participation Status

Closed - Unsuccessfully
10%
(2)

Closed - Successfully
90%
(19)
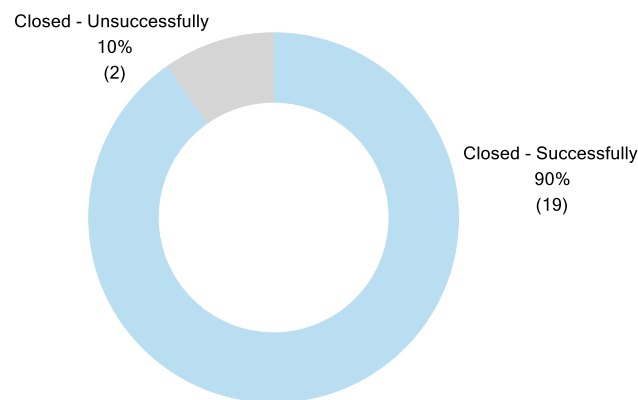
Referrals

Riverside Art Museum did not provide referrals out to external services and/or other resources.

StudentNest Foundation

StudentNest Foundation provides mentoring, parenting groups, truancy intervention, and life skills to youth on and off probation. The foundation is primarily virtual, providing services in the home, at schools, and at community partners such as churches and youth centers where youth can access a computer. With JJCPA funding, StudentNest provides academic, mental, and social–emotional health services. StudentNest provided additional support to families and youth on COVID-19 related needs, such as resources for vaccinations and community services.

Referral Sources

Of the 96 youth StudentNest served in 2021, most referrals came from its street outreach program or friends of the youth (Exhibit 96). StudentNest also received referrals from family members, schools/educational institutions, and self-referrals/word of mouth.

Exhibit 96. Sources of Youth Referrals to StudentNest

Source	Percentage (Count)
Street Outreach	44% (42)
Friend	23% (22)
Family Member	17% (16)
School/Educational Institution	13% (12)
Self/Word of Mouth	4% (4)
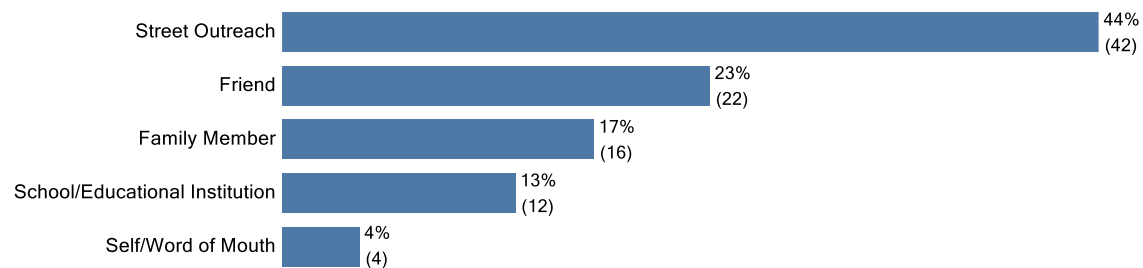
Percentages may not sum to 100 percent due to rounding.

Youth Served

In 2021, StudentNest served a total of 96 unique youth, offering them almost 10,000 service hours (Exhibit 97). StudentNest provided the most service hours as part of its mentoring program, followed by mentoring and the life skills program.

Exhibit 97. StudentNest Services Provided and Number of Unduplicated Youth Served in 2021

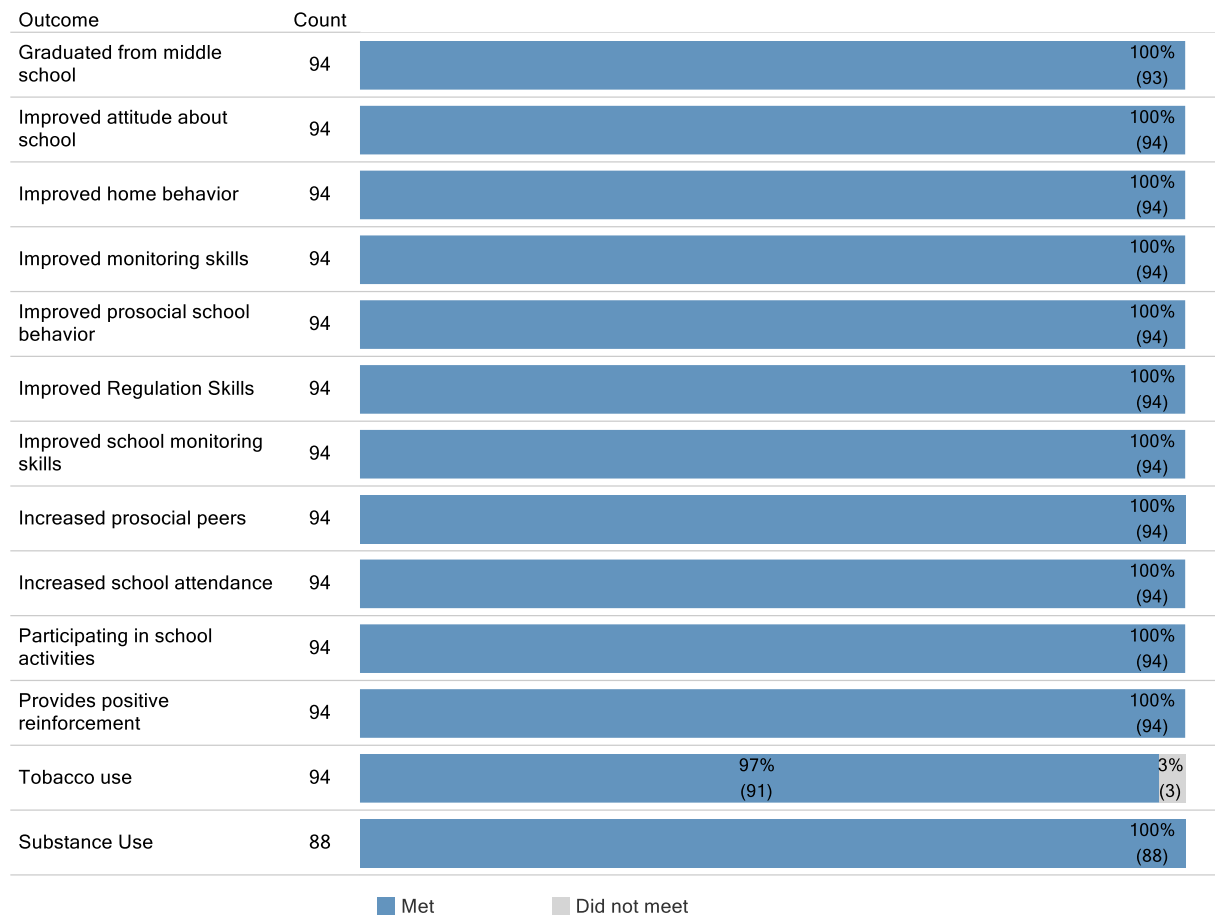| Service	Hours	Number of Clients
Total	9,707.75	96
Tutorial	2,700.5	96
Social Activities	484	96
Mentoring	3,116.75	96
Life Skills	3,105	96
COVID Education	280	96
Community Engagement	21	42
Anger Management	0.5	1

Families Served

StudentNest reported serving 96 families, providing the families with 1,367.5 hours of services in 2021. StudentNest primarily served families through weekly check-in calls, technology support, school system registration, conflict resolution, and COVID-19 resources.

CBO-Specific Outcomes

StudentNest reported outcomes for 94 of the 96 youth (98%) they served in 2021 (Exhibit 98). For the most part, all the youth achieved their outcomes. The outcomes included middle school graduation, improved behaviors, and improved attitudes about school.

### Exhibit 98. StudentNest Youth Outcomes

Outcome	Count	Met		Did not meet
Graduated from middle school	94		100% (93)	
Improved attitude about school	94		100% (94)	
Improved home behavior	94		100% (94)	
Improved monitoring skills	94		100% (94)	
Improved prosocial school behavior	94		100% (94)	
Improved Regulation Skills	94		100% (94)	
Improved school monitoring skills	94		100% (94)	
Increased prosocial peers	94		100% (94)	
Increased school attendance	94		100% (94)	
Participating in school activities	94		100% (94)	
Provides positive reinforcement	94		100% (94)	
Tobacco use	94	97% (91)		3% (3)
Substance Use	88		100% (88)	

■ Met   ■ Did not meet

Youth Participation Status

Of the 96 youth StudentNest served in 2021, almost all were still enrolled and receiving services at the end of the reporting period (Exhibit 99). Five youth graduated from the program in 2021.

Exhibit 99. StudentNest Youth Participation Status

Closed - Successfully
5%
(5)

Still enrolled
95%
(91)
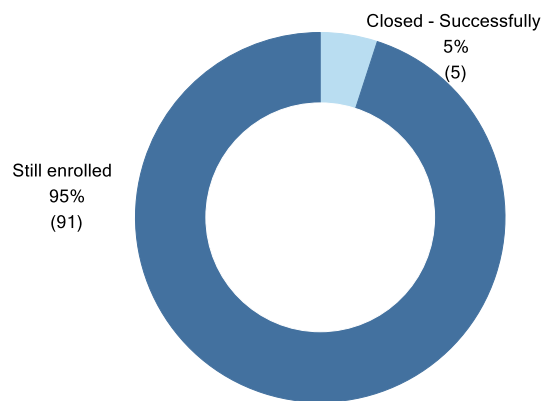
Referrals

StudentNest provided youth 23 referrals to community services (Exhibit 100). The largest number of referrals were for physical health or mental health. "Other" referrals were for assistance with food or financial services. All youth reached out to the referred agency.

Exhibit 100. StudentNest Referrals Made and Follow Through with the Referred Agencies

Type of Referral	Total Referrals	Percent Clients Reached Out to Referred Agency
Physical Health	14	100% (14)
Mental Health	4	100% (4)
Other	3	100% (3)
Housing	2	100% (2)
Total	23	100% (23)

Appendix A

Analytic Approaches

All statistical significance tests were conducted in Stata. Independent sample *t*-tests were used to examine if there were statistically significant differences between two different groups on continuous outcomes (e.g., testing if there were differences in supervision length between youth who successfully terminated SSTS and youth who unsuccessfully terminated SSTS). Chi-squared tests were used to examine if there were statistically significant differences between two different groups on categorical outcomes (e.g., testing if there were differences in race/ethnicity between youth who successfully terminated SSTS and youth who unsuccessfully terminated SSTS); Fisher's exact tests were used instead of chi-squared tests when expected cell sizes were less than five.

To test whether there were statistically significant pre-post differences between two different groups, multiple regression was used for continuous outcomes (e.g., GPA) and logistic regression for dichotomous outcomes (e.g., whether youth had an IEP). The regression models included youth's pre-test scores on the key outcomes to account for their initial levels of the outcomes. The key predictor in the regression models was the dummy-coded variable indicating youth's group membership (0 = unsuccessfully terminated SSTS; 1 = successfully terminated SSTS).

Data Sources

CBO Implementation Data Sources

Data on services CBO provided were collected through the Client Data Tracker created by WestEd in collaboration with the CBOs, which allowed tracking of unduplicated counts of youth served by each CBO. Additionally, data from the Client Data Tracker allowed WestEd to report the hours CBOs provided for each service and overall, as well as youth characteristics, outcomes, referrals, and case closures. The Client Data Tracker is a uniform data collection system, thereby producing comparable data across CBOs. To provide a uniform comparison across CBOs, WestEd reviewed the data CBOs reported on the number of youth and families served by service provided and combined unduplicated counts into a total count.

CBO Youth Outcome Data Sources

There were two sources of outcome data for youth who participated in JJCPA-funded programming offered by CBOs. The first source of outcome data was a youth survey that WestEd developed for all CBOs to administer in order to collect a consistent set of outcome data across all CBOs. The survey assessed youth's employment status; education enrollment status; perceptions of alcohol, tobacco, and alcohol use; and social and emotional learning (SEL) outcomes. CBOs administered the standardized survey to youth twice—once at baseline and again at program exit. There were three exceptions in the survey administration. First, due to some short stays at the shelter, Operation SafeHouse (Desert and Riverside) only administered the exit survey to youth who stayed at the shelter for 24 hours or more. Second, due to the long-term nature of the Big-Little mentorship relationship, which typically spans years, BBBS decided to administer the post-survey approximately 6 months after the date when Littles were matched with their Bigs.[3] Third, the group of BBBS Community-Based youth that was transferred to the JJCPA grant in July 2021 was not administered the baseline survey.

The second data source was outcomes CBOs collected themselves. CBOs reported outcomes in a variety of areas. Some CBOs reported on improvements in academic-related outcomes, such as GPA; others reported on improved social and emotional outcomes, such as anger management and improved relationships, as well as program completion. We present the shared outcome findings in the "Programs Offered by Community-Based Organizations" section and present the CBO-specific outcome findings in each CBO's section.

As mentioned above, the CBOs administered the standardized survey at program enrollment (pre-test survey) and at program completion (post-test survey). Of the 930 youth who completed the JJCPA-funded programs (i.e., whose cases were closed) in 2021, 409 youth (44%) took a post-test survey, and 270 youth (29%) also had baseline measures of the outcomes from the pre-test survey. Given the missingness for the pre-test survey data, the report examined post-test outcomes only. Future reports will employ a more rigorous analysis examining pre-post changes in the survey outcomes when more youth take both the pre- and post-test survey. Exhibit A1 shows the overall post-test survey response rate by CBO.

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[3] However, as noted in BBBS's subsection in the "Findings by Community-Based Organization" section, the group of School Site-Based youth's cases were closed earlier than expected due to being transferred out of the JJCPA grant.

Exhibit A1. Post-Test Outcomes Survey Response Rate by CBO
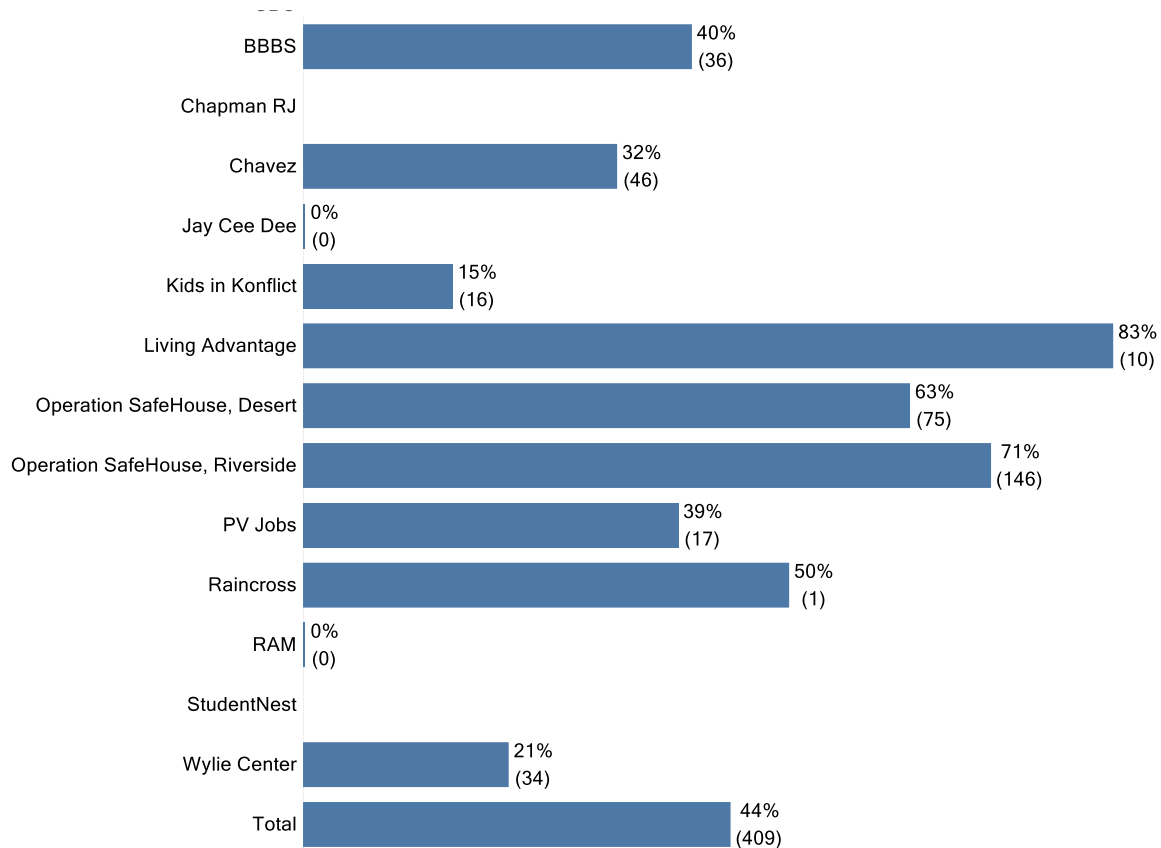
To calculate each CBO's post-test response rate, the number of post-test surveys taken was used as the numerator and the number of case closures was used as the denominator. Chapman RJ and StudentNest had zero cases closed in 2021; thus, we could not calculate their survey response rates.

The standardized youth survey that all CBOs administered included research-validated survey items. The survey assessed outcomes in the following six SEL areas: social connections, youth resilience, general life satisfaction, perceived stress, anger, and emotional control. The survey also included two research-validated scales assessing youth perceptions of alcohol, tobacco, and drug use. There were also two items assessing youth's employment status and educational enrollment status. We provide additional details about the research-validated survey scales below. For each of the validated scales, WestEd created a composite score for each youth by averaging the items within the scale. WestEd calculated the internal reliability of the items using Cronbach's alpha to assess whether the items could be combined to create the composite measure.

Social connections were assessed using 17 survey items from the Youth Thrive Survey developed by the Center for the Study of Social Policy (CSSP, 2018). Youth were asked to indicate how much or how little each of the items (e.g., "There are people in my life who encourage me to do my best") felt like them and were instructed to respond using a 5-point

Likert scale (1 = Not at all like me; 5 = Very much like me). Negatively worded items (e.g., "I feel lonely") were reverse-coded. The scale demonstrated excellent internal consistency (α = 0.93).

Youth resilience was assessed using 10 survey items from the Youth Thrive Survey (CSSP, 2018). Youth were asked to indicate how much or how little each of the items (e.g., "Failure just makes me try harder") felt like them and were instructed to respond using a 5-point scale (1 = Not at all like me; 5 = Very much like me). One negatively worded item ("I give up when things get hard") was reverse-coded. The scale demonstrated excellent internal consistency (α = 0.91).

General life satisfaction was assessed using five items from the National Institutes of Health (NIH) Toolbox (NIH and Northwestern University, 2006–2017). Youth were asked to indicate how much they agree or disagree with each of the items (e.g., "My life is going well" and "My life is just right") and were instructed to respond using a 5-point scale (1 = Strongly disagree; 5 = Strongly agree). One negatively worded item ("I wish I had a different kind of life") was reverse-coded. The scale demonstrated excellent internal consistency (α = 0.92).

Perceived stress was assessed using 10 items from the NIH Toolbox (NIH and Northwestern University, 2006–2017). Youth were asked to think about the past month for each item (e.g., "How often have you been angered because of things that happened that were outside of your control?") and were instructed to respond using a 5-point scale (1 = Never; 5 = Always). Inversely worded-items ("How often have you felt that you were on top of things?") were reverse-coded. The scale demonstrated very good internal consistency (α = 0.80).

Anger was assessed using five items from the NIH Toolbox (NIH and Northwestern University, 2006–2017). Youth were asked to think about the past seven days for each item (e.g., "I felt mad"), and were instructed to respond using a 5-point scale (1 = Never; 5 = Always). The scale demonstrated excellent internal consistency (α = 0.93).

Emotional control was assessed using 10 items from the NIH Toolbox (NIH and Northwestern University, 2006–2017). Youth were asked to think about the past month for each item (e.g., "I was in control of how often I felt mad"),and were instructed to respond using a 5-point scale (1 = Not at all true of me; 5 = Very true of me). The scale demonstrated excellent internal consistency (α = 0.94).

Unhealthy perceptions of alcohol and drug use were assessed using seven items from the Youth Thrive Survey (CSSP, 2018). The item stem asked, "Do you believe that alcohol or other drug use has the following effects?" Youth could respond "yes" or "no" to each of the seven items (e.g., "Makes it easier to deal with stress"). Cronbach's alpha was not used to determine the internal consistency because the response options were binary ("yes" or "no") instead of presented along a continuous scale.
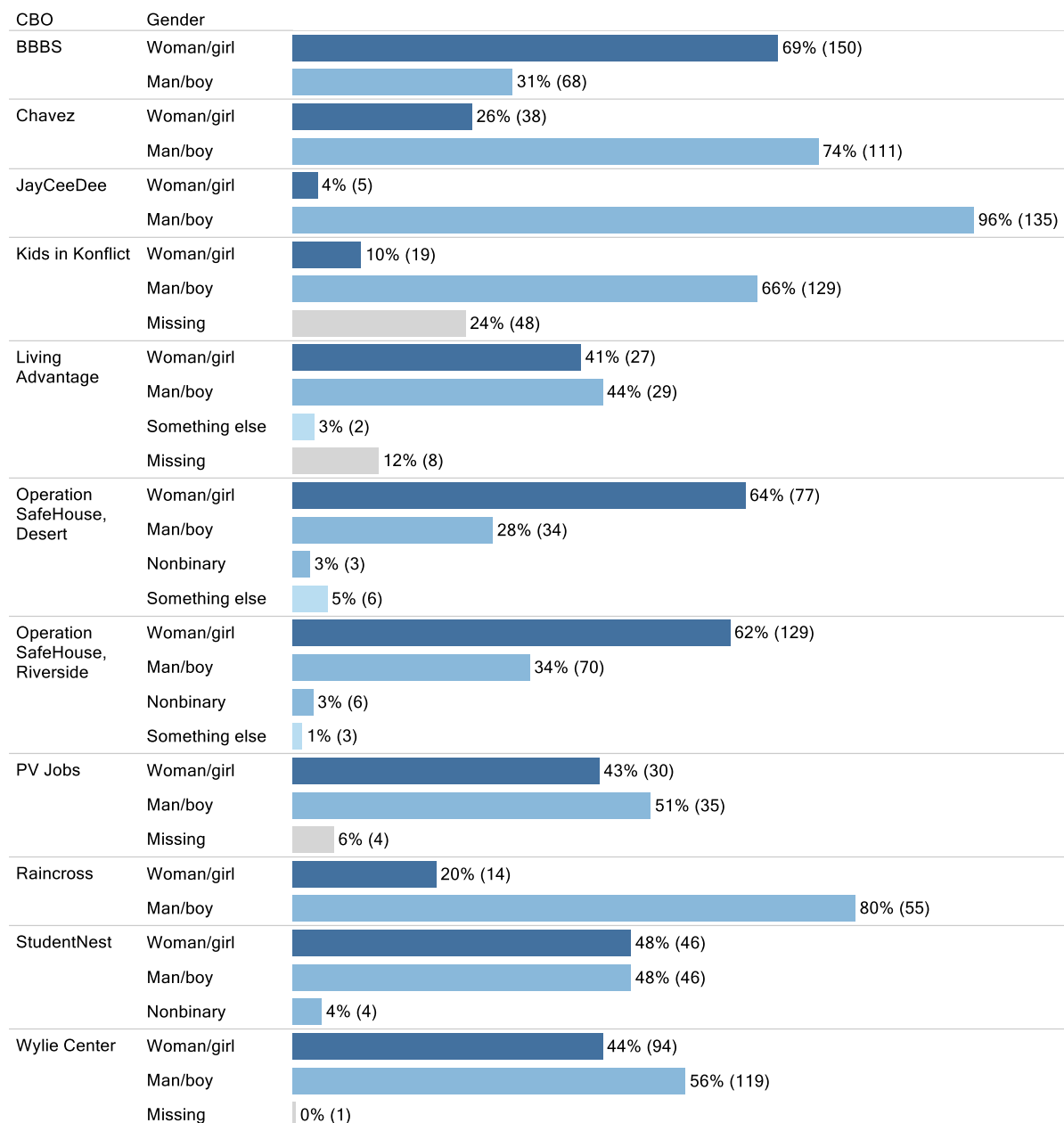
Perceptions of risks from alcohol, tobacco, and drug use were assessed using 12 items from California Healthy Kids Survey (CHKS) developed by WestEd (WestEd, 2019). The item stem asked, "How much do you think people risk harming themselves (physically or in other ways) if

they . . ." Youth were instructed to respond to each of the items (e.g., "Smoke marijuana regularly?") using a 4-point scale (1 = Not risk; 4 = Great risk) with an additional response option "Cannot say, not familiar." Some of the items were slightly modified, based on feedback from students about their understanding of the questions. The scale demonstrated excellent internal consistency (α = 0.95).
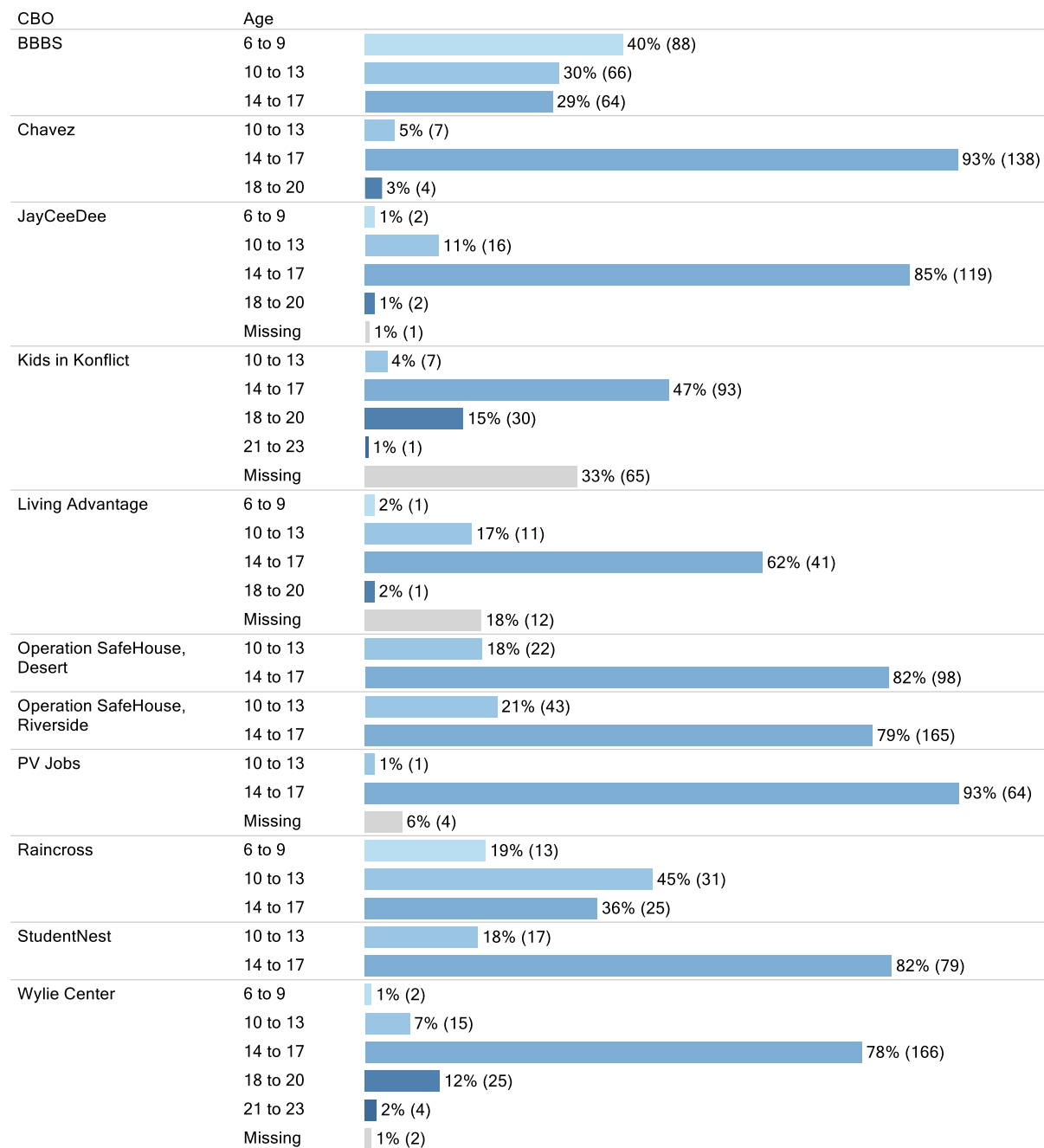
Appendix B

Demographics by CBO, for CBOs that Served At Least 25 Youth

Exhibit B1. Gender of Youth Served by CBO

CBO	Gender	
BBBS	Woman/girl	69% (150)
	Man/boy	31% (68)
Chavez	Woman/girl	26% (38)
	Man/boy	74% (111)
JayCeeDee	Woman/girl	4% (5)
	Man/boy	96% (135)
Kids in Konflict	Woman/girl	10% (19)
	Man/boy	66% (129)
	Missing	24% (48)
Living Advantage	Woman/girl	41% (27)
	Man/boy	44% (29)
	Something else	3% (2)
	Missing	12% (8)
Operation SafeHouse, Desert	Woman/girl	64% (77)
	Man/boy	28% (34)
	Nonbinary	3% (3)
	Something else	5% (6)
Operation SafeHouse, Riverside	Woman/girl	62% (129)
	Man/boy	34% (70)
	Nonbinary	3% (6)
	Something else	1% (3)
PV Jobs	Woman/girl	43% (30)
	Man/boy	51% (35)
	Missing	6% (4)
Raincross	Woman/girl	20% (14)
	Man/boy	80% (55)
StudentNest	Woman/girl	48% (46)
	Man/boy	48% (46)
	Nonbinary	4% (4)
Wylie Center	Woman/girl	44% (94)
	Man/boy	56% (119)
	Missing	0% (1)

Percentages may not sum to 100 percent due to rounding.

Exhibit B2. Age Group of Youth Served by CBO

CBO	Age	
BBBS	6 to 9	40% (88)
	10 to 13	30% (66)
	14 to 17	29% (64)
Chavez	10 to 13	5% (7)
	14 to 17	93% (138)
	18 to 20	3% (4)
JayCeeDee	6 to 9	1% (2)
	10 to 13	11% (16)
	14 to 17	85% (119)
	18 to 20	1% (2)
	Missing	1% (1)
Kids in Konflict	10 to 13	4% (7)
	14 to 17	47% (93)
	18 to 20	15% (30)
	21 to 23	1% (1)
	Missing	33% (65)
Living Advantage	6 to 9	2% (1)
	10 to 13	17% (11)
	14 to 17	62% (41)
	18 to 20	2% (1)
	Missing	18% (12)
Operation SafeHouse, Desert	10 to 13	18% (22)
	14 to 17	82% (98)
Operation SafeHouse, Riverside	10 to 13	21% (43)
	14 to 17	79% (165)
PV Jobs	10 to 13	1% (1)
	14 to 17	93% (64)
	Missing	6% (4)
Raincross	6 to 9	19% (13)
	10 to 13	45% (31)
	14 to 17	36% (25)
StudentNest	10 to 13	18% (17)
	14 to 17	82% (79)
Wylie Center	6 to 9	1% (2)
	10 to 13	7% (15)
	14 to 17	78% (166)
	18 to 20	12% (25)
	21 to 23	2% (4)
	Missing	1% (2)

Percentages may not sum to 100 percent due to rounding.

Exhibit B3. Race/Ethnicity of Youth Served by CBO (Part 1)

CBO	Race/Ethnicity	
BBBS	Asian, Native Hawaiian or other Pacific Islander	4% (8)
	Black or African American	13% (29)
	Hispanic or Latino	62% (136)
	More than one race	2% (4)
	Other race	5% (11)
	White	13% (28)
	Missing	1% (2)
Chavez	Asian, Native Hawaiian or other Pacific Islander	1% (2)
	Black or African American	21% (32)
	Hispanic or Latino	65% (97)
	More than one race	1% (1)
	White	11% (17)
JayCeeDee	Asian, Native Hawaiian or other Pacific Islander	7% (10)
	Black or African American	68% (95)
	Hispanic or Latino	21% (30)
	White	4% (5)
Kids in Konflict	Asian, Native Hawaiian or other Pacific Islander	2% (3)
	Black or African American	14% (27)
	Hispanic or Latino	30% (58)
	More than one race	12% (23)
	Other race	1% (1)
	White	7% (14)
	Missing	36% (70)
Living Advantage	Black or African American	21% (14)
	Hispanic or Latino	42% (28)
	More than one race	6% (4)
	Other race	2% (1)
	White	9% (6)
	Missing	20% (13)
Operation SafeHouse, Desert	Asian, Native Hawaiian or other Pacific Islander	1% (1)
	Black or African American	16% (19)
	Hispanic or Latino	53% (64)
	More than one race	3% (3)
	White	28% (33)

Percentages may not sum to 100 percent due to rounding.

Exhibit B4. Race/Ethnicity of Youth Served by CBO (Part 2)

CBO	Race/Ethnicity	
Operation SafeHouse, Riverside	Asian, Native Hawaiian or other Pacific Islander	3% (6)
	Black or African American	34% (71)
	Hispanic or Latino	41% (85)
	More than one race	1% (2)
	Other race	1% (2)
	White	19% (39)
	Missing	1% (3)
PV Jobs	Black or African American	9% (6)
	Hispanic or Latino	84% (58)
	Missing	7% (5)
Raincross	Asian, Native Hawaiian or other Pacific Islander	1% (1)
	Black or African American	3% (2)
	Hispanic or Latino	80% (55)
	More than one race	7% (5)
	Other race	1% (1)
	White	7% (5)
StudentNest	Asian, Native Hawaiian or other Pacific Islander	2% (2)
	Black or African American	35% (34)
	Hispanic or Latino	47% (45)
	White	16% (15)
Wylie Center	Asian, Native Hawaiian or other Pacific Islander	2% (5)
	Black or African American	13% (27)
	Hispanic or Latino	77% (164)
	More than one race	0% (1)
	Other race	2% (5)
	White	5% (10)
	Missing	1% (2)

Percentages may not sum to 100 percent due to rounding.

Exhibit B5. Type of School Youth Attended by CBO (Part 1)

CBO	Type of School	
BBBS	Traditional school	92% (200)
	Charter academy school	3% (6)
	Homeschool	1% (2)
	Missing	5% (10)
Chavez	Traditional school	83% (123)
	Charter academy school	4% (6)
	Continuation school	11% (16)
	Missing	3% (4)
JayCeeDee	Traditional school	79% (110)
	Charter academy school	1% (2)
	Continuation school	20% (28)
Kids in Konflict	Traditional school	39% (77)
	Charter academy school	3% (6)
	Continuation school	7% (13)
	Not applicable	9% (18)
	RCOE learning center	3% (5)
	Alternative learning school	2% (4)
	Homeschool	1% (1)
	Online school	1% (2)
	College	2% (3)
	Missing	34% (67)
Living Advantage	Traditional school	71% (47)
	Charter academy school	2% (1)
	Missing	27% (18)
Operation SafeHouse, Desert	Traditional school	69% (83)
	Charter academy school	10% (12)
	Continuation school	2% (2)
	Alternative learning school	1% (1)
	Homeschool	3% (4)
	Online school	4% (5)
	Dropped out of school	5% (6)
	Private high school	3% (3)
	Missing	3% (4)

Percentages may not sum to 100 percent due to rounding.

Exhibit B6. Type of School Youth Attended by CBO (Part 2)

CBO	Type of School	
Operation SafeHouse, Riverside	Traditional school	75% (157)
	Charter academy school	11% (22)
	Continuation school	1% (2)
	RCOE learning center	0% (1)
	Missing	9% (19)
	Online school	1% (2)
	College	2% (5)
PV Jobs	Traditional school	75% (52)
	Charter academy school	3% (2)
	Continuation school	7% (5)
	RCOE learning center	3% (2)
	Alternative learning school	3% (2)
	Missing	9% (6)
Raincross	Traditional school	93% (64)
	Charter academy school	1% (1)
	Alternative learning school	1% (1)
	Homeschool	1% (1)
	Online school	3% (2)
StudentNest	Traditional school	78% (75)
	Continuation school	18% (17)
	Homeschool	4% (4)
Wylie Center	Traditional school	30% (64)
	Charter academy school	40% (85)
	Continuation school	5% (10)
	RCOE learning center	19% (41)
	Alternative learning school	4% (9)
	Missing	2% (4)
	Homeschool	0% (1)

Percentages may not sum to 100 percent due to rounding.

Appendix C

Survey Scales' Item-Level Results

Exhibit C1. Social Connections

	n	Mean	SD	Min	Max
Social Connections Scale	400	3.50	0.92	1.29	5
There are people in my life who encourage me to do my best	398	3.55	1.19	1	5
I have someone who I can share my feelings and ideas with	395	3.42	1.33	1	5
I have someone in my life who I look up to	395	3.32	1.39	1	5
I have someone in my life who doesn't judge me	397	3.29	1.39	1	5
I feel lonely*	394	3.39	1.42	1	5
I have someone I can count on for help when I need it	395	3.47	1.29	1	5
I have someone who supports me in developing my interests and strengths	393	3.51	1.25	1	5
I have a friend or family member to spend time with on holidays and special occasions	395	3.77	1.24	1	5
I know for sure that someone really cares about me	396	3.74	1.27	1	5
I have someone in my life who is proud of me	394	3.55	1.36	1	5
There is an adult family member who is there for me when I need them	397	3.61	1.37	1	5
There is an adult, other than a family member, who is there for me when I need them	396	3.48	1.33	1	5
I have friends who stand by me during hard times	392	3.59	1.32	1	5
I feel that no one loves me*	393	3.83	1.33	1	5
My spiritual or religious beliefs give me hope when bad things happen	393	2.93	1.46	1	5
I try to help other people when I can	398	4.00	1.10	1	5
I do things to make the world a better place like volunteering, recycling, or community service	395	3.08	1.31	1	5

Missing data: 2%. Youth were instructed, "Using the options provided, indicate how much or how little each statement feels like you" and responded to the statements along a 5-point scale (1 = Not at all like me; 5 = Very much like me).
*Negatively worded items were reverse-coded.

Exhibit C2. Youth Resilience

	n	Mean	SD	Min	Max
Youth Resilience Scale	399	3.29	0.90	1.10	5
I learn from my mistakes	396	3.57	1.10	1	5
I believe I will be okay even when bad things happen	393	3.23	1.23	1	5
I do a good job of handling problems in my life	395	3.21	1.24	1	5
I try new things even if they are hard	394	3.40	1.19	1	5
When I have a problem, I come up with ways to solve it	394	3.40	1.14	1	5
I give up when things get hard*	393	3.49	1.23	1	5
I deal with my problems in a positive way (like asking for help)	392	2.98	1.20	1	5
I keep trying to solve problems even when things don't go my way	391	3.19	1.15	1	5
Failure just makes me try harder	391	3.10	1.30	1	5
No matter how bad things get, I know the future will be better	388	3.38	1.29	1	5

Missing data: 2%. Youth were instructed, "Using the options provided, indicate how much or how little each statement feels like you" and responded to the statements along a 5-point scale (1 = Not at all like me; 5 = Very much like me).
*Negatively worded items were reverse-coded.

Exhibit C3. General Life Satisfaction

	n	Mean	SD	Min	Max
General Life Satisfaction Scale	390	3.06	1.02	1	5
My life is going well	390	3.17	1.16	1	5
My life is just right	386	3.03	1.16	1	5
I wish I had a different kind of life*	386	2.91	1.27	1	5
I have a good life	388	3.23	1.16	1	5
I have what I want in life	386	2.94	1.15	1	5

Missing data: 53%. Youth were instructed, "Indicate how much you agree or disagree" and responded to the statements along a 5-point scale (1 = Strongly disagree; 5 = Strongly agree).
*Negatively worded item was reverse-coded.

Exhibit C4. Perceived Stress

	n	Mean	SD	Min	Max
Perceived Stress scale	385	3.11	0.59	1	5
How often have you been angered because of things that happened that were outside of your control?	384	3.08	1.00	1	5
How often have you felt difficulties were piling up so high that you could not overcome them?	382	3.10	1.08	1	5
How often have you felt that things were going your way?*	382	3.14	0.91	1	5
How often have you been upset because of something that happened unexpectedly?	383	3.22	1.01	1	5
How often have you been able to control irritations in your life?*	383	3.01	0.98	1	5
How often have you felt that you were unable to control the important things in your life?	382	3.08	1.04	1	5
How often have you felt nervous and "stressed"?	382	3.49	1.05	1	5
How often have you felt that you were on top of things?*	382	3.10	0.95	1	5
How often have you found that you could not handle (OR manage) all the things that you had to do?	384	2.95	0.98	1	5
How often have you felt confident about your ability to handle your personal problems?*	385	2.90	1.05	1	5

Missing data: 6%. Youth were instructed, "Please respond to each question by marking one circle per row. In the past month . . . " and responded to the questions along a 5-point scale (1 = Never; 5 = Always).
*Inversely worded items were reverse-coded.

Exhibit C5. Emotional Control

	n	Mean	SD	Min	Max
Emotional Control scale	386	2.92	1.00	1	5
I was in control of how often I felt mad	385	2.96	1.12	1	5
When I felt happy, I could control or change how happy I felt	384	3.01	1.17	1	5
I was in control of how often I felt excited	381	3.03	1.18	1	5
When I felt sad, I could control or change how sad I felt	385	2.82	1.24	1	5
I was in control of how often I felt scared	383	2.93	1.26	1	5
When I felt mad, I could control or change how mad I felt	384	2.82	1.21	1	5
I was in control of how often I felt happy	383	2.98	1.20	1	5
When I felt excited, I could control or change how excited I felt	383	3.01	1.21	1	5
I was in control of how often I felt sad	383	2.70	1.25	1	5
When I felt scared, I could control or change how scared I felt	382	2.90	1.23	1	5

Missing data: 6%. Youth were instructed, "Please respond to each question by marking one circle per row. In the past month . . . " and responded to the questions along a 5-point scale (1 = Never; 5 = Always).

Exhibit C6. Anger

	n	Mean	SD	Min	Max
Anger scale	387	2.80	1.07	1	5
I felt mad	385	2.90	1.05	1	5
I was so angry I felt like yelling at somebody	386	2.66	1.23	1	5
I felt fed up	384	2.92	1.24	1	5
I was so angry I felt like throwing something	385	2.44	1.31	1	5
I felt upset	386	3.08	1.19	1	5

Missing data: 5%. Youth were instructed, "Please respond to each question by marking one circle per row. In the past 7 days . . . " and responded to the questions along a 5-point scale (1 = Never; 5 = Always).

Exhibit C7. Unhealthy Perceptions of Alcohol and Drug Use

	n	Mean	SD	Min	Max
Unhealthy Perceptions of Alcohol and Drug Use scale	381	0.34	0.33	0	1
Makes me more irritable	380	0.36	0.48	0	1
Keeps me from being bored	378	0.33	0.47	0	1
Breaks the ice	373	0.25	0.43	0	1
Helps me enjoy a party more	377	0.30	0.46	0	1
Makes it easier to deal with stress	378	0.38	0.49	0	1
Allows people to have more fun	376	0.35	0.48	0	1
Gives people something to do	377	0.38	0.49	0	1

Missing data: 7%. Youth were asked, "Do you believe that alcohol or other drug use has the following effects?" and responded "yes" or "no" to each statement.

Exhibit C8. Perceptions of Risks From Alcohol, Tobacco, and Drug Use

	n	Mean	SD	Min	Max
Perceptions of Risks From Alcohol, Tobacco, and Drug Use scale	350	2.93	0.91	1	4
Smoke one or more packs of cigarettes a day?	333	3.22	1.15	1	4
Try marijuana once or twice?	323	2.18	1.10	1	4
Smoke marijuana regularly?	322	2.71	1.13	1	4
Use vape products regularly (vape pens, mods, portable vaporizers)?	325	3.00	1.12	1	4
Try one or two drinks of an alcoholic beverage (beer, wine, liquor)?	336	2.25	1.06	1	4
Take one or two drinks of an alcoholic beverage nearly every day?	327	2.98	1.10	1	4
Have five or more alcoholic drinks once or twice each weekend?	320	2.97	1.14	1	4
Take cocaine (powder, crack) occasionally?	302	3.22	1.18	1	4
Use inhalants (such as aerosol spray cans, glue, gases)?	281	3.14	1.21	1	4
Use steroids occasionally?	285	3.06	1.18	1	4
Use club drugs (such as ecstasy, GHB, rohypnol) occasionally?	278	3.12	1.19	1	4
Use heroin occasionally?	299	3.25	1.18	1	4

Missing data: 14%. Youth were asked, "How much do you think people risk harming themselves (physically or in other ways) if they . . . " and responded to the questions along a 4-point scale (1 = No risk; 4 = Great risk). Youth who selected the response option "Cannot say, not familiar" were coded as missing data.

References

Center for the Study of Social Policy. (2018). *Youth Thrive Survey*. Center for the Study of Social Policy. https://cssp.org/our-work/project/youth-thrive/#survey-instrument

National Institutes of Health and Northwestern University. (2006–2017). *NIH Toolbox Item Bank version 2.0 (Ages 13–17).*

Office of the Surgeon General. (2021). *Protecting youth mental health: The. U.S. Surgeon General's Advisory*. U.S. Department of Health & Human Services. https://www.hhs.gov/surgeongeneral/reports-and-publications/youth-mental-health/index.html

WestEd (2019). *California Healthy Kids Survey*. WestEd for the California Department of Education.

2021 Evaluation of Riverside County Probation Department's Juvenile Justice Crime Prevention Act (JJCPA) Programs Summary

In 2021, through JJCPA funding, Riverside County Probation Department, District Attorney's Office, Law Offices of the Public Defender, and community-based organizations (CBOs) served **1,883[1] youth** and **60,297 individuals** with meetings or presentations. Programs offered by the CBOs reached **667 families**. All JJCPA-funded programs encountered challenges due to COVID-19, but in all known cases, the programs adjusted and continue to serve.

The 2021 evaluation report includes data gathered from multiple sources including Riverside County Business Intelligence and Operations Services, the Riverside County District Attorney's Office, the SAFE Family Justice Center, data from 13 of the 15 CBOs collected using a tool developed in collaboration between WestEd and the CBOs, and youth surveys. The report focuses on unique, program-specific outcomes as well as cross-program outcomes.

Programs Offered by County Agencies

De-escalation and Assistance Resource Team (DART)

DART enrolled **seven youth**, provided 13 referrals to resources in the community, and had 64 meetings and presentations with stakeholders (**73 attendees**).

Gang Awareness Mentorship and Education (GAME)

GAME includes drug awareness, gang awareness, and Parent Power presentations. GAME provided 116 presentations to **10,363 attendees**. Almost all youth reported that the gang and drug awareness presentations helped them want to stay away from gangs, illegal drugs, and vaping.

Student Attendance Review Board (SARB)

SARB held 214 interventions and 1,958 meetings or presentations with **32,611 attendees** on truancy prevention efforts with schools, students, and families. Of the 102 students with outcome data by December 31, 77 percent of students had improved attendance 30 days after the SARB intervention.

Support, Partnerships, Advocacy, and Resources for Kids (SPARK)

SPARK focused on recruiting and hiring project staff and will implement the program in 2022.

Successful Short-Term Supervision (SSTS)

- SSTS served **308 youth** in 2021. By December 31, 39 percent (n = 119) of the cases were still ongoing and 61 percent (n = 189) of the cases terminated. Of the 189 terminated cases, 78 percent were successful terminations, 21 percent were unsuccessful terminations, and 1 percent had their probation revoked.

- Youth who successfully terminated SSTS had a significantly lower expulsion rate, more school credits, and higher grade point average (GPA) and high school graduation rate compared to youth who unsuccessfully terminated SSTS.

Youth Accountability Teams (YAT)

Of the two youth placed on YAT Contracts, one youth never enrolled in the program, and one was placed on a YAT Contract in December 2021 and was waiting to begin program services.

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[1] Bolded numbers indicate the JJCPA-funded programs' reach to youth or families.

Youth Empowerment and Safety (YES)

YES provided 205 presentations on Bullying/Cyberbullying, Healthy Relationships/Teen Dating Violence, Hate Crimes, Internet Safety, Human Trafficking, and Juveniles and the Law to **17,250** individuals.

Programs Offered by Community-Based Organizations

Riverside County Probation Department provided JJCPA funding to 15 CBOs in 2021.

1. Big Brothers Big Sisters (BBBS)
2. Calicinto Ranch
3. Carolyn E. Wylie Center
4. Chapman Restorative Justice
5. Chavez Education Services
6. Inland So Cal 211+
7. Jay Cee Dee Children Home
8. Kids in Konflict
9. Living Advantage
10. Operation SafeHouse Desert
11. Operation SafeHouse Riverside
12. Playa Vista Jobs
13. Raincross Boxing Academy
14. Riverside Art Museum
15. StudentNest

1,568
Youth served

667
Families served

Youth Served

The CBOs served youth through a myriad of programs. CBOs reported serving **1,568 unique youth**, providing 44,904.75 hours of service. BBBS and Wylie Center served the largest number of youth, followed by Operation SafeHouse Riverside. Across the 13 CBOs that reported data, half of the youth identified as male (54%) and Hispanic or Latino (53%), and the majority identified as heterosexual (75%), were ages 14 to 17 (68%), and lived in long-term housing (81%). Of the enrolled youth, 41 percent were still being served in 2022. Of the closed cases, 84 percent closed successfully, and 16 percent closed unsuccessfully.

CBO	Youth Served
BBBS	218
Chapman Restorative Justice	2
Chavez Education Services	149
Jay Cee Dee Children Home	140
Kids in Konflict	196
Living Advantage	66
Operation SafeHouse Desert	120
Operation SafeHouse Riverside	208
Playa Vista Jobs	69
Raincross Boxing Academy	21
Riverside Art Museum	69
StudentNest	96
Wylie Center	214
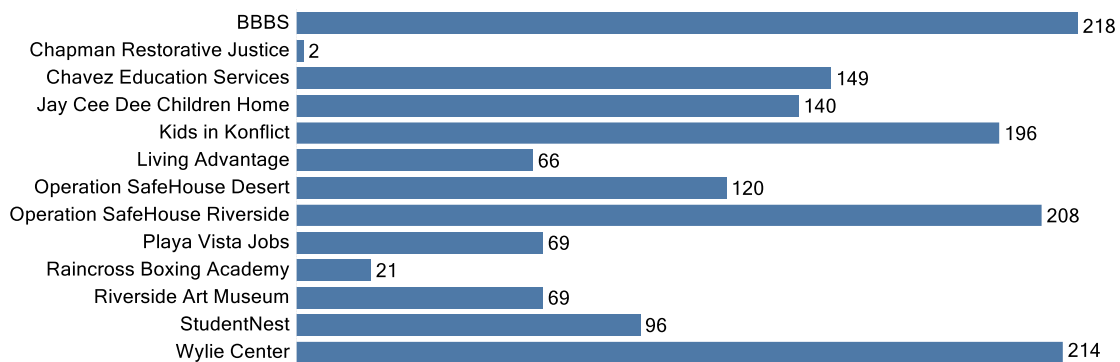
Families Served

CBOs reported serving **667 unique families** providing 2,411.75 hours of services. BBBS and Wylie Center served the largest number of families, followed by StudentNest.

CBO	Families Served
BBBS	175
Chavez Education Services	20
Jay Cee Dee Children Home	30
Kids in Konflict	22
Living Advantage	23
Operation SafeHouse Desert	70
Operation SafeHouse Riverside	84
Playa Vista Jobs	36
StudentNest	96
Wylie Center	111
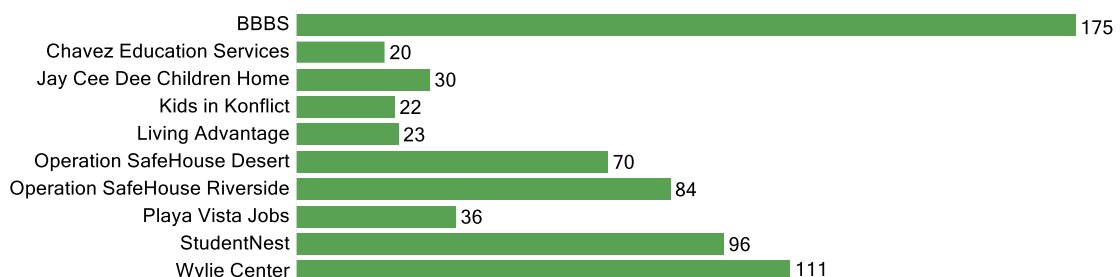
Application for Community Member

Application Date: _____

PERSONAL INFORMATION

Name: _____   Date of Birth:_____

Address: _____

City: _____ Zip:_____ Phone:_____

Email: _____ Driver's License Number:_____

Employment:_____ Job Title:_____
(If retired, please note previous occupation & employer)

Address: _____

City: _____ Zip:_____ Phone:_____

Educational Background: _____

_____

Professional & Fraternal Affiliations: _____

_____

Community Activities:_____

_____

_____

References (Other than relatives):

Name: _____ Phone:_____ Occupation:_____

Address:_____ City:_____ Zip:_____

Name: _____ Phone:_____ Occupation:_____

Address:_____ City:_____ Zip:_____

Name: _____ Phone:_____ Occupation:_____

Address:_____ City:_____ Zip:_____

Which subcommittee are you applying for?

_____

Which category applies to you?

☐ Experience in community-based youth services

☐ Youth Justice Advocates with expertise in the juvenile justice system.

☐ Directly involved in juvenile justice system.

Please describe your qualifications in one of the three areas listed above and discuss what contributions you feel you might make to the subcommunities activities.

_____

_____

_____

_____

_____

_____

Please describe why you want to serve on the Juvenile Justice Coordinating Council Subcommittee:

_____

_____

_____

_____

_____

_____

_____

MEMBERSHIP REQUIREMENTS

Please check the box next to each requirement to acknowledge:

☐ Attend scheduled meetings

☐ If unable to attend scheduled meetings provide advance notice and send a designee

☐ Complete work assignments on time

_____   _____   _____
Print Name   Signature   Date

Juvenile Justice Coordinating Council (JJCC)
Juvenile Justice Crime Prevention Act (JJCPA)
Available Funding
Fiscal Year 2022/23

Agenda Item #7a

FY2022/23 Estimated Funding (in millions)		**Amount**
FY 2022/23 Riverside Co Share of Statewide Allocation ($107.1M)	$	6,660,574
FY 2021/22 Riverside Co Share of Estimated Growth Funding (October 2022)	$	4,513,394
FY 2021/22 JJCC Agency Estimated Carry Forward Balances as of 3.7.22	$	6,895,515
Total FY 2022/23 Estimated Available Funding	**$**	**18,069,483**

Riverside County Public Defender
Estimated Budget Category and Line-Item Detail
FY 22-23 JJCC – SPARK Program

A: Personnel Services – Salaries/Employee Benefits   COST

Salaries: FTE:

Deputy Public Defender IV-S	1	$183,398
Deputy Public Defender IV	2	$347,760
Social Services Practitioner III	3	$248,673
Senior Paralegal	1	$ 86,183
Legal Support Assistant II	1	$ 59,583

Salary total: $ 925,597

Benefits:

Deputy Public Defender IV-S	1	$ 77,541
Deputy Public Defender IV	2	$154,120
Social Services Practitioner III	3	$126,819
Senior Paralegal	1	$ 30,164
Legal Support Assistant II	1	$ 33,899

Benefits total: $ 422,543

Personnel Section   **TOTAL: $1,348,140**

B: Operating Expenses:

Office Supplies:	$ 3,000
Professional (Expert) Services:	$60,000
Training	$20,000
Personal Mileage Reimbursement	$30,000

Operating Expenses Total: $113,000

C: Equipment:

Computers/Printers/Scanners/Cell Phones $ 15,000

Operating and Equipment Section Total   **$128,000**

TOTAL BUDGET REQUEST for FY 22-23   **$1,476,140**

BUDGET CATEGORY AND LINE ITEM DETAIL

FY22/23 District Attorney's Office JJCPA			
A. Personnel Services – Salaries/Employee Benefits			**COST**
<u>Salaries:</u>			
	FTE		
Chief Deputy District Attorney	0.15		$34,996
Managing Deputy District Attorney	1.00		$204,500
Deputy District Attorney IV- P	0.22		$38,697
Deputy District Attorney IV GAME	2.00		$340,875
Deputy District Attorney III SARB	5.00		$690,014
Deputy District Attorney III DART	1.00		$138,265
Victim Services Supervisor	0.50		$34,115
Victim Services Specialist	1.00		$64,026
Office Assistant	1.00		$54,425
OVERTIME - None			
<u>Benefits:</u>			
Chief Deputy District Attorney	Unemployment	0.121% $	42.35
	Retirement	22.850% $	7,996.68
	Social Security	3.822% $	1,337.56
	Medicare	1.450% $	507.45
	LGTD Ins	0.604% $	211.38
	Health Ins	4.438% $	1,553.14
	Def Comp	0.561% $	196.33
	Life	0.040% $	14.00
	Optical	0.088% $	30.80
	OPEB	7.704% $	2,696.12
	Worker's Comp	1.131% $	395.81
		42.81% $	14,981.61	$14,982
Managing Deputy District Attorney	Unemployment	0.121% $	247.45
	Retirement	22.850% $	46,728.25
	Social Security	4.148% $	8,482.66
	Medicare	1.450% $	2,965.25
	LGTD Ins	0.604% $	1,235.18
	Health Ins	4.477% $	9,155.47
	Def Comp	0.609% $	1,245.41
	Life	0.043% $	87.94
	Optical	0.095% $	194.28
	OPEB	7.704% $	15,754.68
	Worker's Comp	1.227% $	2,509.22
		43.33% $	88,605.76	$88,606

BUDGET CATEGORY AND LINE ITEM DETAIL

FY22/23 District Attorney's Office JJCPA				
Deputy District Attorney IV-S	Unemployment	0.121%	$	46.82	
	Retirement	22.850%	$	8,842.20	
	Social Security	4.837%	$	1,871.76	
	Medicare	1.450%	$	561.10	
	LGTD Ins	0.604%	$	233.73	
	Health Ins	4.612%	$	1,784.69	
	Def Comp	0.710%	$	274.75	
	Life	0.050%	$	19.35	
	Optical	0.109%	$	42.18	
	OPEB	7.704%	$	2,981.20	
	Worker's Comp	1.431%	$	553.75	
		44.48%	$	17,211.53	$17,212
Deputy District Attorney IV GAME	Unemployment	0.121%	$	412.46	
	Retirement	22.850%	$	77,889.83	
	Social Security	5.202%	$	17,732.29	
	Medicare	1.450%	$	4,942.68	
	LGTD Ins	0.604%	$	2,058.88	
	Health Ins	5.537%	$	18,874.22	
	Def Comp	0.800%	$	2,727.00	
	Life	0.054%	$	184.07	
	Optical	0.118%	$	402.23	
	OPEB	7.704%	$	26,260.97	
	Worker's Comp	1.539%	$	5,246.06	
		45.98%	$	156,730.70	$156,731
Deputy District Attorney III SARB	Unemployment	0.121%	$	834.92	
	Retirement	22.850%	$	157,668.28	
	Social Security	6.119%	$	42,221.98	
	Medicare	1.450%	$	10,005.21	
	LGTD Ins	0.604%	$	4,167.69	
	Health Ins	7.228%	$	49,874.24	
	Def Comp	0.950%	$	6,555.14	
	Life	0.070%	$	483.01	
	Optical	0.153%	$	1,055.72	
	OPEB	7.704%	$	53,158.71	
	Worker's Comp	1.996%	$	13,772.69	
		49.25%	$	339,797.57	$339,798

BUDGET CATEGORY AND LINE ITEM DETAIL

FY22/23 District Attorney's Office JJCPA			

Deputy District Attorney III DART	Unemployment	0.121% $	167.30	
	Retirement	22.850% $	31,593.48	
	Social Security	6.119% $	8,460.42	
	Medicare	1.450% $	2,004.84	
	LGTD Ins	0.604% $	835.12	
	Health Ins	7.228% $	9,993.77	
	Def Comp	0.950% $	1,313.51	
	Life	0.070% $	96.79	
	Optical	0.153% $	211.54	
	OPEB	7.704% $	10,651.91	
	Worker's Comp	1.996% $	2,759.76	
		49.25% $	68,088.44	$68,088
Victim Services Supervisor	Unemployment	0.121% $	41.28	
	Retirement	22.850% $	7,795.16	
	Social Security	6.200% $	2,115.10	
	Medicare	1.450% $	494.66	
	LGTD Ins	0.604% $	206.05	
	Health Ins	15.756% $	5,375.08	
	Trng/Pen	0.335% $	114.28	
	Life	0.080% $	27.29	
	SHTD Ins	0.968% $	330.23	
	OPEB	7.704% $	2,628.18	
	Workers' Comp	3.839% $	1,309.66	
		59.91% $	20,436.97	$20,437
Victim Services Specialist	Unemployment	0.121% $	77.47	
	Retirement	22.850% $	14,629.94	
	Social Security	6.200% $	3,969.61	
	Medicare	1.450% $	928.38	
	Health Ins	14.614% $	9,356.76	
	Trng/Pen	0.374% $	239.46	
	Life	0.089% $	56.98	
	SHTD Ins	0.968% $	619.77	
	OPEB	7.704% $	4,932.56	
	Workers' Comp	4.283% $	2,742.23	
		58.65% $	37,553.16	$37,553
Office Assistant	Unemployment	0.121% $	65.85	
	Retirement	22.850% $	12,436.17	
	Social Security	6.200% $	3,374.37	
	Medicare	1.450% $	789.17	
	Health Ins	18.496% $	10,066.50	
	Trng/Pen	0.508% $	276.48	
	Life	0.103% $	56.06	
	SHTD Ins	1.112% $	605.21	
	OPEB	7.704% $	4,192.92	
	Workers' Comp	4.924% $	2,679.90	
		63.47% $	34,542.62	$34,543

PERSONNEL SECTION TOTAL	$2,377,862

BUDGET CATEGORY AND LINE ITEM DETAIL

FY22/23 District Attorney's Office JJCPA	
B. Operating Expenses	**COST**
Vehicle Expenses	$6,975
county vehicle costs, fuel, maintenance, canine build out	
Canine Care and Upkeep Costs Associated with the DA Victim Advocate Service Dog	$2,500
veterinarian costs, harnesses, bedding, food, grooming, etc.	
Travel/Training	$30,000
SAFE Family Justice Center	$223,180
4 Victim Services Advocate @ $55,795 each (Salary & Benf) to provide wrap-around program	
services to at-risk youth	
1 Victim Services Project Analyst - Salary and Benefits	$55,795
Auto Mileage	$12,024
Mileage for 4 SAFE FJC Victim Advocates for daily travel to schools throughout Riverside County	
to provide advocacy support during the SARB process, facilitating programs for youth on site,	
and emergency in person service requests for children experiencing significant need	
Gift Cards/Vouchers	$10,000
Gift cards for hotel, gas, rideshare, grocery, and basic needs items to support youth with resources to	
fill their immediate needs and items to promote their long term sustainability	
Hotel: 50 cards @ $100 each $5,000	
Walmart: 100 cards @ $25 each $2,500	
Fuel: 100 cards @ $25 each $2,500	
$10,000	
Parent Project Books 100 @ $30 each	$10,000
Program Supplies	$10,000
Participant shirts for groups, art supplies and curriculum materials for social emotional learning programs	
Field Trips/Experiences	$10,000
Funds to support admission to pro-social activities such as museums, sporting events,	
community service projects, art and theatrical performances	
OPERATING TOTAL	**$370,474**
C. Equipment	**COST**
Equipment and Technical Supplies	$2,000
EQUIPMENT SECTION TOTAL	**$2,000**
TOTAL PROJECT COST	**$ 2,750,336**

Aware to Care Exchange

Riverside County

**RIVERSIDE COUNTY DISTRICT ATTORNEY and
RIVERSIDE COUNTY OFFICE OF EDUCATION**

Table of Contents

Aware to Care Exchange

The Aware to Care Exchange creates a system by which first responders notify school sites when a child has gone through an adverse childhood experience (ACE). The notification does not provide details about the incident and the school site does not receive information on the first responding agency that was involved. The school sites only receive a notice with the child's name and a "Handle With Care" notification. That permits the school site to monitor the child and treat the child with the appropriate care based on the knowledge that the child recently experienced an ACE.

Need

Research shows that prolonged exposure to violence and trauma can seriously undermine a child's ability to learn, form relationships, and focus appropriately in the classroom. A recent national survey of the incidence and prevalence of children's exposure to violence and trauma revealed that 60% of American children have been exposed to violence, crime or abuse. Forty percent were direct victims of two or more violent acts. Prolonged exposure to violence and trauma can seriously undermine a child's ability to focus, behave appropriately, and learn in school. It can lead to school failure, truancy, suspension or expulsion, dropping out, or involvement in the juvenile justice system. ACE is designed to decrease the effects of a child's exposure to violence and trauma. ACE will help children achieve academically at their highest levels despite any traumatic circumstance(s) they may have endured. ACE supports children who have been exposed to violence and trauma through improved communication and collaboration between first responders (law enforcement, fire fighters, emergency medical responders, etc.), schools and community resources.

Process

ACE provides the school and district with a notice when a child has been identified at the scene of a traumatic event. The first responder uses the ACE App to submit the following for each child: Child's name, DOB, and school. The school designee then ensures the ACE notification is provided to the appropriate staff. School staff follow their process to respond to a child's exposure to trauma and utilize trauma sensitive interventions as deemed appropriate based on the resources in their district. The district is able to login to a district portal allowing them view access to ensure that schools have made the appropriate staff aware of the traumatic event.

The implementation process involves a consultation with each district and agency partner. The districts and agencies provide points of contacts, name, email address, and affiliation as a school, district, agency, or technology contact. RCOE Alternative Education creates an account for each user and provides a user login to the designated point of contact of each agency. RCOE manages the database associations to ensure that the proper email notifications are sent to the appropriate contact. RCOE assumes the maintenance of the contacts and their associations as staffing changes.

Budget

ACE Budget Proposal		
July 1, 2022 - June 30, 2023		
RCOE admin costs for annual maintenance of ACE (80 hours total at $106.66 per hour)	$	8,533.00
RCOE admin costs for monthly monitoring of ACE (5 hours per month total at $106.66 per hour)	$	6,400.00
RCOE tech support for monthly matches (5 hours per month at $39.06 per hour)	$	2,344.00
RCOE Total Estimated Costs	$	17,277.00

RIVERSIDE COUNTY PROBATION DEPARTMENT
Serving Courts • Protecting Our Community • Changing Lives

JJCPA PROGRAM NARRATIVE
FISCAL YEAR 2022/2023

The following is a review of the Riverside County Probation's (RCP) current program status of the county agencies and request for the FY 22/23 funding. Included in this budget proposal are the ongoing service contracts and listed venders previously approved in FY2021/22 by the Juvenile Justice Coordinating Council (JJCC).

Youth Accountability Team (YAT):

YAT will require 4 full time positions which include, line-level, supervisory, and administrative personnel. Youth utilizing the aforementioned YAT 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.

YAT Program Data Tracking/Eval Services (WestEd) – Expires 06/30/2024
Notification Services (ABData) – Expries 06/30/2024

Juvenile Defense Panel (JDP):

Services will be provided to all youth identified as potential program participants. 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.

Burns & Oblachinski (Defense Counsel Services) - Expires 06/30/2022
Burns & Oblachinski (Case Sealing Services) - Expires 06/30/2022
Barbara M. Brand (Defense Counsel Services) – Expires 06/30/2023

Compliance Contracts:

Services will include necessary training for staff 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.

Naomi Goldstein – Expires 06/30/2024
Just Solve, Inc. – Expires 06/30/2024

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.

Studentnest Foundation (YAT Contract) - Expires 06/30/2022 (Option to renew one additional year)

Successful Short-Term Supervision {SSTS):

SSTS will require 17 full time positions which would be comprised of line-level, supervisory, and administrative personnel. 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 review hearing. Appropriate supervision will be provided to assist the youth with improvement in school attendance and performance, abstinence from school and 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, and family-driven activities.

Restorative Justice/Victim Mediation Services:

This is a program designed for youth who have committed particular low-level offenses, in which an actual victim exists. Upon voluntary consent of both parties' participation in the program, mentorship and guidance will be provided by Chapman University staff to help the youth " make amends" with the victim, understand how his/her actions directly impacting the victim, and give the victim "a voice." Additionally, the youth will be provided conflict resolution and mediation services by neutral parties and in a safe environment.

Chapman University (Restorative Justice Contract) – Expires 04/26/2022 (Option to renew in four 1-year increments)

<u>Program Evaluation Services:</u>

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.

WestEd – Expires 06/30/2024

<u>Tattoo Removal Services:</u>

Services are provided to Riverside County residents between the ages of 14 and 21 years old. The participant can have all visible gang related and anti-social tattoos removed, which hinders the ability to leave gang affiliation, sex trafficking, attend school, or obtain/maintain employment.

<u>Community Based Outreach Vendors</u>

<u>Initial Request for Proposal (RFP) - Round I Contracts</u>
All come to full 5-year term on date listed. No renewals available

Carolyn E. Wylie Center – Expires 06/30/2022
Jay Cee Dee Children Home dba Communities for Children (C4C) - Expires 06/30/2022
Kids in Konflict - Expires 06/30/2022
Operation Safe House (Desert Program) – Expires 06/30/2022
Operation Safe House (West Program) - Expires 06/30/2022
Studentnest Foundation – Expires 06/30/2022

<u>Second RFP - Round II Contracts</u>
All come to 5-year term on date listed

Big Brothers, Big Sisters of OC and IE – Expires 06/30/2024
Calicinto Ranch – Expires 06/30/2024
Carolyn E. Wylie Center – Expires 06/30/2024
Chavez Education Services – Expires 06/30/2024
Inland Southern California 211+ (Formally Community Connect) – Expires 06/30/2024
Jay Cee Dee Children Home dba Justice Children Deserve (JCD) – Expires 06/30/2024
Living Advantage, Inc. – Expires 06/30/2024
Playa Vista Job – Expires 06/30/2024
Raincross Boxying Academy – Expires 06/30/2024
Riverside Art Museum (RAM) – Expires 06/30/2024

<u>Third RFP - Round 3</u>
• Through received requests from various potential vendors due to covid, the bid response window was extended to January 20, 2022.

- With the submission window now closed on January 20, 2022, the evaluation team will review, and score all received submissions.
- Estimated goal of evaluation team is to have all submissions initially scored by the March JJCC meeting to be able to determine the approximate budget needed for next fiscal year.
- Once awards are determined by the evaluation team, notices will go out, contract negotiations will proceed, contracts drafted and processed.
- Contracts targeted start date is July 1, 2022, for the 2022/2023 fiscal year
    - During the bid process all questions must go through the bid portal in RivCo PRO the same way the bids were submitted.

Juvenile Justice Crime Prevention Act (JJCPA)

JJCPA: *Intro & Background*

Stable funding for local juvenile justice programs aimed at curbing crime and delinquency among at-risk youth & juvenile offenders

- Requires a county Juvenile Justice Coordinating Council (JJCC) to develop & modify the county's juvenile justice plan

JJCC

- Authorized by WIC 749.22 & BOS Resolution 2015-082 on 4/14/2015
- Members

❑ Develop a comprehensive, multi-agency juvenile justice plan

❑ Establish/implement a continuum of responses for the prevention, intervention, supervision, treatment, incarceration, & placement of juvenile offenders

❑ Secure Federal Juvenile Accountability Incentive Block Grant funding + set priorities for the uses of $$

JJCPA: *Legislation & Funding Structure*

Legislation
- Government Code Section
  - 30061(b)(4)
  - 30025-29.12
- SB 1020 (2011-2012)

Funding Requirements
- Enhance public safety by reducing juvenile crime and delinquency
- Must be reviewed annually for modifications by the JJCC
- If substantial modifications are made to the Plan, must obtain county Board of Supervisors approval
- Plans must be submitted to BSCC by May 1st of each year
- Report outcomes and expenditures for previous fiscal year to BSCC by October 15th of each year

Funding Formula
- Vehicle License Fees
  - 21.86% of the $489.9 million allocated to the Enhancing Law Enforcement Activities Subaccount
- Percent-to-total of each county's population based on the most recent estimate published by the Department of Finance
- Growth Allocation is not guaranteed; however, it may be available if Sales and Use Tax is received in excess of the base allocations

JJCPA: *All Programs/Approved Budget*

RCP ◆	PD ◆	DA ◆	RCOE ◆	CBOs ◆
TOTAL: $3.58M	**TOTAL: $1.28M**	**TOTAL: $2.75M**	**TOTAL: $42,234**	**TOTAL: $1.76M**
• **SSTS** (Successful Short-Term Supervision) • **YAT** (Youth Accountability Team) • **Chapman University-Restorative Justice** • **Tattoo Removal**	• **SPARK** (Support, Partnership, Advocacy, & Resources for Kids)	• **DART** (De-escalation & Assistance Response Team) • **GAME** (Gang Awareness Mentorship, & Education) • **SAFE-Family Justice Center** • **SARB** (Student Attendance Review Board) • **YES** (Youth Empowerment & Safety)	• **ACE** (Awareness to Care Exchange) • **SB439**	

Donut chart percentages: 0.4%, 18.7%, 29.2%, 13.6%, 38.1%

JJCPA: *All Programs / Approved Budget*

RCP ◆	PD ◆	DA ◆	RCOE ◆	CBO ◆	
TOTAL: $3.58M	**TOTAL: $1.28M**	**TOTAL: $2.75M**	**TOTAL: $42,234**	**TOTAL: $1.76M**	

• **SSTS** (**S**uccessful **S**hort-**T**erm **S**upervision)	• **SPARK** (**S**upport, **P**artnership, **A**dvocacy, & **R**esources for **K**ids)	• **DART** (**D**e-escalation & **A**ssistance **R**esponse **T**eam)	• **ACE** (**A**wareness to **C**are **E**xchange)	**Big Brothers Big Sisters**	**$90,000**
• **YAT** (**Y**outh **A**ccountability **T**eam)			• **SB439**	● **Calicinto Ranch, Inc**	**$0.00**
• **Chapman University-Restorative Justice** ($161,117)		• **GAME** (**G**ang **A**wareness **M**entorship, & **E**ducation)		**Carolyn E. Wylie Center**	**$289,094**
• **Tattoo Removal** ($25,000)				Expansion Round 1 / Expansion Round 2	$189,280 / $99,814
		• **SAFE-Family Justice Center**		● **Chavez Education Services**	**$96,600**
				● **Inland So Cal 211+**	**$99,999**
		• **SARB** (**S**tudent **A**ttendance **R**eview **B**oard)		● **Jay Cee Dee Children Home**	**$200,000**
				C4C / JCD	$100,000 / $100,000
		• **YES** (**Y**outh **E**mpowerment & **S**afety)		● **Kids in Konflict**	**$68,800**
				● **Living Advantage**	**$99,311**
				● **Operation SafeHouse**	**$200,000**
				Desert / Riverside	$100,000 / $100,000
				● **Playa Vista Jobs**	**$100,000**
				● **Raincross Boxing Academy**	**$96,395**
				● **Riverside Art Museum**	**$18,800**
				● **StudentNest**	**$401,400**
				Expansion Round 1 / Expansion Round 2	$196,000 / $205,400

JJCPA: *Shortfalls & Focus*

SHORTFALLS	FOCUS

▶ Not all CBOs are providing:
    ▶ outcomes
    ▶ specified service areas
	▶ Ensure CBOs are providing services to all regions of Riverside County

▶ Not all programs report data to WestEd	▶ Reinforce submission of required reported data/outcomes
▶ Unsure if programs are addressing needs of our County population	▶ Determine if CBOs are serving County needs

Ventura County's Juvenile Justice Plan

FY 2020-2021
Granted $3.57M

- Probation salaries & services: 39%
- CBO expenditures: 31%
- Public Health services: 15%
- District Attorney services: 13%
- Public Defender services: 2%
- Behavioral Health services: ~1%
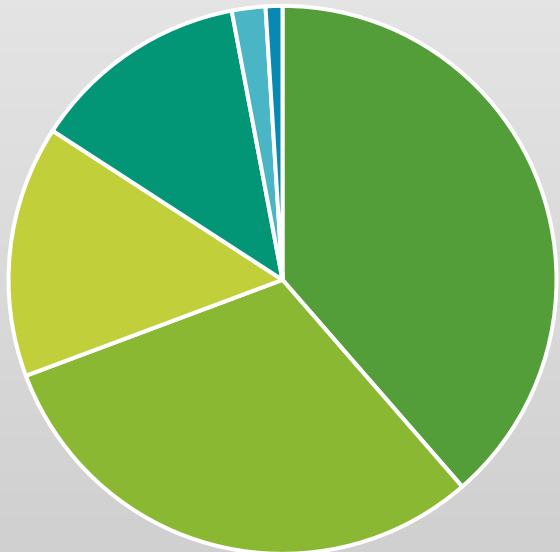
☐ Probation ☐ CBO ☐ PH ☐ DA ☐ PD ☐ BH

Emotional & Behavioral Well-being

➢ Mental Health Intervention for Youth
➢ Trauma-Specific Services
➢ Drug/Alcohol Treatment (Residential & Outpatient)
➢ Family Therapy

Family Support

➢ Information & Referral/Case Management
➢ Support for Parent Mental Health & Drug Use
➢ Parenting Education
➢ Family Engagement

Prevention & Early Intervention

➢ Prevention & Early Intervention
➢ School-Based Services

Prosocial & Skill Building Opportunities

➢ Life & Vocational Skills Training
➢ Mentors/Coaches
➢ Structured Afterschool Activities

A Coordinated Systems Approach

➢ Continuity of Services After Release/Reentry
➢ Communication & Collaboration Among Systems
➢ Trauma-Informed System of Care

JJCPA CBOs: *Riverside County Program Service Types*
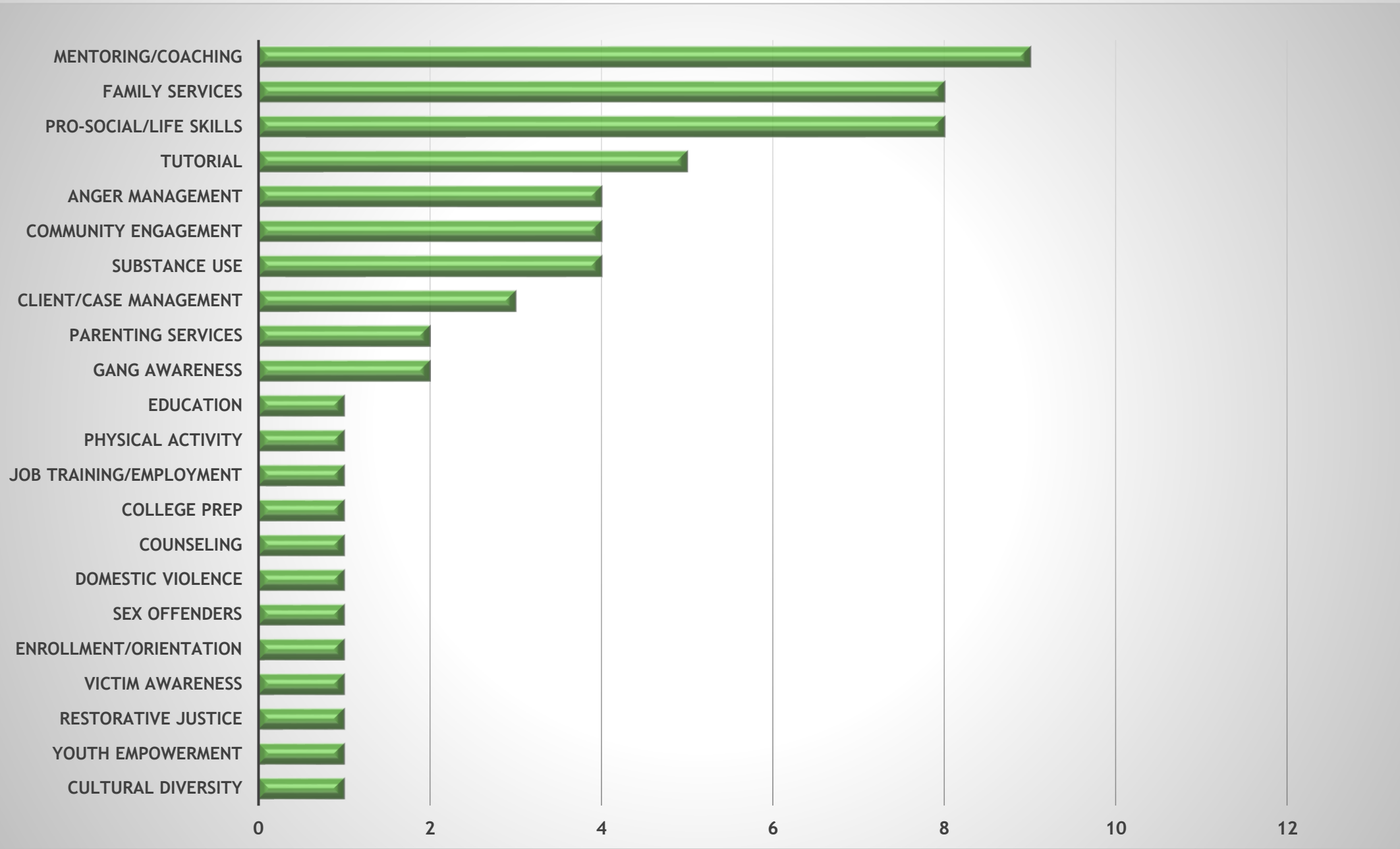
Recommendations & Conclusion

Financial Alignment

Ensure the alignment of funding expenses with funding allotment

Areas of Service

Maintain a list of current & ongoing service areas

Target State

Committee to create "Target State" requirements

Strategy Plan

RFP to create 2-year plan
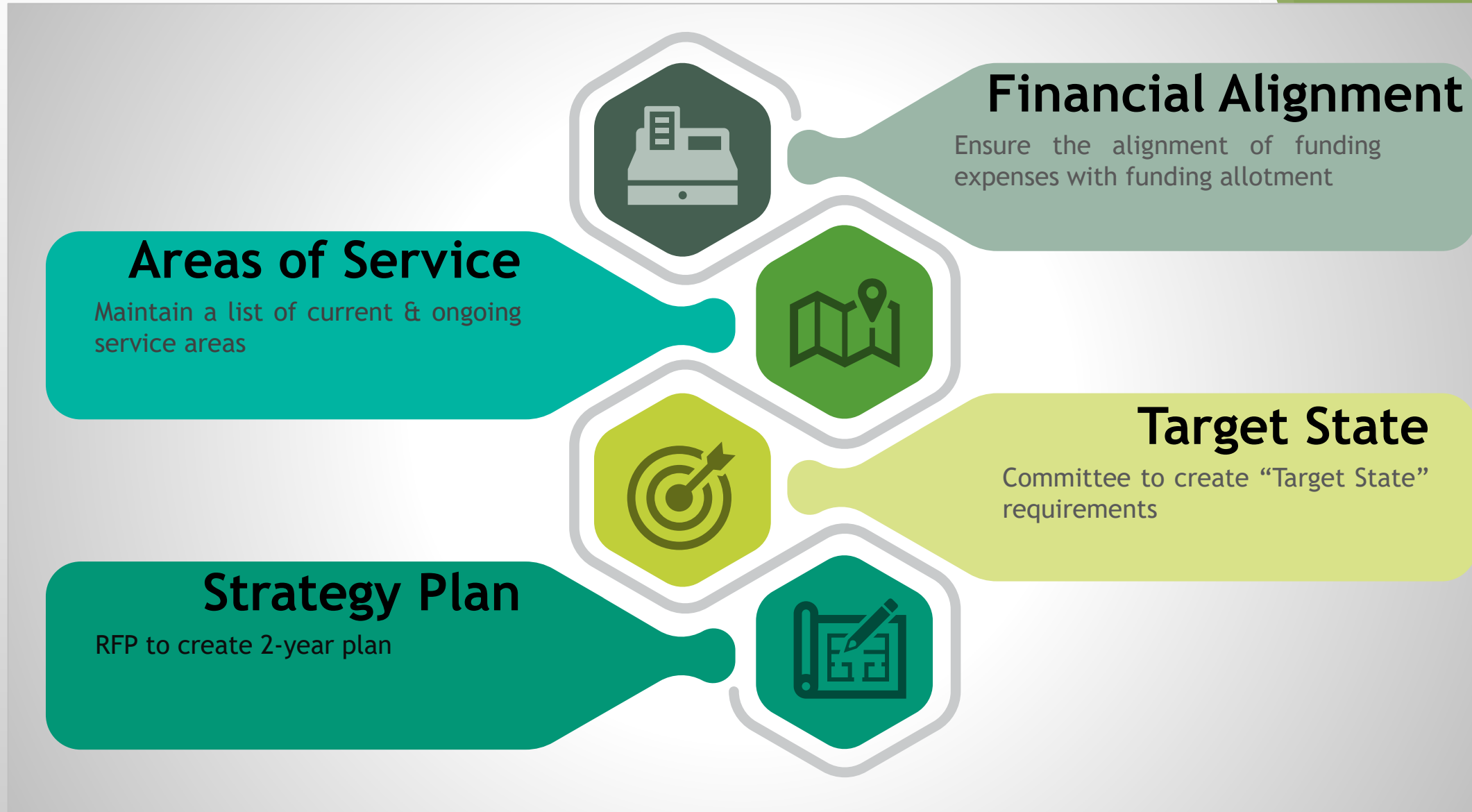
JUVENILE JUSTICE PLAN

ASSESSMENT OF THE GAPS, NEEDS & OPPORTUNITIES

VENTURA COUNTY PROBATION JUVENILE SERVICES

2022-2025

About the Researcher

Applied Survey Research (ASR) is a nonprofit social research firm dedicated to helping people build better communities by collecting meaningful data, facilitating information-based planning, and developing custom strategies. The firm was founded on the principle that community improvement, initiative sustainability, and program success are driven by engagement in the assessment of needs, evaluation of community goals, and development of appropriate responses.

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Table of Exhibits

Ventura County Juvenile Justice Plan, 2022-2025

Executive Summary

Introduction

In 2000, the Juvenile Justice Crime Prevention Act (JJCPA) was created to provide stable funding sources for local juvenile justice programs that have proven effective in reducing crime among at-risk youth. The JJCPA requires the Juvenile Justice Coordinating Council (JJCC) to periodically develop, review and update a comprehensive Juvenile Justice Plan (JJP). The JJP documents the condition of the local juvenile justice system and outlines proposed efforts to fill identified service gaps for youth and their families. It also serves as a roadmap for the County to determine funding decisions and invest in programs that demonstrate success with juvenile offenders. Specifically, the JJP serves three purposes:

- To highlight the gaps and needs within Ventura County,
- To recommend future steps to address identified needs, and
- To share evidence-based programs and practices that demonstrate success.

Methodology

In June 2021, the Juvenile Executive group and Applied Survey Research (ASR) launched the process for updating the JJP for 2022 to 2025. The data collection process involved triangulating multiple sources of data, including:

Context Setting	• Review of the 2017 JJP and initial meeting with the Juvenile Executive group and initial overview of the current needs of at-risk youth and their families in the County
Focus Groups and Key Informant Interviews	• Feedback from multiple stakeholders including: current and former justice-involved youth, Ventura Probation leadership and staff, CBOs, and key stakeholder groups
County Stakeholder Survey	• Online survey distributed to cross-sector, youth-focused service providers and leaders in August and September 2021 gathered their concerns and priorities for youths in the County
Youth and Parent/ Caregiver Surveys	• Paper surveys distributed in the Ventura County JF from July through September 2021 to gather feedback from current or past justice-involved youth and their families
Secondary Data	• Juvenile arrest data from the California Department of Justice, California Department of Finance, California Department of Education, Ventura County Public Health, US Census Bureau, and Ventura County Probation to better understand the general and juvenile population in the County
Literature Review	• Review of the mechanisms and evidence-based practices in order to refine recommendations for how to support youth in the priority areas

Characteristics of Families and Youth in Ventura County

As of January 2021, the population of Ventura County was 846,249.[1] Youth aged 10 to 17 years comprised 10.6% of the overall population. Compared to California, Ventura County has a higher proportion of persons identifying as White (65.2% vs. 53.9%, respectively), and a higher proportion of persons identifying as Hispanic/Latino (44.6% vs. 40.6%, respectively). The county reports 4.3% of families below the poverty line and a 4.6% unemployment rate, all lower than the state. High school graduation rates of those 25 and over was 85.1%, slightly higher than California (83.5%).

Ventura County youths' report of school engagement, safety, substance use, and mental health suggested places of strength, safety, and mental health for some and vulnerability for others.[2] At 7th grade, 63% of the 11,260 students surveyed reported feeling socially connected at school, 60% had parents involved in school, and 61% perceived their school as safe or very safe. Yet, 35% of 7th graders reported experiencing harassment or bullying in the last 12 months, 17% had been in a physical fight, and 14% had seen a weapon at school. Substance use in the past 30 days was relatively low at 8%, however 29% of 7th graders reported experiencing chronic sadness and 16% considered suicide in the last 12 months. For the 6,212 11th graders surveyed, parent engagement dropped precipitously (40%), and reports of harassment (26%), fighting (6%), and weapons at school (9%) also declined. Substance use (23%) and chronic sadness (36%) were reported by more 11th graders, but thinking of suicide remained steady at 16% to 17%.

Self-report of gang involvement remained at 4% across all 26,234 students surveyed, representing approximately 1,050 gang-involved youth in 7th, 9th, and 11th grades and alternative schools. Last, juvenile arrests in 2020 were down compared to prior years at 1,229, however the overall arrest rate was higher per 100,000 youth in Ventura County than in California (1,379 vs. 615, respectively).[3]

Juvenile Justice Plan Priority Areas for Ventura County

The data highlighted five priority areas of focus to better address the needs of youth and their families (Exhibit 1). Within each priority area are a set of sub-priority need areas each with key opportunities for addressing the need, and potential outcomes if the suggested actions are taken (Exhibit 2).

Exhibit 1. The Five Global Priority Areas of Ventura County's Juvenile Justice Plan, 2022-2025

Emotional and Behavioral Well-being

Prevention and Early Intervention

A Coordinated Systems Approach

Family Support

Prosocial and Skill-Building Opportunities

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[1] Health Matters in Ventura County (https://www.healthmattersinvc.org/demographicdata?id=293), December 18, 2021

[2] California Healthy Kids Survey for California Department of Education (2017-2019)

[3] California Department of Justice, California Department of Finance (2020)

Exhibit 2: Summary of Priority Areas, Key Opportunities, & Potential Outcomes

PRIORITY AREAS	KEY OPPORTUNITIES	POTENTIAL OUTCOMES
1: Emotional and Behavioral Well-Being		
Mental Health Intervention for Youth	• Increase the availability of mental health providers in the JF and community • Diversify therapeutic options for youth • Boost capacity of mental health providers to address the complex needs of youth	• More youth are engaged in services that work for them, resulting in improved mental health outcomes
Trauma-Specific Services	• Increase partnerships to boost treatment capacity • Offer more trauma-specific and specialized services	• More youth access services to address trauma • More youth increase their ability to cope with trauma-related stress
Drug/Alcohol Treatment (Residential and Outpatient)	• Increase availability of residential facilities in the county • Provide more youth-focused substance use programs	• More youth access services to address their drug and alcohol use • More youth complete AOD services with improved outcomes, including needs met, lives saved, and decreased justice involvement
Family Therapy	• Partner to support more prevention and early-intervention solutions to family discord. • Increase access to services for families	• More families access services at the onset of issues • Family functioning and engagement improves • More youth have their needs met and decreases justice involvement
2: Prevention and Early Intervention		
Prevention and Early Intervention	• Partner to increase identification and remediation of problem behaviors at the onset	• More children demonstrating need are identified and connected to services • More youth have the developmental assets to thrive and not enter the justice system
School-Based Services	• Increase access to information and supports by providing services for children, youth, and families at school	• More youth will receive support and connection to other needed services to address problem behavior and social emotional needs

3: A Coordinated Systems Approach

Continuity of Services After Release/Reentry	• Extend the period of reentry support to ensure youth stay connected to beneficial services and supports including education, job training, and mentorship	• Youth stay connected to beneficial services and build competencies • Fewer youth recidivate
Communication and Collaboration Among Systems	• Assess and expand opportunities for cross-system collaboration • Increase data sharing to improve services to families and youth • Support staff retention within organizations	• Communication and efficiency increase among systems of care • Youths' needs are addressed in a more coordinated way
Trauma-Informed System of Care	• Assess for gaps in trauma-informed practices • Re-invest in comprehensive trauma-informed training in the county and among law enforcement agencies	• Providers better understand trauma and how to respond to trauma-based behavior in children and youth

4: Family Support

Information and Referral/Case Management	• Coordinate and consolidate resource/information to share across the county • Ensure materials are available in multiple languages	• Parents and youth have greater knowledge of available programs in the community • Providers have a better understanding of referral options
Support for Parent Mental Health and Drug Use	• Increase availability and affordability of treatments for parents • Help to reduce stigma around families accessing treatments and therapy	• Parents increase access and engagement in services • Parents improve mental and behavioral health, becoming stronger assets for youth.
Parenting Education	• Consider prosocial activities to engage families in parent education • Assess what topics are of high interest to parents and offer them	• More parents learn how to foster and support positive youth development • More parents gain awareness of 'red flags' signaling a need for support
Family Engagement	• Address and mitigate barriers to engagement • Learn from and partner with others who are successfully engaging families	• More families access support and social connection • Families better support the needs of their children and youth

5: Prosocial and Skill-Building Opportunities

Life and Vocational Skills Training	• Increase opportunities for youth to engage in and improve vocational skills within and outside of Probation	• More at-risk and justice-involved youth gain career skills and opportunities.
Mentors/Coaches	• Support evidence-based mentorship programs to connect youth with consistent and relatable mentors	• More youth have at least one caring adult in their lives • More youth find positive pathways away from the justice system
Structured Afterschool Activities	• Increase the availability and quality of afterschool programs to nurture academic, social, and career skills	• More youth engage in prosocial activities • More youth build their skills and interests

Ventura County Juvenile Justice Plan, 2022-2025

Background and Introduction

California has undergone a "historic evolution over the last two decades" in developing a more innovative and responsive system for serving youth who have been referred to the juvenile justice system. Exhibit 3 summarizes this evolution, which includes, for example, the movement from focusing heavily on detaining youth in 2005 to more youth receiving treatment and supervision in the community in 2012. This change in approach led to a significant decrease in the number of youth in detention in California, from 19,000 in 2000 to roughly 4,500 in 2019, and a 74% drop in the juvenile arrest rate since 2009.[4] CPOC attributes this to investments in prevention and early intervention services and the implementation of research- and evidence-based therapeutic approaches to risk reduction and rehabilitation.

Exhibit 3: The Evolution of Juvenile Justice System, 2000 - 2019

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[4] https://www.cpoc.org/post/californias-historic-juvenile-justice-evolution-2
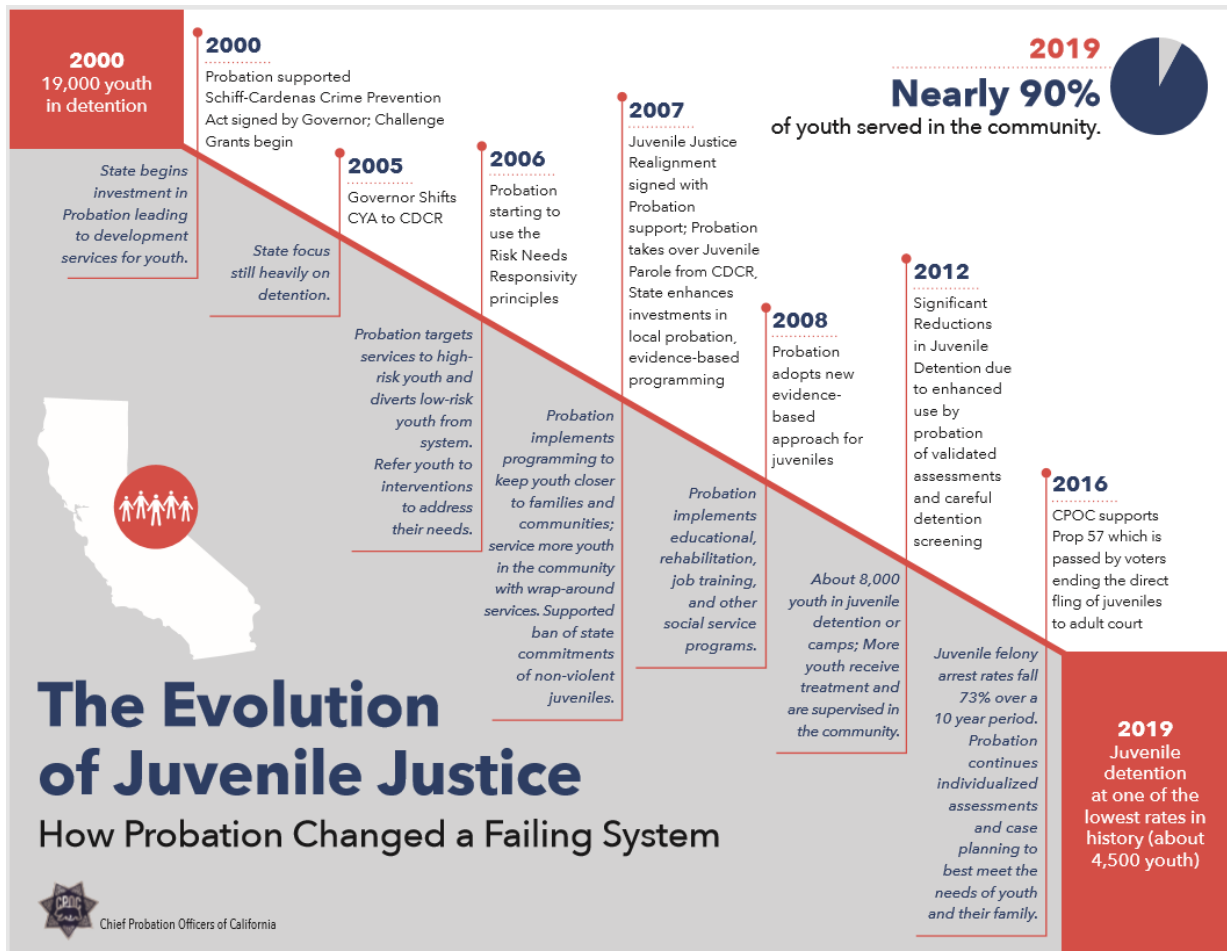
Overview of the Juvenile Justice Coordinating Council (JJCC) and Juvenile Justice Crime Prevention Act (JJCPA)

In 2000, the California State Legislature passed the Juvenile Justice Crime Prevention Act (JJCPA). This was designed to provide a stable funding source to counties for juvenile programs that have been proven effective in curbing crime and lowering detention rates among justice-involved youth and youth at-risk of offending. Counties were required to establish the Juvenile Justice Coordinating Council (JJCC). In Ventura County, the JJCC is co-chaired by the County's Chief Probation Officer and the Presiding Juvenile Court Judge. Its members include representatives from law enforcement and juvenile justice agencies, the Board of Supervisors, social services, education, mental health, and community-based organizations.

To encourage coordination and collaboration among the various local agencies serving at-risk youth and young offenders, JJCPA requires the County to develop and modify the County's **Juvenile Justice Plan (JJP)**. The Ventura County JJCC meets every other month and is tasked to review and update the County's JJP. Ventura County has established a Program Review and Development Subcommittee, which has representation similar to that of the JJCC. The subcommittee explores existing program modifications, evaluates new programming opportunities, and makes formal budgetary recommendations to the JJCC.

The JJCPA relies on a partnership among the state, local agencies, and stakeholders. Local officials and stakeholders determine where to direct resources through an interagency planning process. The State Controller's Office distributes the appropriated JJCPA funds to counties based on population. Local agencies and community-based organizations deliver programs and services. This partnership acknowledges the state's value of local discretion and multiagency collaboration in addressing the problem of juvenile delinquency in California's communities.

Ventura County's JJCPA-Funded Programs and Services

The Ventura County Probation Agency funds nine JJCPA programs that provide a broad range of services at various levels of intervention to address the diverse needs of at-risk youth or those who are currently touching the juvenile justice system (Exhibit 4). These programs provide services including, but not limited to, treatment for sexually abusive youth, as well as mentoring and case management for commercially and sexually exploited children, case planning, mentoring and youth advocacy, prosocial activities that support a healthy lifestyle, the promotion of youths' voice and leadership skills, and early intervention and prevention services.

Exhibit 4. The JJCPA-Funded Programs and Services

CBO	Services Provided
ANEW	Provides treatment for sexually abusive youth
ERC–Big Brothers Big Sisters	Provides individualized case planning, mentoring, peer-to-peer discussions for youth, and commitment to positive youth development
ERC–Boys and Girls Club of Oxnard and Port Hueneme	Provides prosocial programs and mentoring, and supports academic success, character/citizenship development, a healthy lifestyle, and commitment to positive youth development
ERC-One Step A La Vez	Provides connection to adults, peers, prosocial activities that promote youths' voice and leadership skills, and positive youth development
Interface	Provides early intervention and prevention services to divert youth from justice system, and connects clients to resources via various referrals

CBO	Services Provided
Forever Found	Provides mentoring and case management for commercially and sexually exploited children, and a commitment to positive youth development
Repeat Offender Prevention Program (ROPP)	Probation Department's program that provides multidisciplinary approach, including Youth Advocate support, mentoring, and prosocial activities for youth on supervision
Truancy Habits Reduced Increases Vital Education (THRIVE)	Provides education, referrals, resources, and multi-layered support to address chronic truancy among families K-12
Youth Advisory Council (YAC)	Provides leadership training and mentoring to youth referred by the ERCs

Allocation of JJCPA Funds in Ventura County

The JJCPA funds programs that use strategies with demonstrated effectiveness in reducing juvenile delinquency and address a continuum of responses including prevention, intervention, supervision, and incarceration. It is also the funding source for the JJP. Thus, the importance of the JJP is to ensure that Ventura County continually seeks effective, collaborative responses to juvenile crime and provides the best possible services to youth, families, and communities throughout the County. In FY 2020-21, the JJCPA allocation granted Ventura County Juvenile Probation $3,572,561. Ventura Probation distributed the funds as shown in Exhibit 5. A majority of the funds were allocated for Probation salaries and services (39%), and CBO expenditures (31%).

Exhibit 5. Allocation of JJCPA Funds in Ventura County
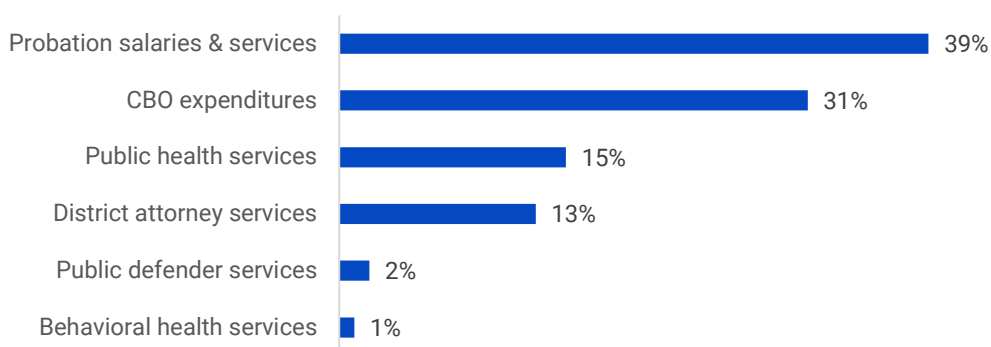
Legislative Changes and Updates in Ventura County

Several legislative changes in Ventura County have been proposed that are intended to reduce the number of young people in the criminal justice system (Exhibit 6). These legislative changes are intended to:

- Protect youth from adverse consequences of the justice system;
- Tailor the length of time youth are on probation;
- Encourage a greater emphasis on prevention, rehabilitation, and effective interventions;
- Promote collaboration across systems that meet the needs of children, youth, and families and that support prompt access to trauma-informed services; and
- Promote equity by reducing the financial burden.

These changes are in line with, but not limited to, some of the major systemic recommendations provided in this JJP based on stakeholder feedback. These include more emphasis on prevention and

rehabilitation services for youth, increasing trauma-informed care, providing more evidence-based counseling and services to keep youth and their families intact, and improving collaboration and communication across systems.

Exhibit 6. Legislative Changes in Ventura County

Legislation	Description	Implication
SB823	• Close state juvenile facilities and transfer the responsibility for the custody, treatment, and supervision to the counties • Board of Supervisors (BOS) approved Ventura County's juvenile justice realignment plan on November 9, 2021	• Move youth to the local County facilities, which is meant to be a less punitive approach, and increase rehabilitation and access to services • Youth would remain connected to their families and their communities
AB2083	• Develop and implement a Memorandum of Understanding (MOU) outlining the roles and responsibilities of the various local entities that serve children and youth in foster care who have experienced severe trauma • Legislation is focused on the Child Welfare System but can and must be expanded to look at children and youth served by various other systems	• Ensure that children and youth in foster care receive coordinated, prompt, and trauma-informed services • Public programs would provide services in an integrated, comprehensive, culturally responsive, evidence-based way, regardless of the agency through which children and families enter
SB439	• Minimum age of 12 years (up to 17 years) for prosecuting or detaining youth in juvenile court, except in most serious cases of murder and rape • On January 1, 2020, the bill would require the County to release the minor to their parent, guardian, or caregiver, except as provided[5] • After January 1, 2020, the bill requires counties to develop a process for the least restrictive responses that may be used instead of, or in addition to, the release of the minor to his or her parent, guardian, or caregiver	• End the prosecution of children under the age of 12 in juvenile court • Alternative strategies to address behaviors with age-appropriate consequences that allow learning and growth instead of prosecuting young children • Encourage effective interventions to protect young children from adverse consequences of justice system involvement
AB503	• Bill would limit the ward's probation period to six months • The court may extend the probation period, but not to exceed, two increments of six months after a noticed hearing, and upon proof by a preponderance of the evidence that it is in the ward's best interest • Bill would require the probation agency to submit a report to the court detailing	• Meant to minimize the time youth spend on probation, and tailor probation conditions to meet their needs • Young people will receive the support they need without being subject to the system's conditions for an unlimited length of time

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[5] If a minor is under 12 years of age and comes to the attention of law enforcement because of their behavior or actions are as described under existing law.

Legislation	Description	Implication
	• the basis for any request to extend probation at the noticed hearing • Bill would also require the court to hold a noticed hearing for the ward every six months, for the remainder of the wardship period if the court extends probation • Bill would additionally require, among other things, that conditions of probation for a ward be individually tailored, developmentally appropriate, and evidence-based	
SB190	• Prohibits counties from charging fees to parents and guardians for their child's detention, representation, electronic monitoring, probation supervision, and drug testing	• Reduces the burden of financial harm to some of the state's most vulnerable families • Supports reentry of youth back into their homes and communities without the financial burden • Loss of revenue to counties

In addition, there have been multiple legislative attempts to limit or restructure the use of JJCPA funding. These bills have also discussed oversight and modifying the makeup of the JJCC. These bills have not been successful thus far. However, legislative attempts to modify JJCPA funding and restructure the JJCC are expected to be introduced to the state legislature in the future.

Purpose of the Ventura County Juvenile Justice Plan

The JJP in Ventura County serves a variety of purposes. First and foremost, it serves as a road map for the County in determining how to work with justice-involved and at-risk youth. The JJP will guide funding decisions and assure the County invests in programs that demonstrate success with the target population. The JJP must be comprehensive and is an opportunity to bring juvenile justice partners together to work in a unified manner to address the needs of these youth. All JJCC representatives have a vested interest in the JJP.

Therefore, a successful plan designed to lower juvenile justice system involvement will benefit the most vulnerable youth and their families that touch multiple agencies and systems represented by the JJCC. The JJP will identify what the County is doing well with this population; however, it will also identify gaps in services and areas in which the County can improve in working with this population.

The 2022-2025 JJP presents:

• County-wide unmet needs, priority populations, and desired outcomes,
• Recommended strategies and interventions to address the gaps and deficiencies in the existing continuum of programs and services, and
• Identification of evidence-based programs to augment the existing programs and services.

The JJP is intended to be a three-year plan. While it considers the current fiscal environment, the plan does not make assumptions about any increases or decreases in funding. In addition, the JJP does not

identify specific programs or organizations to be funded. It does, however, establish priorities and strategies to be considered given the funds available at any particular time. The goal in preparing the JJP is to be flexible yet realistic about the funding horizon. Stakeholders have identified more needs than can be fully funded. However, the hope is that the data that have been collected about the needs of youth and families in Ventura County can be used to leverage additional resources to supplement these funds when available.

Methodology

Qualitative and quantitative feedback was gathered from multiple stakeholders across the County to inform the priorities and recommendations in the 2022-2025 plan. Data collection opportunities were leveraged across the scope of work to maximize participation, breadth, and depth of stakeholder feedback. For example, when appropriate, ASR conducted focus groups and interviews to generate deeper insights on the needs, priorities, and potential strategies.

Data Collection

The five main types of data collection for the JJP are summarized in Exhibit 7, followed by a more detailed explanation of each source. The triangulation of data gathered using multiple and diverse methods allowed a broad spectrum of consideration for the JJP, resulting in a refined, well-vetted set of recommended outcomes and strategies.

Exhibit 7. Types of Data Collection Utilized for the JJP

Context Setting	• Review of the 2017 JJP and initial meeting with the Juvenile Executive team and initial overview of the current needs of at-risk youth and their families in the County
Focus Groups and Key Informant Interviews	• Feedback from multiple stakeholders including: current and former justice-involved youth, Ventura Probation leadership and staff, CBOs, and key stakeholder groups
County Stakeholder Survey	• Online survey distributed to cross-sector, youth-focused service providers and leaders in August and September 2021 gathered their concerns and priorities for youths in the County
Youth and Parent/Caregiver Surveys	• Paper surveys distributed in the Ventura County JF from July through September 2021 to gather feedback from current or past justice-involved youth and their families
Secondary Data	• Juvenile arrest data from the California Department of Justice, California Department of Finance, California Department of Education, Ventura County Public Health, US Census Bureau, and Ventura County Probation to better understand the general and juvenile population in the County
Literature Review	• Review of the mechanisms and evidence-based practices in order to refine recommendations for how to support youth in the priority areas

Context Setting

Context setting for the Juvenile Justice Planning process entailed two major steps:

- **Reviewing the last JJP conducted in 2017** provided foundational knowledge about existing JJCPA-funded services; the needs and unaddressed gaps of youth, families, and the system at large; as well as potential strategies to address these needs and gaps in service.
- **Meeting with the Ventura County Probation Juvenile Executive team in June 2021 –** including the Chief Probation Officer, Chief Deputy of the Juvenile Services Bureau, and three Division Managers (Juvenile Court Services, Juvenile Field Services, and Juvenile Facility (JF) Housing and Operations) clarified the objectives, timeline, and activities for completing the updated JJP. They also contributed their knowledge and insights about the needs of youth and potential strategies to address those gaps.

Focus Groups and Key Informant Interviews

Focus groups (FGs) and key informant interviews (KIIs) were conducted to gather feedback on the needs of youth and their families, as well as programmatic, organizational, and County-level strategies for addressing those needs. In total, 50 one-hour FG and KII sessions were conducted via Zoom with 134 individuals across six months from June to November 2021. (See Appendix A for a complete list of stakeholders and interview questions.) Example focus group and KII questions are included in Exhibit 8.

Exhibit 8. Example Focus Group and KII Questions for Stakeholder Feedback Sessions

1) *What are the top unmet needs for at-risk Ventura County youth, parents/caregivers of these youth, and for youth-serving systems and service providers?*
2) *What are the best strategies to address each of these needs? Why are these the best strategies?*
3) *What areas of the County (geographically or population-wise) are in greatest need? Please tell us about specific service gaps.*
4) *What changes within your organization/unit/department might improve your ability to positively impact the lives and futures of the youth you serve?*
5) *What system-wide or community-wide changes might improve the lives and futures of youth in the community at large?*

County Stakeholder Survey

An online survey using Qualtrics was developed to gather stakeholder feedback about the needs of youth and families in Ventura County. Specifically, based on their experiences, respondents were asked to rate the importance of needs, outcomes, strategies, and barriers for at-risk youth, their parents and families, and the larger systems that serve them. Ventura County Probation distributed survey links and reminders via email to JJCC members, leadership councils, CBO providers, advocacy groups, philanthropic organizations, faith-based organizations, law enforcement and justice agencies, medical agencies, and school districts in August and September 2021. Recipients of the survey link were encouraged to share the link with other staff who wanted to share feedback on needs and priorities for youth.

A total of 186 respondents completed the survey with respondents falling into three main service sectors (Exhibit 9). See Appendix B for the complete list of questions asked on the County Stakeholder Survey.

Exhibit 9. Stakeholder Respondents by Service Sector

Sector	Number (%) of stakeholders who completed the survey
Probation and law enforcement agencies *(e.g., justice agencies including police, sheriff, probation officers, District Attorney (DA) office, courts)*	81 (55%)
Education-related agencies and other CBOs *(e.g., SARB, VCUSD, before or after-school programming, FRCs)*	52 (35%)
Substance use and mental health agencies *(e.g., BHRS, medical services)*	15 (10%)
Total	**148 (100%)**

Note: Thirty-eight respondents did not specify their sector or organization on the survey.

Youth and Parent/Caregiver Surveys

Three surveys were developed and implemented in the JF to gather critical data from current or past justice-involved youth and their families. These were created to better understand their needs and the types of services they believe would be most helpful, their challenges in obtaining services (if any), what would have prevented the youth from becoming involved in the juvenile justice system, and if anything was confusing about the juvenile justice process.

The surveys were administered from July through September 2021 to 1) youth on formal/informal probation, 2) parents/caregivers accompanying youth visiting their Probation Officer (PO), and 3) parents/caregivers who were visiting youth in the JF. A total of 123 surveys were completed (Exhibit 10). The demographic profile of participants and survey results can be found in Appendix C.

Exhibit 10. Participation in Youth and Parent/Caregiver Feedback Surveys

Participation in Youth and Parent/Caregiver Surveys	Number (%) of completed surveys
Youth on formal/informal probation	74 (60%)
Parents/caregivers accompanying youth visiting their PO	26 (21%)
Parents/caregivers who were visiting youth in the JF	23 (19%)
Total	**123 (100%)**

Secondary Data

Ventura County population and juvenile arrest data was gathered from the California Department of Justice, California Department of Finance, California Department of Education, Ventura County Public Health, US Census Bureau, and Ventura County Probation to understand the youth population in the county and compared with the state of California. While additional data (e.g., data on referrals and dispositions) was sought from the Ventura County Probation Agency, no additional data were available at the time that could provide further insight into the youth population on Probation.

Literature Review

A review was conducted of the mechanisms and evidence-based practices to refine recommendations for supporting youth in the identified areas of need.

Analytic Strategy

The analytic strategy for updating Ventura County's JJP and determining the five priority need areas and accompanying strategies entailed the following:

- ASR analyzed the qualitative data gathered during meetings, focus groups, and interviews, allowing themes and sub-themes to emerge from the data. These themes and sub-themes were tracked in a spreadsheet and then tabulated to derive the most highly cited needs mentioned by stakeholders.

- At the same time, ASR rank-ordered the quantitative County Stakeholder Survey responses to highlight shared concern or priority areas based on:
    - Current need/priority or
    - An increased need/priority over the last three years
- The top items from the rank ordering of survey items were compared with the FG/KII qualitative themes and data from the youth and parent/caregiver surveys to solidify the selection of priority areas and prioritized areas of focus.
- ASR then conducted a literature review of frameworks, evidence-based practices, and strategies to address the prioritized needs within each of the five areas.
- Together, these findings, combined with the data collection process, were used to complete and organize recommendations made in this report.

In addition, secondary data from the California Department of Justice, California Department of Finance, California Department of Education, US Census Bureau, Ventura County Public Health, and Ventura County Probation helped to complete the demographic and criminal profiles of youth in the county.

Characteristics of Families and Youth in Ventura County

County Demographics

As of January 2021, the total population of adults, youth, and children in Ventura County was 846,249 (Exhibit 11). Youth ages 10-17 composed 10.6% of the total population, which approximates the proportion of youth found in California (10.2%). The overall population in Ventura County is 65.2% White and 19.9% some other race, both of which are higher than California (53.9% and 18.3%, respectively). There are fewer persons who identify as African American/Black (2.0%) and Asian American (7.6%) than in California (5.8% and 15.2%, respectively). A total of 44.6% of Ventura County identifies as Hispanic/Latino, which is more than in California (40.6%). Approximately one-half of the population (50.5%) is female in Ventura County and in California.

Exhibit 11. Demographics, Economic, Employment, and Education Indicators in Ventura County and California in January 2021

	Ventura County	California
Population		
Total	846,249	39,740,046
Children (under age 10)	11.9%	12.3%
Youth (ages 10-17)	10.6%	10.2%
Adults (ages 25+)	68.3%	68.2%
Race		
White	65.2%	53.9%
African American/Black	2.0%	5.8%
Asian American	7.6%	15.2%
American Indian/Alaska Native	1.1%	1.0%
Some other race	18.9%	18.3%
Multiracial	5.0%	5.5%
Ethnicity		
Hispanic/Latino	44.6%	40.6%
Non-Hispanic/Latino	55.4%	59.4%
Sex		
Male	49.5%	49.7%
Female	50.5%	50.3%

Source: Data available through The Health Matters in Ventura County funded by Ventura County Public Health. Accessed December 18, 2021.

The median household income in Ventura County is $91,332, which is higher than in California (Exhibit 12). County-wide, 6.2% of families lived below poverty, and 4.3% of families with children earned below the poverty level. As of January 2021, 4.6% of individuals over the age of 16 were unemployed.

Exhibit 12. Economic, Employment, and Education Indicators in Ventura County and California in January 2021

	Ventura County	California
Economic and Employment Indicators		
Median Household Income	$91,332	$82,565
Families Below Poverty	6.2% of families	9.4% of families
Families Below Poverty with Children	4.3% of families	6.9% of families
Unemployment (as of January 2021)	4.6%	5.8%
Educational Attainment (Ages 25 and Older)		
Less than 9th grade	9.3%	9.1%
Some High School, No Diploma	5.6%	7.4%
High School Grad	19.8%	20.7%
Some College, No Degree	22.6%	30.0%
Associate Degree	9.8%	7.9%
Bachelor's Degree	20.6%	21.1%
Advanced Degree	12.2%	12.8%

Source: Data available through The Health Matters in Ventura County funded by Ventura County Public Health. Accessed December 18, 2021.

Individuals with some college experience but no degree (22.6%) made up the majority of the ages 25+ population, followed by 20.6% of individuals with a bachelor's degree, and 19.8% of individuals who had a high school diploma.

Data from the US Census Bureau from 2019 indicates that 61.2% of individuals ages 5+ spoke English only, and 38.8% spoke a language other than English in Ventura County. [6]

Characteristics of Youth

Education

According to the data available by California Department of Education from school year 2019-20, there are 20 school districts in Ventura County. Exhibit 13 shows data on selected school districts, based on the cities identified as vulnerable neighborhoods by Ventura County stakeholders. Among these school districts, Fillmore Unified had the highest suspension percentage, followed by Oxnard Union High and Santa Paula Unified. Expulsion percentages, also from 2019-20, were low across all the schools listed. The truancy data reported for school year 2018-19 shows Oxnard Union High reported by far the highest truancy percent in the county at 16.9%.

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[6] The total population of five years and over in 2019 in Ventura County was 798,683.

Exhibit 13. Suspension, Expulsion, and Truancy in Ventura County

| | 2019-2020 | | 2018-2019 |
	Suspension %	Expulsion %	Truancy %
Fillmore Unified	4.8%	0.2%	9.2%
Oxnard	1.7%	0.0%	7.7%
Oxnard Union High	3.9%	0.3%	16.9%
Santa Paula Unified	3.9%	0.0%	9.1%
Simi Valley Unified	2.5%	0.1%	9.5%
Ventura Unified	1.7%	0.1%	7.4%
Ventura County	**2.1%**	**0.1%**	**9.2%**

Source: California Department of Education. Suspension and Expulsion rates are from school year 2019-2020, while truancy rates are from school year 2018-2019.

The California Healthy Kids Survey distributed to schools across districts in Ventura County provides student reported data on many indicators assessing school climate, student engagement, student supports, developmental supports, violence and harassment, substance use, and physical and mental health in secondary education (Exhibit 14).

Exhibit 14. Student Indicators at Secondary Education Level from 2017-2019

	Grade 7	Grade 9	Grade 11	NT*
Number of youth surveyed	11,260	7,582	6,212	1,180
School Engagement and Supports				
School Connectedness	63%	59%	56%	60%
Chronic Truancy (twice a month or more often in past 12 months)	2%	4%	6%	10%
Caring Adult Relationships	61%	57%	61%	63%
Parent Involvement in School	60%	45%	40%	56%
School Safety				
School perceived as safe or very safe	61%	59%	58%	65%
Experienced harassment or bullying (in past 12 months)	35%	28%	26%	38%
Been in physical fight (in past 12 months)	17%	9%	6%	24%
Seen a weapon on campus (in past 12 months)	14%	13%	9%	13%
Substance Use and Mental Health				
Current alcohol or drug use (in past 30 days)	8%	15%	23%	33%
Experienced chronic sadness (in past 12 months)	29%	30%	36%	41%
Considered suicide (in past 12 months)	16%	16%	17%	29%

	Grade 7	Grade 9	Grade 11	NT*
Other Indicators				
Language other than English spoken at home most of the time	43%	36%	34%	40%
Considers self to be a member of a gang	4%	4%	4%	4%

Source: California Healthy Kids Survey for California Department of Education (2017-2019). NT* includes continuation, community day, and other alternative school types.

The 2017-2019 results indicate that within **school engagement and supports**, from 56% to 63% of students reported feeling socially connected, an indicator of emotional engagement in schools. From 57% to 63% of students also reported having caring adult relationships at school, and from 40% to 60% of students reported parent involvement in school. Fewer students reported social connectedness and parent involvement in school in 11th grade than students in other grades or alternative schools. A small proportion of youth (from 2% in 7th grade to 10% in alternative schools) reported being chronically truant.

School safety indicators show that from 58% to 65% of students reported feeling safe or very safe at school. However, from 26% to 38% of students reported experiencing harassment or bullying at school in the past 12 months. From 6% to 24% of students reported being in a physical fight, and a small proportion of students (from 9% to 14%) reported seeing a weapon on campus in the past 12 months. Fewer students reported feeling safe at school in 11th grade than students in other grades or alternative schools. A higher proportion of students in alternative schools reported experiencing harassment or bullying, as well as being in a physical fight.

Substance use and mental health data indicate from 8% to 33% of students reported current alcohol or drug use in the past 30 days. From 29% to 36% of students reported experiencing chronic sadness in the past 12 months, and from 16% to 29% of students reported considering suicide in the past 12 months. A higher proportion of students in alternative schools reported substance use and poor mental health (i.e., chronic sadness and considering suicide) than students in other grades.

Other indicators show that from 34% to 43% of students spoke a language other than English most of the time at home. A small proportion of students (4%) across all grades considered themselves to be a member of a gang.

Child and Youth Safety and Special Needs

Data in Exhibit 15 indicate within **safety needs**, 14% of children in Ventura County experienced two or more Adverse Childhood Experiences (ACEs), a slightly smaller proportion than the proportion in California (15%). In 2018, 56.5 per 1000 Ventura County children were reported to have been abused or neglected, a rate that is higher than in California (52.9). Additionally, 3.2 per 1000 Ventura County children/youth were in foster care in 2018, a lower rate than in California.

In terms of **special needs**, in 2019, licensed childcare spaces were available for 28% of children with working parents in Ventura County, compared with 25% in California. Moreover, on Census Day in the 2019 school year, 56% of Ventura County enrollees were high-needs students, a substantially lower percentage than in California (63%).

Exhibit 15. Safety and Special Needs Indicators for Youth

	Ventura County	California
Safety		
Children with ACES (2016-2019)		
2 or more ACEs	14%	15%
Rate of Child Abuse and Neglect (2018)	56.5	52.9
Rate of Children and Youth in Foster Care (2018)*	3.2	5.3
Special Needs (2019)		
Children for Whom Child Care Spaces Are Available	28%	25%
High-Need Students (K-12 students eligible for free or reduced lunch, are English learners, or are foster youth)	56%	63%

Source: Data available through KidsData, a program of Population Reference Bureau (PRB). Note: Children indicates an age range of 0-17 years. Rate indicates per 1000 children. *Indicates ages 0-20 years in foster care.

Juvenile Arrest Rates

For the calendar year 2020, there were 1,229 total arrests of juveniles aged 10 to 17 years old in Ventura County (Exhibit 16). This resulted in an arrest rate of 1,379 per 100,000 youth in Ventura County. Ventura County ranks well above the state averages for all offenses, especially for misdemeanor offense rates (788 vs. 285 per 100,000, respectively).

Based on data provided by Ventura County Probation, of those arrested in Ventura County, 75% identified as Hispanic, 19% as White, 5% as Black/African American, and 2% as Other. Moreover, a higher percentage of juveniles identified as males (70%).

Exhibit 16. Arrests and Arrest Rates Per 100,000 Juveniles Aged 10 through 17 in 2020

Juvenile Arrest Types	Ventura County (Pop. 89,125)	California (Pop. 4,176,426)
Total Juvenile Arrests (Rate)	**1,229 (1,379)**	**25,710 (615)**
Juvenile Felony Arrests (Rate)	340 (382)	11,332 (271)
Juvenile Misdemeanor Arrests (Rate)	702 (788)	11,930 (285)
Juvenile Status Offense Arrests (Rate)	187 (210)	2,448 (59)

Source: California Department of Justice, California Department of Finance. Note: Arrest rates, indicated within parentheses, are calculated per 100,000 youth aged 10 to 17.

From 2017 to 2020, juvenile arrest rates continued to decrease overall across status offense types (Exhibit 17). In general, felony arrest rates remained consistent across the years, with more of a decline between 2019 and 2020. For misdemeanor arrests, there was a decline in 2018, then an increase in 2019,

and then a substantial drop in 2020. Generally, 2020 showed substantially lower rates of juvenile arrests across all three types of offenses. Mandated shutdowns due to COVID-19 beginning March 2020 likely impacted these rates.

Exhibit 17. Ventura County Juvenile Arrest Rates from 2017-2020
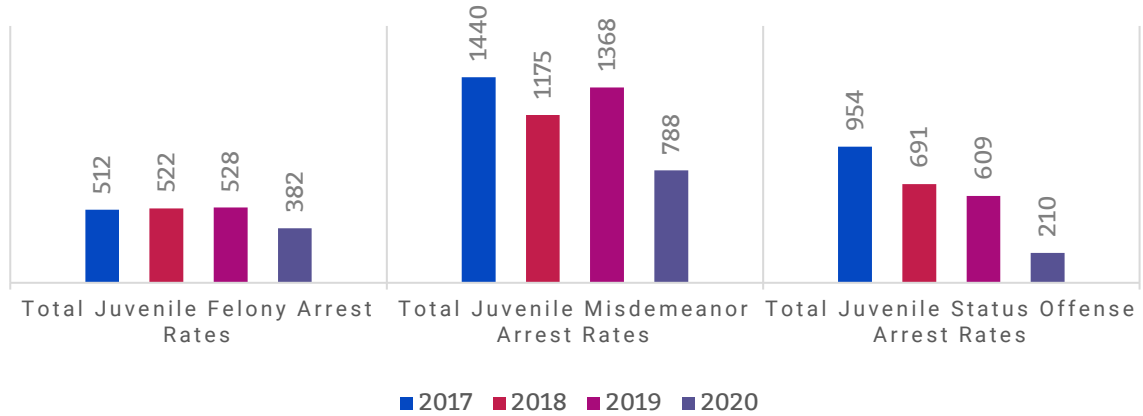
Source: California Department of Justice, California Department of Finance. Note: Arrest rates are calculated per 100,000 youth.

Ventura County Juvenile Justice Plan Priority Areas

Many areas of gaps or needs emerged that influence youths' involvement in and experience with the juvenile justice system within Ventura County. **The results coalesced around five priority areas that are summarized in Exhibit 18.**

Exhibit 18. The Five Priority Areas of Ventura County's Juvenile Justice Plan

Emotional and Behavioral Well-being

Prevention and Early Intervention

A Coordinated Systems Approach

Family Support

Prosocial and Skill-Building Opportunities

Each priority area and its sub-areas are described in the following sections, including key research findings, stakeholder feedback, recommended strategies, and examples of evidence-based programs and practices that can address the service gap or support the need.

Priority Area 1: Emotional and Behavioral Well-Being

Ventura County stakeholders identified **emotional and behavioral well-being** as the top priority, with four focus areas including:

- Mental Health Intervention for Youth,
- Trauma-Specific Services,
- Drug/Alcohol Treatment (Residential and Outpatient), and
- Family Therapy.

Feedback from Ventura County stakeholders provided corroborating evidence of a high prevalence of mental health challenges among justice-involved youth, coupled with barriers to engagement and challenges in accessing services that are reported to contribute to youth entering and returning into the justice system. If gaps in services and supports are addressed, the emotional and behavioral health of Ventura County youth can improve. Key opportunities and potential outcomes specific to the four areas of focus are summarized in Exhibit 19.

Exhibit 19. Emotional and Behavioral Well-Being Priority Area Opportunities and Outcomes

Areas of Focus	Key Opportunities	Potential Outcomes
A. **Mental Health Intervention for Youth**	• Increase the availability of mental health providers in the JF and community • Diversify therapeutic options for youth • Boost capacity of mental health providers to address the complex needs of youth	• More youth are engaged in services that work for them, resulting in improved mental health outcomes
B. **Trauma-Specific Services**	• Increase partnerships to boost treatment capacity • Offer more trauma-specific and specialized services	• More youth access services to address trauma • More youth increase their ability to cope with trauma-related stress
C. **Drug/Alcohol Treatment (Residential and Outpatient)**	• Increase availability of residential facilities in the county • Provide more youth-focused substance use programs	• More youth access services to address their drug and alcohol use • More youth complete AOD services with improved outcomes, including needs met, lives saved, and decreased justice involvement
D. **Family Therapy**	• Partner to support more prevention and early-intervention solutions to family discord. • Increase access to services for families	• More families access services at the onset of issues • Family functioning and engagement improves • More youth have their needs met and decreases justice involvement

Key Research Findings

Research studies have found that mental health challenges are more prevalent among juvenile offenders compared with youth who are not involved in the justice system. An estimated 70% of youth in the juvenile justice system are diagnosed with a mental health disorder and have higher rates of behavioral health conditions than children in the general population.[7] The Pathways to Desistance Study (2014) found that approximately 44% of serious youth offenders were diagnosed with a substance abuse disorder, 19% with high anxiety, 11% with attention-deficit/hyperactivity disorder (ADHD), 6% with post-traumatic stress disorder (PTSD) and major depression, and 4% were diagnosed with mania.[8] In comparison, 17% of 12-to-17-year-olds in the general population had a major depressive episode, and 15% had a substance use disorder in 2019.[9]

Furthermore, research has shown that the high rate of mental health challenges among juvenile offenders increases the rate of recidivism while at the same time presents barriers to accessing necessary services, thus, contributing to the system's "revolving door." Longitudinal studies have linked

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[7] Meservey, F., & Skowyra, L.K.R. (2015, May). Caring for youth with mental health needs in the juvenile justice system: Improving knowledge and skills. *Research and Program Brief.* National Center for Mental Health and Juvenile Justice.

[8] Schubert, C. A., & Mulvey, E. P. (2014, June). Behavioral health problems, treatment, and outcomes in serious youthful offenders. US Department of Justice, Office of Justice Programs, Office of Juvenile Justice and Delinquency Prevention. https://ojjdp.ojp.gov/sites/g/files/xyckuh176/files/pubs/242440.pdf

[9] https://www.samhsa.gov/data/sites/default/files.pdf

mental health challenges with behavioral and conduct problems, as well as ADHD among juvenile offenders, with higher levels of recidivism.[10] In addition, justice-involved youth struggling with mental health problems have difficulty accessing services, are reluctant to seek help, and face challenges related to the unavailability of service providers. These factors contribute to the juvenile justice system's "revolving door."[11,12]

Substance use and histories of trauma can increase the risk of offending and resistance to treatment for some at-risk youth. **Substance use among youth does not only contribute to youths' entry into the justice system, but it also increases the chances of recidivism within the first three years of release.** According to the Department of Justice's Office of Juvenile and Delinquency Prevention (OJJDP), 12% of the juvenile arrests nationally were for drug abuse violations, and 4% of juvenile arrests were for drunkenness or liquor law violation in 2019.[13] In addition, illegal substance abuse increases the chances of relapse to criminal behavior and recidivism among drug-involved offenders. Sixty-eight percent of drug offenders recidivate within the first three years of release.[14] Research has shown that 29% of female offenders and more than 21% of male offenders with any substance use disorder also had a major mental disorder.[15]

SAMHSA (2014) describes traumatic events as experiences that can be emotionally and physically harmful to an individual, making them feel unsafe and stressed.[16] **Research shows that juvenile offenders also experience trauma at a higher rate compared with their same-aged peers who are not justice-involved. Approximately 93% of detained youth were estimated to have experienced at least one of eight traumatic experiences** (e.g., having seen or heard someone get badly hurt or killed, having been threatened with a weapon, and being in a situation where they thought they or someone close to them was going to be badly hurt or die), compared with only 33% or less of general populations of youth.[17] Childhood trauma survivors may experience an increased use of health and mental health services, increased involvement with the child welfare and juvenile justice systems, and long-term health problems and developmental disorders (e.g., learning problems).[18]

Creating an environment that supports youth rehabilitation is important for sustained success. Thus, healing the family system as a foundational support system for young people is key. As far as improving mental health, youth mirror and are triggered by their environments. The research shows that youth with

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[10] McReynolds, L. S., Schwalbe, C. S., & Wasserman, G. A. (2010). The contribution of psychiatric disorder to juvenile recidivism. *Criminal Justice and Behavior*, 37(2), 204-216.

[11] Kates, E., Gerber, E. B., & Casey, S. (2014). Prior service utilization in detained youth with mental health needs. *Administration and Policy in Mental Health and Mental Health Services Research*, 41(1), 86-92.

[12] Harrison, L. D. (2001). The revolving prison door for drug-involved offenders: Challenges and opportunities. *Crime & Delinquency*, 47(3), 462-485.

[13] OJJDP Statistical Briefing Book. Online. Available: https://www.ojjdp.gov/ojstatbb/crime/qa05101.asp?qaDate=2019. Released on November 16, 2020.

[14] Belenko, S., Hiller, M., & Hamilton, L. (2013). Treating substance use disorders in the criminal justice system. *Current Psychiatry Reports*, 15(11), 414.

[15] Abram, K. M., Teplin, L. A., McClelland, G. M., & Dulcan, M. K. (2003). Comorbid psychiatric disorders in youth in juvenile detention. *Archives of General Psychiatry*, 60(11), 1097-1108.

[16] Substance Abuse and Mental Health Services Administration. (2014, July). SAMHSA's concept of trauma and guidance for a trauma-informed approach. Rockville, MD: Substance Abuse and Mental Health Services Administration. https://ncsacw.samhsa.gov/userfiles/files/SAMHSA_Trauma.pdf

[17] Abram, K. M., Teplin, L. A., King, D. C., Longworth, S. L., Emanuel, K. M., Romero, E. G., & Olson, N. D. (2013, June). PTSD, trauma, and comorbid psychiatric disorders in detained youth. Washington, DC: US Department of Justice, Office of Justice Programs, Office of Juvenile Justice and Delinquency Prevention. https://ojjdp.ojp.gov/sites/g/files/xyckuh176/files/pubs/239603.pdf

[18] https://www.samhsa.gov/child-trauma/understanding-child-trauma

behavior disorders have parents who display substantially higher rates of depressive symptoms.[19]
Additionally, children of parents with depression have a higher risk of developing emotional and
behavioral problems than children of parents with no mental health disorders.[20]

A. Mental Health Intervention for Youth

Summary of Need

The online survey and feedback sessions with youth and county stakeholders identified mental health
interventions for youth as a top need in Ventura County.

> **Results from the county stakeholder survey indicate that:**
>
> - Over nine out of 10 (94%) respondents feel that mental health/behavioral therapy is a high need
>   area for youth,
> - Seventy-seven percent (77%) of respondents indicated that **this need has *increased* since the last
>   JJP**, and
> - Over half of respondents (56%) **called for improvements in mental health for youth and their
>   families** as a top outcome to focus on achieving this next year.

According to current and past justice-involved youth interviewed (n=21), current mental health
interventions are not, or did not, work for them. This suggests that many youth are not developing
supportive, therapeutic relationships with their mental health providers to receive the support that they
need.

Specifically,

- **Youth report not benefiting from therapy**. Nearly all youth interviewed said they had seen multiple
  therapists over the years, did not like going to therapy, and did not get anything out of it.
- **Many youth do not engage with therapists**. Several youth said they know how to "work the system,"
  i.e., they know how to say, "I don't want to talk," at the beginning of the session and remain
  unresponsive for the rest of the session.

Ventura County stakeholder interviews provided additional understanding of youths' experiences and the
system providing mental health services to youth. Key findings point to a mental health system with
needs to address:

- **The complexity and severity of needs**. Many youth who touch the juvenile justice system have severe
  mental health needs coupled with deeply entrenched substance use issues and/or trauma. Staff
  assigned to the JF and other staff assigned to the juvenile population are not currently trained to
  manage the complex and unique needs of the youth served.
- **Lack of access to clinicians in the community**. Too few mental health professionals, particularly
  those who are bilingual (e.g., Spanish or Mixteco), are available for youth touching the justice system,
  including transitional age youth (TAY). This creates long waits (e.g., up to one year) to access
  therapists. Infrequent "warm hand-offs" of youth to counselors were also reported. Probation staff
  also report that mental health clinicians are not available after traditional working hours and during

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[19] Gopalan, G., Dean-Assael, K., Klingenstein, K., Chacko, A., & Mckay, M. M. (2011). Caregiver depression and
youth disruptive behavior difficulties. *Social Work in Mental Health*, 9(1), 56-70.

[20] Riley, A. W., Coiro, M. J., Broitman, M., Colantuoni, E., Hurley, K. M., Bandeen-Roche, K., & Miranda, J.
(2009). Mental health of children of low-income depressed mothers: Influences of parenting, family
environment, and raters. *Psychiatric Services*, 60(3), 329-336.

the weekends, which leaves youth without mental health support during some of their most challenging moments (e.g., family visitations). Probation staff report having to support youth through mental health crises that they are not trained to manage. Finally, low-income youth and their families in the community experience financial barriers to mental health services in the county.

- **Challenges hiring and retaining staff**. As reported by one JJCPA-funded program (ROPP), there are roadblocks to hiring new therapists, such as long wait times for background checks, which make staffing challenging within the program. In addition, mental health clinician turnover contributes to disruption in any established relationships developed between youth and their mental health providers.

Recommended Strategies

Based on the research evidence and feedback from Ventura County stakeholders, including youth, there is a strong need to systematically change how youth experience mental health services to increase their engagement in services, leading to positive outcomes. Leaders representing major agencies and organizations from across Ventura County, including Probation, identified and have already made progress toward many of the following solutions:

- **Increase availability of mental health providers in the JF.** Probation is currently coordinating with Behavioral Health to increase the availability of mental health providers, including the total number of mental health providers, and expanding services to include evenings and weekends.
- **Boost capacity of mental health providers to address the complex needs of youth.** Mental health providers delivering services could be required to complete the Screening, Brief Intervention, and Referral to Treatment (SBIRT) training certificate.[21] This provides additional training in working with justice-involved youth who have experienced severe trauma and who face substance abuse challenges. Offering more professional support and training to those clinicians who work with justice-involved youth would help to reduce burnout and perhaps increase staff consistency.
- **Increase partnerships to boost treatment capacity.** Because the needs of justice-involved youth are not fully addressed by existing services, partnering with Ventura County Medical Center may be able to strengthen the system's capacity to address severe mental health, substance use, and trauma-related challenges faced by youth. This can be accomplished by providing services offered by a steady flow of psychiatry and substance use medical residents in training who are overseen by a doctor and who can provide services within the JF.
- **Continue and expand the use of non-traditional evidence-based therapies** (e.g., art therapy, equine therapy). These alternatives provide opportunities for expression that can engage youth and enhance their healing process.

Examples of Evidence-Based Programs and Promising Practices

Several evidence-based programs and promising practices to improve mental health outcomes for youth are displayed in Exhibit 20. Depending on available funding and staffing, Probation may consider any of these to augment current programs or practices.

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[21] https://www.sbirt.com

Exhibit 20. Example Mental Health Intervention Evidence-Based Programs and Promising Practices

Example Evidence-Based Program or Promising Practice	Description
Individual Cognitive Behavioral Therapy (CBT)[22]	• Focuses on the relationship between thoughts, feelings, and behaviors, and on restructuring negative thoughts to positive thoughts
Dialectical Behavior Therapy (DBT)[23]	• Form of CBT used for complex mental disorders • Individuals are asked to accept uncomfortable thoughts, feelings, and behaviors and to find a balance between accepting and changing them
Aggression Replacement Training (ART)[24]	• 10-week (30 session) program that improves social skills development and conflict resolution, and reduces aggressive behavior • Sessions cover social skills training, anger-control training, and moral reasoning training
Dance Movement Therapy[25]	• Uses movement to promote social, emotional, cognitive, and physical integration to improve health and well-being
Wilderness Therapy/Wilderness Challenge Programs[26]	• Improves problem behaviors through physical activity and social interactions
Expressive Writing Interventions for Adolescents	• Improves emotional expression and processing of stressful situations to improve physical/psychological health

B. Trauma-Specific Services

Summary of Need

The need for trauma-specific services emerged as another top concern based on the data from the online survey and feedback sessions with youth and county stakeholders.

Results from the county stakeholder survey indicate that:

- Eighty-eight percent (88%) of respondents reported that trauma-specific services is a high need area for youth,
- Two out of three respondents (66%) indicated that **this need has *increased* since the last JJP**, and
- **Increasing trauma-informed programs and services emerged as one of the top five outcomes to focus on in the next year**.

According to feedback from current and past justice-involved youth, they have extensive trauma histories. Thus, there is a pressing need to increase trauma-informed training for providers and staff so that youth 1) are not re-traumatized, and 2) have opportunities to heal past traumas. Female youth in the JF who discussed their significant levels of trauma (e.g., domestic violence) felt that Probation staff needed to

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[22] https://www.apa.org/ptsd-guideline/patients-and-families/cognitive-behavioral
[23] https://www.psychologytoday.com/us/therapy-types/dialectical-behavior-therapy
[24] http://www.episcenter.psu.edu/ebp/ART
[25] https://www.adta.org/
[26] https://crimesolutions.ojp.gov/wilderness-challenge-programs

receive "training on trauma, triggers, and controlling their anger," to minimize re-traumatization and improve support.

Ventura County stakeholder interviews provided additional feedback about the types of traumas experienced, the ways in which it manifests, and the need for effective treatment solutions for at-risk and justice-involved youth.

- **Addressing trauma, especially sexual trauma, is challenging.** According to community stakeholders, some of the challenges included developing comprehensive treatment, having consistent clinicians for therapy, and addressing both sexual trauma and co-morbid substance use issues. One stakeholder mentioned, "What to treat first? Substance use, dual diagnosis, or sexual trauma?"
- **Strategies are needed to develop and implement treatment to interrupt intergenerational trauma and trauma due to violence within families.**
- **More experts are needed to both clinically address trauma and to provide trauma-informed services.**

Recommended Strategies

The research on trauma among justice-involved youth and feedback from community stakeholders led to several recommended strategies for tackling this challenge and supporting greater resilience and coping among the most vulnerable young people in Ventura County. Recommendations include:

- **Increase partnerships to boost treatment capacity.** As stated in the prior section, Ventura County Medical Center leaders were willing to explore how their Center may provide intensive psychiatric and medical treatment for youth inside and outside the JF. (See Priority Area A. Mental Health for recommended strategies).
- **Offer additional trauma training to mental health providers with certification.** Providers delivering services can complete the SBIRT training certificate. This provides additional training in working with justice-involved youth who have experienced severe trauma and who face substance abuse challenges.[27]
- **Consider trauma-specific, specialized services to address complex needs.** Building on the partnerships just mentioned, utilize psychiatrists and substance use medical doctors who are trained to address the complex challenges faced by justice-involved youth at the intersection of mental health, substance use, and trauma.
- **Support the expansion of community-based services and supports to heal the multigenerational trauma experienced within families**. Offering accessible, affordable, and low cost or no cost mental health services for families throughout the county, and mental health services for children and their families, as well as parenting classes**.**

Examples of Evidence-Based Programs and Promising Practices

Some evidence-based and promising interventions specific to addressing trauma are shown in Exhibit 21.

Exhibit 21. Example Trauma-Informed Evidence-Based Programs and Promising Practices

Example Evidence-Based Program or Promising Practice	Description
Trauma-Informed Cognitive-Behavioral Therapy[28]	- A child and parent psychotherapy model for children experiencing emotional and behavioral difficulties related to traumatic events

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[27] https://www.sbirt.com
[28] https://www.cebc4cw.org/program/trauma-focused-cognitive-behavioral-therapy/

Example Evidence-Based Program or Promising Practice	Description
Lumos Transforms' Resilience Toolkit Facilitator Certification[29]	• Mindfulness/movement practices that address stress and trauma
Training from ACES Aware Initiative[30]	• Recognizing/responding to trauma with evidence-based interventions and trauma-informed care to prevent/treat toxic stress
Neurosequential Model of Therapeutics (NMT)[31]	• Considers developmental factors (e.g., past/current experiences) within the neurological framework and how these factors combine to influence the current functioning of youth
TARGET-A Trauma Affect Regulation Program[32]	• Prevention program for youth focused on seven skills: focus, recognize triggers, emotional self-check, evaluate thoughts, define goals, options, and contribute

C. Alcohol and Drug Residential and Outpatient Treatment

Summary of Need

Results from the county stakeholder survey indicate that:

- Decreasing drug an**d** alcohol use **emerged as one of the top five outcomes** (42% of respondents) to focus on next year in Ventura County, and
- Nearly two out of every three respondents cited the need for more AOD residential (64%) and outpatient (62%) treatment programs.

AOD residential treatment emerged as the fourth highest need by respondents in the parent/caregiver and youth surveys.

- Specifically, 43% of parents of youth in custody, 27% of parents accompanying youth to visit their PO, and 11% of formal/informal probation youth wanted more AOD residential services.

AOD outpatient treatment emerged as one of the top 10 services needed for youth in the parent/caregiver and youth surveys.

- Three in 10 (30%) parents of youth in custody, 23% of parents accompanying youth to visit their PO, and 9% of formal/informal probation youth wanted more AOD outpatient services.

Both residential and outpatient alcohol and other drug (AOD) treatment were prominent needs raised by stakeholders in both the online survey and by youth and county stakeholders in feedback sessions.

Nearly every current or past justice-involved youth in the feedback sessions said they were currently or had in the past faced a severe substance use issue, which prevented them from focusing on goals or making bigger changes in their life until they got clean. However, "getting clean" was said to come with many challenges, including:

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[29] https://lumostransforms.com/

[30] https://training.acesaware.org/

[31] https://www.neurosequential.com/

[32] https://www.cebc4cw.org/program/trauma-affect-regulation-guide-for-education-and-therapy-adolescents/

- **Ineffective drug and alcohol classes.** Though youth recommended that younger youth "not get involved in things [drugs] that they can't handle," drug prevention classes and workshops were said to be ineffective and unengaging. Young people said they were not connecting with traditional programming, and the classes ended up having unintended consequences: "it did the complete opposite – it was a good time, and it wasn't supposed to be."
- **The prevalence of drugs in their community,** making it difficult to stay sober even if they "got clean" while in the JF.
- **A lack of trust and engagement in mental health services**. (See A. Mental Health in this priority area).

> *"The message given is that they [the youth] can do what they want because the law protects them. For example, as a mom I could not take my son to the doctor to have a drug test because the law protects them."*
>
> - *Parent of a youth in custody*

Parents and caregivers cited limitations on their ability to monitor their youths' substance use.

In line with the youth and parent feedback, there was consensus among stakeholders about the county's large gap in AOD services for youth, particularly residential treatment. Key findings on need included:

- **More trauma-informed local residential AOD facilities or programs for youth are needed**. Programs are needed to serve youth of all ages, including those older than 18. There is one AOD residential program for youth to attend, and it is in LA County that is difficult to access.
- **Ventura County Probation staff need timely, "on-call" support for youth in the JF**. Staff shared the need for support to address substance use-related behavioral health emergencies. For example, one staff mentioned, "they [Probation] should have an on-call person for emergencies instead of us having to go to the crisis team who ends up not responding. There isn't a designated BHRS staff."
- **Transportation is a considerable barrier.** The one existing residential facility is out of county (i.e., in LA County), which is too great a distance for many youth and families, preventing them from accessing AOD services.

Recommended Strategies

Recommended strategies that appear in the next section are based on stakeholder feedback.

- **Increase AOD residential services in the county** by contracting with a local provider or an out of county provider to offer services in Ventura County to reduce travel time and thus accessibility for youth. If not available, an alternative program model in a neighboring county may help increase the rate of successful completion of AOD treatment.
- **Leverage funding to provide transportation for youth** to new and existing facilities to end barriers to accessing necessary services.
- **Evaluate the effectiveness of programs** that educate and mentor youth in the JF who face substance use issues, and consider other options such as the examples of evidence-based programs and practices found in the next section.
- **Partner with Ventura County Medical Center to provide intensive psychiatric and medical treatment for youth inside and outside the JF**. This may include leveraging the expertise of psychiatrists in training, along with an addiction fellow supervised by an attending physician who is skilled in working with those experiencing trauma, psychiatric, and substance abuse issues and who can deliver services within the JF.
- **Consider AOD programs and services that are youth focused.** Members of the Youth, Equity, Success (YES) Collaborative shared the success of Reclaiming Futures Initiative (RFI), which is a national model to improve substance abuse treatment and mental health outcomes for youth. The model

provides screening and assessment to the youth and tracks whether the youth received the treatment recommended from the assessment. It follows the youth into treatment to assure that the recommended treatment is benefiting them. The treatment plan is informed by the youth, family, and assessment services and supports, and it is culturally congruent, gender-responsive, and coordinated by multi-sector teams.[33]

> *"I would like to see that the youth that are here be given an opportunity to succeed and are able to demonstrate that they are good. Also help them end their drug usage since drugs are the main problem with our youth."*
> - *Parent of a youth in custody*

Examples of Evidence-Based Programs and Practices

Prominent programs and practices emerging from the literature that can address AOD issues in outpatient facilities include mindfulness-based interventions that demonstrate effectiveness in reducing substance use and cravings.[34] "Mindfulness" refers to one being aware of their thoughts, feelings, and environment moment-by-moment (Exhibit 22).[35,36]

Exhibit 22. Example AOD Evidence-Based Programs and Promising Practices

Example Evidence-Based Program or Promising Practice	Description
Mindfulness-Based Substance Abuse Treatment for Incarcerated Youth (MBSAT)[37]	• Group-based treatment that includes mindfulness practices, drug education, experiential exercises, and group discussions
Mindfulness-Based Relapse Prevention (MBRP)[38]	• Supports awareness of triggers and learning strategies to pause and reassess choices, and building a lifestyle around mindfulness practice
Adolescent-Community Reinforcement Approach (A-CRA) and Assertive Continuing Care (ACC)[39]	• A-CRA involves the youth and their family and other social reinforcers to support their substance abuse recovery. The ACC is a home-based approach to prevent the individual from relapsing.
The Seven Challenges® (7c)[40]	• Helps youth with their drug problems and helps them think through their decisions about their lives and their drug use
Reclaiming Futures Initiative (RFI)	• Screening and assessment for youth, and tracks whether youth received the recommended treatment. Treatment plan is informed by the youth, family, assessment services and supports, and is culturally congruent, gender responsive, and coordinated by multisector teams

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[33] https://www.reclaimingfutures.org/
[34] Chiesa, A., & Serretti, A. (2014). Are mindfulness-based interventions effective for substance use disorders? A systematic review of the evidence. *Substance Use & Misuse*, 49(5), 492-512.
[35] Kabat‐Zinn, J. (2003). Mindfulness-based interventions in context: past, present, and future. *Clinical Psychology: Science and Practice*, 10(2), 144-156.
[36] Witkiewitz, K., Bowen, S., Harrop, E. N., Douglas, H., Enkema, M., & Sedgwick, C. (2014). Mindfulness-based treatment to prevent addictive behavior relapse: Theoretical models and hypothesized mechanisms of change. *Substance Use & Misuse*, 49(5), 513-524.
[37] https://www.juanhumbertoyoung.com/MBSAT-program
[38] https://mindfulrp.com/
[39] https://youth.gov/content/adolescentcommunityreinforcementapproach
[40] http://www.sevenchallenges.com/

Example Evidence-Based Program or Promising Practice	Description
Medication Assisted Treatment (MAT)[41]	• Comprehensive, individually tailored program that has proven to be effective and can help sustain recovery • Uses medications, in combination with therapy, to treat substance use disorders

D. Family Therapy

Summary of Need

Stakeholders in Ventura County identified and prioritized family therapy as an unmet need in the county. Family therapy also emerged as the top service need reported by parents/caregivers of youth and by youth on probation.

Results from the county stakeholder survey indicate that:

- Over four in five survey respondents noted that family therapy is the biggest need for youth (89%) and parents (85%).

Results from the parent/caregiver and youth on probation surveys indicate that:

- Seventy percent (70%) of parents/caregivers of youth in custody and 42% of parents/caregivers accompanying youth for their PO visit believed family therapy would be the most helpful at this time, but
- Nearly two of every five youth (38%) on formal/informal probation deemed this to be a pressing need.

Stakeholder feedback highlighted the need to address the mental health of parents and strengthen the family system as a major source of support for young people. Key findings highlighting needs included:

- **Complex, multigenerational issues.** The significant challenges faced by youth and their families are complex, span across generations, and are so deeply entrenched that change requires a transformation of whole family systems. This includes equipping parents with the knowledge, tools, and supports for effective parenting, and providing mental health services.
- **Setbacks after reentry**. While youth seem to benefit from the many services and supports offered while in the JF, they may be returning to toxic environments, leading to significant setbacks in the progress made by the youth, CBOs, and Probation (see Priority Area 3 for further discussion).
- **Low family engagement**. While some youth stated that family therapy was helpful, Probation staff discussed the many challenges of engaging parents in family therapy. These challenges included, but were not limited to, parents' lack of availability because they are working multiple jobs and feeling overwhelmed by trying to make ends meet. (See Priority Area 4 for further discussion.)

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[41] https://www.samhsa.gov/medication-assisted-treatment

Recommended Strategies

Recommended strategies are based on stakeholder feedback focused on strengthening families of at-risk and justice-involved youth and include:

- **Partner to support more prevention and early-intervention solutions to family discord.** House mental health services (including family therapy), parenting classes, and parent support groups within the elementary schools situated in the most vulnerable neighborhoods, so that families and young people can access services when children are young. This moves the system from a "reactive" to a "proactive" stance in addressing the needs of youth and families. This model can also provide a method for early risk detection and potentially reduce the stigma associated with mental health services. If such services are needed later in life, youth and parents/caregivers may be more likely to engage in them. (Also see Priority Need Area 2.)
- **Ease the difficulty of accessing mental health services for families**. Increase availability of easily accessible, preventive, and family mental health services for all youth, parents, and families with a focus on those living in the highest need areas within Ventura County (e.g., South Oxnard).

Examples of Evidence-Based Programs and Promising Practices

The following are evidence-based programs and promising practices that address the mental health needs of families (Exhibit 23).

Exhibit 23. Example Family Therapy Evidence-Based Programs and Promising Practices

Example Evidence-Based Program or Promising Practice	Description
Cognitive Behavioral Therapy with Parents[42]	• Teaches parents techniques to handle anxious youth, including therapy, coping skills, and limiting the use of coercive parenting strategies
Functional Family Therapy (FFT)[43]	• The therapist works with the family to build on skills to improve family relationships, improve prosocial behaviors, and reduce risk factors
Multidimensional Family Therapy (MDFT)[44]	• Addresses both mental health problems and substance use problems • Creates an environment in which the youth and parents feel respected and build therapeutic relationships
Multisystemic Therapy (MST)[45]	• An intensive family treatment program to help eliminate or reduce youths' antisocial and problem behaviors by treating them in the natural environment with more positive thoughts
Parenting with Love and Limits[46]	• This program offers family therapy that can lower recidivism, improve family communication and functioning, reduce costs of care, and deliver improvements in child internalizing and externalizing emotional and behavioral problems

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[42] https://www.cebc4cw.org/program/combined-parent-child-cognitive-behavioral-therapy
[43] https://ojjdp.ojp.gov/functional-family-therapy
[44] https://crimesolutions.ojp.gov/multidimensional-family-therapy
[45] https://crimesolutions.ojp.gov/multisystemic-therapy
[46] https://www.cebc4cw.org/program/parenting-with-love-and-limits/

Priority Area 2: Prevention and Early Intervention

Ventura County stakeholders identified the need for **prevention and early intervention (PEI)** as a top priority for Ventura County youth, with two focus areas, including:

- Prevention and Early Intervention, and
- School-Based Services.

Feedback from Ventura County stakeholders emphasized the importance of prevention and early identification and intervention to reduce the risk of becoming justice-involved. Stakeholders called for understanding early problem behaviors and creating earlier and effective interventions, specifically in partnership with schools, to prevent downstream involvement in the juvenile justice system when deviant behavior is harder to resolve, and consequences are more severe for the youth. Key opportunities and potential outcomes specific to the two areas of focus are summarized in Exhibit 24.

Exhibit 24. Prevention and Early Intervention Priority Area Opportunities and Outcomes

Areas of Focus	Key Opportunities	Potential Outcomes
A. **Prevention and Early Intervention**	• Partner to increase identification and remediation of problem behaviors at the onset	• More children demonstrating need are identified and connected to services • More youth have the developmental assets to thrive and not enter the justice system
B. **School-Based Services**	• Increase access to information and supports by providing services for children, youth, and families at school	• More youth will receive support and connection to other needed services to address problem behavior and social emotional needs

Key Research Findings

Efforts should be made to prevent young people from entering the system early on to reduce later risk behavior. For example, studies have shown that aggressive behavior in grades K-3, juvenile arrests for violent crime and serious violent crime, juvenile externalizing behavior problems, dropping out of school before 9th grade, and offending before the age of 12 are associated with recidivism and/or delinquency.[47] Prosocial behavior in kindergarten is shown to be a protective factor against delinquency.

Early understanding about the emergence of problem and delinquent behavior can help in the creation of earlier and effective interventions to prevent future juvenile offenses. Prevention programs that target risk factors a child or youth faces, develop programming to overcome them, and build on protective factors present in the child's life are effective strategies for early intervention to prevent later delinquent behavior.[48] A program that will work at the earliest possible point with the child and their family will have more success in preventing future delinquent behavior than once the child becomes involved in the

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[47] Loeber, R., and David P. F. (2011). *Young Homicide Offenders and Victims. Risk Factors, Prediction, and Prevention from Childhood*, New York: Springer.
[48] https://pathwaysrtc.pdx.edu/early-prevention-intervention

juvenile justice system years later. Thus, it is imperative to develop a "comprehensive strategy" that provides a continuum of services to intervene early with juvenile offenders.[49]

Research has shown that school-based interventions are associated with positive outcomes for children's mental health. A high percentage of youth under 18 years do not receive mental health treatment for several reasons. In 2019, 14% of children aged 5-17 years had received any mental health treatment in the past 12 months.[50] It is estimated that 50% of youth under 18 years do not receive mental health treatment.[51] These could be due to lack of affordability, scarcity of clinicians or therapists, or geographic distance to mental health services.[52, 53] However, there are effective school-based interventions. For example, a recent 2018 meta-analysis of school-based mental health interventions revealed a small to medium effect on child mental health problems, with the most significant effects associated with targeted interventions, selective prevention and services that were implemented multiple times per week or daily, and services that targeted externalizing problems.[54] These findings support the importance of school-based personnel implementing mental health services. Another meta-analysis of school-based mental health intervention showed moderate to strong evidence that mental health interventions are effective in improving mental health outcomes and increasing reading scores, lowering school suspensions, reducing anxiety, and lowering rates of substance abuse in young adults.[55]

A. Prevention and Early Intervention

Summary of Need

County stakeholders cited prevention and early intervention as the top need for youth.

Results from the county stakeholder survey indicate that:

- Over nine in 10 respondents (94%) noted that prevention and early intervention (PEI) services were the biggest need for youth, and
- More than one-half of respondents (68%) indicated that **this need has *increased* since the previous JJP**.
- About four of every five respondents (81%) indicated that the system of early identification of children and youth at risk of juvenile involvement is the most significant systemic issue Ventura County should address next year.

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[49] https://pathwaysrtc.pdx.edu/early-prevention-intervention

[50] https://www.cdc.gov/nchs/data/databriefs/

[51] Whitney, D. G., & Peterson, M. D. (2019). US national and state-level prevalence of mental health disorders and disparities of mental health care use in children. *JAMA Pediatrics*, 173(4), 389-391.

[52] Blais, R., Breton, J. J., Fournier, M., St-Georges, M., & Berthiaume, C. (2003). Are mental health services for children distributed according to needs? *The Canadian Journal of Psychiatry*, *48*(3), 176-186.

[53] Murphey, D., Vaughn, B., Barry, M. (2013, January). Adolescent health highlight: Access to mental health care. https://www.childtrends.org/MH-access.pdf

[54] Sanchez, A. L., Cornacchio, D., Poznanski, B., Golik, A. M., Chou, T., & Comer, J. S. (2018). The effectiveness of school-based mental health services for elementary-aged children: A meta-analysis. *Journal of the American Academy of Child & Adolescent Psychiatry*, 57(3), 153-165.

[55] Murphy, J. M., Abel, M. R., Hoover, S., Jellinek, M., & Fazel, M. (2017). Scope, scale, and dose of the world's largest school-based mental health programs. *Harvard Review of Psychiatry*, 25(5), 218-228.

According to current and past justice-involved youth interviewed, early intervention and prevention services must be more accessible and effective for the youth and their families. Needs identified by youth include:

- **Youth need support to help manage risk in their lives**. When asked about what would help prevent younger youth from becoming justice-involved, one young person said, "just don't get involved in things you can't handle." This youth was aware of the magnitude of his or her challenges (e.g., drug use). Yet, youth need support and tools to navigate when those risk touch points come along (e.g., being recruited into gangs at age 10, being offered drugs, having drugs in the house when young people are trying to stay off drugs).
- **AOD prevention programs for youth are falling short**. Youth believed the current AOD educational program model within schools and as part of the ADP class to be ineffective even while they were fully aware of how detrimental drug use has been to their lives. Youth said they just do not connect in the way these classes are delivered.
- **Youth lack parental support**. Youth acknowledged how busy their parents are, working three jobs, trying to make ends meet. Thus, youth themselves believe that there are significant barriers to engaging their parents in services.

Other Ventura County stakeholders provided additional feedback echoing youth and shedding light on current system-level gaps in PEI in the County. In essence, resources should be focused on preventing youths' entry into the juvenile justice system through preventive education and services for children and families starting early in life. This can move the system of care from "reactive" to "proactive". Feedback from Ventura County stakeholders on the challenges said that:

- **Recruitment of youth into gangs and substance use starts early**. Gang task force members noted that children as young as 10 use drugs or are recruited to join gangs. Further, it is challenging to get youth out of gangs once they are entrenched and identify as a member.
- **It is almost too late to intervene by the time youth come to Probation**. Effective early intervention can prevent youth from ever entering the justice system and what was described as a "revolving door" that makes it difficult to leave the system permanently.
- **PEI cross-system coordination is a challenge**. With proper support and funding, schools may be best positioned to deliver broad prevention services and connect children to supports, serving as a hub for services to engage families where they already go. However, teachers and schools are overburdened and need support in this effort. This type of collaboration and coordination is particularly important in areas of greatest economic need, where access to services and supports may be limited.
- **Early intervention/prevention programs are needed to address risk and problem behaviors in youth**. Many stakeholders believe early intervention is the only way to "save" youth and their families. This will disrupt the link between negative behaviors and outcomes by educating youth and families, preventing issues before they start. Specific targets of services include preventing gang involvement, family and youth trauma, alcohol and drug use, and chronic truancy. For example, members of the SARB board who see chronic truant youth mentioned that by the time youth appear in front of the SARB board in middle school, it is too late to meaningfully intervene. Therefore, earlier intervention is needed to stop delinquent behavior.

Recommended Strategies

Recommended strategies that appear in the next section are based on stakeholder feedback, evidence-based programs, and promising practices grounded in research. Stakeholders and the research findings offer strategies to strengthen systems of early intervention in the county.

- **Increase early education prevention or intervention programs for parents of children starting in early childhood**. Preventive education should be provided for youth and families via early interventions, education, and/or discussions, and they should be housed in schools for easy access. Schools could offer educational programs and activities at young ages to involve families and

encourage prosocial behaviors and healthy development in children. (See Priority Area 4 for more on Parent Education and Engagement.)

- **Develop a well-coordinated system to identify at-risk children at the first signs of difficulty**. The whole county must be on the same page in developing a well-coordinated system of care, such that when one agency identifies risk or challenge, a cross-agency system of care can coordinate the most appropriate response to the child's need or crisis. This would help to prevent alcohol or drug use, gang involvement, trauma, chronic truancy, or other significant risk factors for delinquent behavior. A tiered response system of prevention to intensive treatment intervention can help elevate care for youth who need more comprehensive services.

    o Ventura County's launch of the School Attendance Review Team (SART) within a greater number of schools may help identify more children and youth at risk of chronic truancy, which can be a signal that family systems may not be operating to support the student adequately, that the student is experiencing learning difficulties or school-related stressors, or other challenges that merit assessment and intervention. This process would deploy interventions nearer to the onset of problem behavior and may prevent escalation of involvement with the School Attendance Review Board (SARB), as one example.

- **Increase mentorship of at-risk youth.**
  Stakeholders suggested installing a mentoring program with adults from vulnerable neighborhoods, who look like the youth, speak their language, and know the perceptions of family/community members regarding "the cops". Stakeholders and parents of justice-involved youth agree that mentoring from someone whom youth can connect with and look up to can be critical in helping youth navigate risky situations and make good choices. (See Priority Area 5 for more on Mentors/Coaches.)

  > *"They [youth] need guest speakers who are local residents who were in their shoes but are doing better."*
  >
  > - *Parent of a youth in custody*

- **Leverage what schools are already doing in PEI to help divert youth to services well before their first involvement with the juvenile justice system.** Many schools in Ventura County (e.g., Oxnard Unified, Ventura Unified) have invested in the early warning and intervention program, Attention 2 Attendance (A2A), that sends truancy letters and chronic absentee reports to parents to notify them of youth issues. Stakeholders endorsed this as an effective and key strategy to promote healthy youth development. It allows parents to recognize children as early as the first grade who show early signs of delinquent behavior.[56]

Examples of Evidence-Based Programs and Promising Practices

Exhibit 25 provides examples of school-based, evidence-based programs and promising practices that can be used for prevention or early intervention. These also are shown to support the growth of developmental assets and resilience in children and youth that act as a buffer to juvenile justice involvement.

Exhibit 25. Example of School-Based Prevention and Early Intervention Evidence-Based Programs and Promising Practices

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[56] https://www.sia-us.com/attention2attendance

Example Evidence-Based Program or Promising Practice	Description
School-Wide Positive Behavior Intervention and Supports (SWPBIS)[57]	• Focuses on positive behavioral support for all students in K-12 via a three-tiered prevention model to improve social and educational outcomes. The tiers are universal prevention, targeted prevention, and individualized prevention
Promoting Alternative Thinking Strategies (PATHS)[58]	• An early intervention strategy implemented in elementary school to promote social and emotional competencies and reduce behavioral problems
Positive Action[59]	• Improves academics, behavior, and character in youth and children from K-12. Emphasizes the cycle of behavior: thoughts lead to actions, actions lead to feelings, and feelings lead to thoughts
Good Behavior Game (GBG)[60]	• Used as a classroom behavior management technique in which children are rewarded for displaying appropriate and acceptable behaviors and is mainly focused on primary school children

B. School-Based Services

Summary of Need

Many stakeholders expressed that schools are a key part of the solution to improve youth outcomes, encourage positive youth development, and offer school-based services because youth spend most of their time in that environment.

Results from the county stakeholder survey indicate that:

- Over four in five respondents (83%) of survey respondents noted that school-based counseling services were a high need area for youth, and
- More than seven in 10 community stakeholders (74%) mentioned that parents needed support from schools.

School-based counseling services emerged as one of the top five services needed in the parents/caregiver and youth surveys.

- Nearly one-half of parents/caregivers (48%) of youth in custody, 27% of parents/caregivers of youth visiting their PO, and 11% of youth on formal/informal probation believe school-based counseling would be helpful.

Recommended Strategies

In addition to recommendations already shared, the following are a few more recommendations that specifically address the need for school-based services to support student mental health.

- **School-based counseling is one possible solution to address the financial and geographic barriers to mental health services that at-risk youth face**. School-based counseling is an ideal environment to

[57] https://crimesolutions.ojp.gov/schoolwide-positive-behavior-intervention

[58] https://www.cebc4cw.org/program/paths

[59] https://crimesolutions.ojp.gov/positive-action

[60] https://crimesolutions.ojp.gov/good-behavior-game

offer support, as it is localized to where the youth should be spending their time and is accessible to students with or without health insurance.

- **The whole model for school-based counseling should include counseling for parents to heal and strengthen the family system, offer parenting classes and support groups to build connectedness, and have immediate availability and access to mental health services**. The model's strength is that practitioners build relationships with parents and youth, and school staff help build a culture around mental health and positive parenting practices and connections.

- **Coordinate with schools to embed individualized support for children, youth, and their families**. Several stakeholders identified elementary schools as one of the key players in the early identification of behavioral and emotional risk among children and young people, including identifying those at risk of chronic truancy. School partnerships with County Behavioral Health, such as Santa Clara County Behavioral Health Services' School Linked Services Initiative[61] provide prevention and intervention services and support to teachers, administrators, children, and families to address social-emotional challenges in classrooms and family homes.

- **Embed more opportunities for parent education and outreach about gangs, mental health, and substance use in schools**. Gang Task Force members said that they often used elementary schools in Oxnard as a venue to educate youth, parents, and teachers about the gang lifestyle. They also offered lessons in Spanish and thought it could be quite resourceful for building a relationship with families and providing useful information. While Gang Task Force members do this themselves, the County would benefit from systematizing and expanding this into more schools and neighborhoods, particularly those in which children are at greater risk of gang recruitment. Stakeholders recommended that adults who grew up in vulnerable communities teach workshops within schools to teachers and parents, training them to know what to watch for regarding signs of gang involvement.

Examples of Evidence-Based Programs and Promising Practices

An example program for school-based counseling is the **Safe Schools/Healthy Students Initiative,** as shown in Exhibit 26.[62] Support for these types of initiatives can provide a continuum of care, including prevention, early intervention, and treatment of mental health problems.

Exhibit 26. Example of School-Based Counseling, Evidence-Based Programs, And Promising Practices

Example Evidence-Based Program or Promising Practice	Description
Safe Schools/Healthy Students Initiative	- Provides mental health training and assessment documents to teachers, counselors, parents, and nurses - Helps detect mental health problems and helps schools reduce alcohol and drug use
School-Linked Services Initiative	- Prevention and intervention services and supports for teachers, administrators, children, and families - Address social-emotional challenges in classrooms and family homes

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[61] https://bhsd.sccgov.org/information-resources/children-youth-and-family/school-linked-services-initiative

[62] Substance Abuse and Mental Health Services Administration. (2013). The Safe Schools/Healthy Students initiative: A legacy of success. Rockville, MD: Substance Abuse and Mental Health Services Administration.
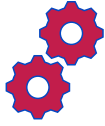
Priority Area 3: A Coordinated Systems Approach

Ventura County stakeholders identified creating **a coordinated systems approach** as a top need and priority for the next three years in Ventura County. This priority area included three areas of focus, including:

- Continuity of Services after Release/Reentry,
- Improved Communication and Collaboration Among Systems, and
- Trauma-Informed System of Care.

Feedback from stakeholders emphasized the importance of a coordinated systems approach to address the needs of youth by building a continuum of school and community-based services because youth involved in the juvenile justice system often have prior referrals involving child protection, mental health issues, substance use, chronic truancy, etc. Thus, a multi-system collaboration is necessary to effectively improve outcomes for youth. Without integrated and comprehensive efforts, youth may fall through the cracks and not receive the proper services and placements that they need. In addition, "siloed" agencies engage in duplicative efforts to support families without knowing the full picture of what that family is experiencing or needs. Key timepoints for coordinated approaches include prevention and early intervention (see also Priority Area 2) and the period of reentry. Coordinated approaches also need common methodologies, including those that are trauma informed. Key opportunities and potential outcomes specific to the three areas of focus are summarized in Exhibit 27.

Exhibit 27. A Coordinated Systems Approach Priority Area Opportunities and Outcomes

Areas of Focus	Key Opportunities	Potential Outcomes
A. Continuity of Services After Release/Reentry	• Extend the period of reentry support to ensure youth stay connected to beneficial services and supports including education, job training, and mentorship	• Youth stay connected to beneficial services and build competencies • Fewer youth recidivate
B. Communication and Collaboration Among Systems	• Assess and expand opportunities for cross-system collaboration • Increase data sharing to improve services to families and youth • Support staff retention within organizations	• Communication and efficiency increase among systems of care • Youths' needs are addressed in a more coordinated way
C. Trauma-Informed System of Care	• Assess for gaps in trauma-informed practices • Reinvest in comprehensive trauma-informed training in the county and among law enforcement agencies	• Providers better understand trauma and how to respond to trauma-based behavior in children and youth

Key Research Findings

From 2005 to 2010, rearrests within three years of release stood at 76% for youth under the age of 24, with 84% recidivating within five years.[63] In California, the three-year juvenile arrest rate in FY 2014-15 was 76%, and the three-year re-arrest rate was 29%.[64] **Thus, there is a strong need to provide reentry support to youth as they exit Probation to help them achieve greater stability upon release and reduce the risk of re-offending.**

Frequently, juveniles can move from one system to another, including child welfare and juvenile justice. However, due to a lack of coordination among different systems, juveniles can face many consequences, including delays in providing proper responses, distinct case plans with conflicting goals, and duplicative supervision practices leading to poor outcomes for youth and their families.[65] **To effectively coordinate across systems, it is imperative to share youths' information and coordinate their case plans.** San Diego County is a prime example of a successful systems integration approach between Child Welfare Services and the Juvenile Probation Department.[66] Both agency leaders worked together to allow probation staff to access the Child Welfare case management system and view full details on a youth's child welfare involvement history and involvement. Access to information between systems is critical for initiating prompt responses to target youths' adverse outcomes quickly and appropriately. This collaboration resulted in an MOU among the San Diego Probation Department, Department of Health and Human Services Agency, and Child Welfare Services, which led all these agencies to share case-level data to help identify youth and their history of involvement in the two systems.[67]

According to SAMHSA (2014), a program or system is trauma-informed if it **realizes** the widespread impact of trauma and understands potential paths for recovery; **recognizes** the signs and symptoms of trauma in clients, families, staff, and others involved with the system; and **responds** by fully integrating knowledge about trauma into policies, procedures, and practices and seeks to resist re-traumatization actively.[68] Trauma-informed approaches are also grounded in the six fundamental principles of **safety, trustworthiness and transparency, peer support, collaboration and mutuality, empowerment, voice and choice, and cultural, historical, and gender issues** implemented throughout the system.

A. Continuity of Services After Release/Re-Entry

Summary of Need

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[63] Durose, M. R., Cooper, A. D., & Snyder, H. N. (2014). Recidivism of prisoners released in 30 states in 2005: Patterns from 2005 to 2010. Washington, DC: US Department of Justice, Office of Justice Programs, Bureau of Justice Statistics. https://www.bjs.gov/content/pub/pdf/recidivism-prisoner.pdf

[64] https://www.cdcr.ca.gov/research/Recidivism-Youth.pdf

[65] https://www.ncjj.org/When-Systems-Collaborate-JJGPS.pdf

[66] https://www.ncjj.org/When-Systems-Collaborate-JJGPS.pdf

[67] https://www.ncjj.org/When-Systems-Collaborate-JJGPS.pdf

[68] Substance Abuse and Mental Health Services Administration. (2014, July). SAMHSA's concept of trauma and guidance for a trauma-informed approach. Rockville, MD: Substance Abuse and Mental Health Services Administration. https://ncsacw.samhsa.gov/userfiles/files/SAMHSA_Trauma.pdf

Reentry support services emerged as one of the primary concerns in the survey and feedback sessions.

Results from the county stakeholder survey indicate that:

- Over eight in 10 respondents (82%) noted that the transitional or "reentry" period for youth was a high need area,
- More than one-half of respondents (58%) noted this **need has *increased* since 2017**, and
- Seventy-eight percent (78%) of respondents voiced that **continuity of services after youth has been released from Probation is a critical systems issue**.

According to current and/or past justice-involved youth, there is a desire to maintain supportive relationships with providers formed in the JF after youth leave the justice system, learn career/trade skills in the JF and use them on the outside, and receive support to remain clean of substances when youth get out. Specifically:

- **The pervasiveness and availability of drugs is a barrier for successful reentry**. Youth often "get clean", consistently engage in school, and "stay out of trouble" in the JF. However, their progress faces many challenges upon release, such as siblings, parents, or friends using drugs in their home/community. One youth said, "Drugs are everywhere*."*

- **Youth want to continue working with trusted providers after reentry.** Several youth had positive things to say about the Youth Advocate that they have come to know and appreciate through ROPP. ROPP's Youth Advocates were said to provide strong emotional support, are there for youth whenever they need them, help youth "understand things more clearly," and were described as "cool people" who are fun to talk to and to "just hang with," and have a "positive vibe." The youth rely on these positive, supportive adults and wanted to remain connected to them upon release.

- **Youth want practical career/trade skills that they can use after their release**. Many youth said that finding a career/job that they were excited about (e.g., becoming a hairdresser, accountant, or entrepreneur) changed things for them, gave them something to work toward, and helped them stay on track and "out of trouble." The youth said they would appreciate having the chance to learn something while in the JF and be able to put those skills to work to earn money after they leave the system.

Likewise, Ventura County stakeholders held similar views on the need to foster greater continuity between the supports and opportunities that youth have while in the JF and those they receive when re-entering their community. Key findings included:

- **Youth need to maintain supportive relationships**. Leadership within the school systems voiced that youth develop supportive and caring relationships while in the JF, and efforts should be made to help them keep those relationships consistent in their lives after they leave the facility. This was consistent with youth feedback.

- **Breaks in services are a barrier**. It is difficult for youth to transition and restart services with new service providers, which can be disruptive in youths' lives. As some stakeholders mentioned, this discontinuity between "inside" and "outside" is why youth drop out of programs.

- **Reentry support is needed for school re-enrollment**. Stakeholders from Providence School (the school within JF) said there is a barrier to re-enrollment in school after youth transition out of the JF, with current wait times taking as long as two weeks. Waiting a few weeks for an appointment to re-enroll in school is enough to disrupt the regularity in school attendance experienced within the JF at Providence School.

- **Youth need life skills support for a successful transition into the community**. Stakeholders mentioned the need for youth to gain life skills and support to help them gain life skills in the JF and make their transition to the real world easier. Life skills include opening/managing a bank account, obtaining a license, applying for jobs, hygiene care, etc.

- **Transportation is a significant barrier**. Transportation presents a major barrier for some youth and their families regarding PO visits and engaging in programming/services post-release. Not having reliable transportation after youth complete a program impacts retention in services and diminishes the amount or types of support that a youth can access. This concern raised by stakeholders is similar to the findings reported by the Burns Institute (BI) indicating that probation violations were common outcomes of missing meetings with POs due to transportation issues.

Recommended Strategies

As in other sections, recommended strategies derived from stakeholder feedback and evidence-based programs or promising practices are grounded in research. Potential actions include:

- **Implement a coordinated and synchronized system that will extend connections to trusted adults outside of the JF**. For example, youth spoke particularly about Youth Advocates to help them bridge their transition back into the community. Contracts should stipulate reengagement plans to ensure continuity of services.
    - The youth advocate model appears to be effective in helping youth gain life skills training, but the youth advocate model is a one-on-one model that mixes natural mentoring with helping youth with basic needs. However, there is an opportunity to create a program that focuses separately on youth learning life skills and mentoring.
    - Youth who have had positive experiences with the reentry program and staff can be leveraged as trusted partners in engaging other youth in services.
- **Ensure that youth do not fall through the cracks upon reentry by establishing an effective referral and tracking process and warm handoffs while in the JF**. Informing program staff well ahead of youths' release dates to coordinate the continuation of services and inform youth about the available resources and services in the community will strengthen youths' social supports and safety nets and avoid breaks in services.
- **Provide a clear exit plan for parents or caregivers of youth who will be released**. At least one parent desired more information about their youth's medical treatment and expectations to support the youth.
- **Work with Ventura Unified School District to ensure youth transition quickly and smoothly back to school within the community**. Having to wait a few weeks for an appointment to re-enroll in school while the youth is navigating many other life changes can be extremely detrimental and can be avoided by planning a partnership.

> *"Upon release, you should have a one-hour question and answer period to go over meds, expectations, and all appointments for the following two weeks."*
>
> - *Parent of a youth in custody*

- **Consider reentry services to youth for two years post-release.** Knowing the challenges faced by reentry youth when back in their home environment, continued support will help youth find greater stability and help prevent recidivism in the short term. It will also continue to support the youth and families as a unit (e.g., parenting classes, couples therapy, individual therapy for parents) over a longer term. Services are best provided by community organizations to help youth and families feel more comfortable accessing services.
- **Evaluate the effectiveness of the JF's new Career Center in addressing youths' needs.** Probation is already on track to address the career development/job training gap in services by investing in a soon-to-be-launched Career Center for JF youth. Additionally, system partners should leverage funding to provide transportation support to youth so they may access jobs and resources in their community.

Examples of Evidence-Based Programs and Promising Practices

From a systems perspective, this discontinuity creates a gap that even good re-entry planning may not overcome. Warm handoffs and introductions to providers prior to reentry play a role in reducing recidivism. In addition, the ability to provide targeted, wrap-around services that can swiftly address

problems in the youth's home, school, or work life can support the youth's successful reentry. Example re-entry support programs are shown in Exhibit 28.

Exhibit 28. Example of Evidence-Based Programs and Promising Practices Re-Entry Support

Example Evidence-Based Program or Promising Practice	Description
Multisystemic Therapy-Family Integrated Transitions (MST-FIT)[69]	• Provides services to youth with mental health and substance use problems to reduce recidivism by providing appropriate treatments during the transition period following the juvenile's release
Operation New Hope[70]	• Focuses on lifestyle changes and life-skill treatment into an educational approach that supports healthy decision-making
Homecoming Project[71]	• Supports safe and stable housing for individuals returning from prison by providing subsidized housing and renting rooms at an affordable rate
Offender Reentry Community Safety Program[72]	• Provides re-entry support to offenders (transitional age youth and adults) for up to five years to ease the stresses of the community reentry process and reduce post-release offending by providing individualized services to offenders
Moral Reconation Therapy (MRT)[73]	• Premiere cognitive-behavioral treatment system used in criminal justice • Seeks to decrease criminal recidivism by restructuring antisocial attitudes and cognitions and increasing moral reasoning

B. Communication and Collaboration Among Systems

Summary of Need

Improved communication and collaboration among systems emerged as one of the top five systemic issues to be addressed.

> **Results from the county stakeholder survey indicate that:**
>
> • Over three-quarters of respondents (77%) called for improved communication and collaboration among the various systems serving youth and their families.

According to current and/or past justice-involved youth and community stakeholders, the lack of collaboration and communication among system players means that youth and families do not experience a well-coordinated and well-integrated system of care. This carries significant negative consequences, reducing trust in the system among youth and families. Specifically:

• **Youth report a lack of trust in the system meant to address their needs.** Some youth report that the system they are in is "broken", with valued programs shutting down. In addition, they say it is the

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[69] https://crimesolutions.ojp.gov/mst-ft
[70] https://crimesolutions.ojp.gov/operation-new-hope
[71] https://impactjustice.org/impact/homecoming-project
[72] https://crimesolutions.ojp.gov/offender-reentry-community-safety
[73] https://bmchealthservres.biomedcentral.com/articles/

adults running the system who are making these decisions that affect their lives. One youth said, "If I don't even know you, then why are you making decisions about my life?"

- **Stakeholders see youth pulled back into the system due to system failures.** In its recent work with Ventura Probation, the BI provided evidence that there is a lack of coordination across/within the juvenile justice system, which means that youth are pulled back into the system unnecessarily. For example:
  - o Warrants account for a large number of admissions for youth being booked into the JF. There are two types of warrants: discretionary and non-discretionary. Due to the law, if a youth is booked for a non-discretionary warrant, they are automatically detained. Most of the non-discretionary warrants have been due to Failure to Appear (FTA) and not new offenses. BI reported that the sustained FTA charges end up as "Probation violations," which leads to a commitment to the JF for two months on average. As reported previously, transportation issues are a common reason youth receive FTA charges. Thus, the system is failing to adequately support the youth.
  - o One of the specialty courts programs, Insights Court, was established for youth with greater mental health needs. This program requires youth to participate in more frequent court hearings than youth on regular probation. BI hypothesizes that more frequent court hearings result in more FTAs for the youth, and ultimately, a greater chance of incarceration for participants.

All leaders from the major agencies across the county said it is necessary to come together to tackle the issues facing vulnerable youth and families in Ventura County, and they recognized the need for a coordinated approach. Specifically, stakeholders called for solutions to address the following:

- **Siloed funding streams are barriers to collaboration**. Stakeholders highlighted that funding streams often lead to "siloing" partner agencies, making it challenging for them to coordinate care. For example, one stakeholder said, "We should be working in tandem, but dual jurisdiction doesn't exist in Ventura County because it's based on funding…a lot of systems are predicted on funding, so when organizations have to share funding then they dig in their heels, and [the system] doesn't necessarily evolve."

- **Limited data-sharing across agencies to support youth is a significant issue**. Families and youth often feel frustrated sharing the same sensitive information repeatedly. However, legislation and HIPAA (Health Insurance Portability and Accountability Act) limitations around data sharing have been an overarching issue that creates sector silos, especially among Probation and Behavioral Health Recovery Services, Child Welfare Services, and the Gang Task Force.

- **A lack of knowledge among agencies about available resources/services in the county can be improved**. Many stakeholders called out a lack of interaction and communication among Probation and other law enforcement agencies (e.g., Probation, Gang Task Force, judicial system) about resource availability in the community and within Probation.

- **High staff turnover is impeding successful collaboration**. Collaboration is difficult due to continual change in organization staff, leading to training, re-training, and a "constant learning curve." Thus, attempts to maintain consistency in staff and leadership are crucial to building and maintaining cross-agency partnerships and strengthening collaborations.

Recommended Strategies

Stakeholders in the many youth-serving systems in the County recommended strategies that included:

- **Consider ways to further coordinate and braid funding across sectors and systems.** The County once had a funding czar who coordinated funding across agencies. Currently the CEO's Office maintains this role in the county. Identifying ways to foster greater coordination and systems collaboration through this office can further streamline the delivery of services and fill identified gaps. Opportunities include clinicians from Behavioral Health coordinating with psychiatry/substance use medical professionals from Ventura County Medical Center or Probation coordinating with Child Welfare to support engagement in parent support services for families of justice-involved youth.

- **There is a strong need for the Probation Department to frequently evaluate, review, or gather data to assess functionality across the system. This would reveal patterns of, for example, youth detention or probation violations**. For instance, regular evaluations conducted by external evaluators can help uncover inefficiencies/gaps in the system. This would help put the system back on track and ensure that youth are not kept in the system without justified cause.

In addition, the following are recommendations by The National Technical Assistance and Evaluation Center (NTAEC) and Justice Geography, Policy, Practice and Statistics (JJGPS) to improve communication and develop effective collaboration among the systems serving youth:[74,75]

- **Mitigate the effects of limited resources by sharing an overall vision, mission, and objectives**. This approach will help different agencies identify common populations, respond to their needs, and adopt policies that are non-duplicative and that can be implemented through interagency collaboration to serve the needs of youth and their families.

- **Increase the use and frequency of Child and Family Team (CFT) meetings and Interagency Case Management Council (ICMC) meetings**. While interagency CFT and ICMC meetings are in place to discuss youth offenders with a moderate to high degree of case complexity, there is an opportunity to increase the use and timeliness of these collaborative meetings. For instance, CFT meetings can begin when youth are first identified by Probation to develop a comprehensive, cross disciplinary treatment and rehabilitation plan. Such meetings can be an avenue to discuss common goals and for successful referrals to programs/services (e.g., services that are open vs. closed) to support youth and families. Ideally the CFT meetings occur prior to a youths' involvement in the legal system and help to prevent involvement.

- **Data sharing is particularly important for youth who touch multiple systems** (e.g., Child Welfare and Juvenile Justice). For example, Delaware, New Hampshire, New Mexico, Rhode Island, and Vermont each have a single automated system that allows consistent data sharing between child welfare and juvenile justice systems.[76] Other states such as Arizona, Illinois, Maine, Maryland, Minnesota, Montana, Utah, Washington, and Wisconsin each have one statewide automated data system for child welfare and another for juvenile justice. Specific staff have access to others' systems.

- **To address staff turnover in key positions, the organizations can help retain "institutional memory for systems of care" by hiring former staff as consultants**. The goal is to develop training programs for middle managers and frontline staff on key strategies to help keep cultural memory and previously implemented strategies.

C. Trauma-Informed System of Care

Summary of Need

Stakeholders identified a significant need for a trauma-informed system of care and approach to be implemented across various sectors. This would mitigate the effects of trauma and violence on youth.

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[74] https://neglected-delinquent.ed.gov/sites/default/files/docs/NDTAC/creating-good-relationships.pdf
[75] https://www.childwelfare.gov/interagency-collaboration.pdf
[76] http://www.ncjj.org/pdf/Systems_Integration.pdf

According to youth, Probation staff should become trauma-informed because youth tend to form good relationships with and listen to those adults who treat them well. Specifically:

- **Probation staff need trauma-informed training**. According to female youth in the JF, Probation staff are not well-informed to deal with youths' sexual or domestic trauma. In addition, staff often bring their own anger to a situation, which can be quite triggering for the youth and often re-traumatizes them. One youth said, "They only see me as violent who did something bad."

Ventura County stakeholders mentioned that there is much generational trauma among youth and their families that must be addressed. Specifically:

- **Parents must be trauma informed**. Parents must be informed about their youth's triggers and trauma. They also must be trained to deal with their children's issues and support their coping mechanisms.
- **Service providers need specialized training to work with justice-involved youth**. For example, leadership in Behavioral Health recognized the need for specialized services for different populations. This is especially true because the youth population has changed in the last few years, with more young offenders who are gang-involved and facing substance use issues. Behavioral health clinicians need additional training for their clinicians in trauma-informed care and working with justice-involved youth.

Recommended Strategies

Recommended strategies based on stakeholder feedback include:

- **Assess gaps in trauma-informed practices across youth-serving systems**. A comprehensive assessment will help hone the specific areas of focus for the county to advance knowledge and practices when working with youth and their families.
- **Collaborate with other system partners to learn from the expertise of trauma-trained staff.** Medical Center trauma specialists mentioned the availability of trauma experts and mental health professionals who work at the intersection of mental health, substance use, and trauma. These experts can provide a steady stream of support for youth outside and inside the JF. Such professionals can offer workshops/training to Probation staff in the JF, and to parents and families at schools or in their neighborhoods to help them support youth with trauma and help them address their triggers.
- **Provide more training to boost trauma-informed practices in the care of youth.** Recommendations included new training or refresher trainings for Probation staff within and outside of the JF from the ACES Aware Initiative. This would inform and support them in handling youth with trauma in the facilities and helping juvenile offenders in the healing process.

In addition, the National Child Traumatic Stress Network identified **eight essential elements for a trauma-informed juvenile justice system** (Exhibit 29):[77]

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[77] https://www.nctsn.org/essential_elements_trauma_informed_juvenile_justice_system.pdf

Exhibit 29. Eight Essential Elements for a Trauma-Informed Juvenile Justice System

1 **TRAUMA-INFORMED POLICIES AND PROCEDURES**
Trauma-informed policies and procedures make juvenile justice organizations safer and more effective by ensuring the physical and psychological safety of all youth, family members, and staff and promoting their recovery from the adverse effects of trauma.

2 **IDENTIFICATION/SCREENING OF YOUTH WHO HAVE BEEN TRAUMATIZED**
Carefully timed traumatic stress screening is the standard of care for youth in the juvenile justice system.

3 **CLINICAL ASSESSMENT/INTERVENTION FOR TRAUMA-IMPAIRED YOUTH**
Trauma-specific clinical assessment and treatment and trauma-informed prevention and behavioral health services are the standard of care for all youth identified as impaired by posttraumatic stress reactions in the screening process.

4 **TRAUMA-INFORMED PROGRAMMING AND STAFF EDUCATION**
Trauma-informed education, resources, and programs are the standard of care across all stages of the juvenile justice system.

5 **PREVENTION AND MANAGEMENT OF SECONDARY TRAUMATIC STRESS (STS)**
Juvenile justice administrators and staff at all levels recognize and respond to the adverse effects of secondary traumatic stress in the workplace in order to support workforce safety, effectiveness, and resilience.

6 **TRAUMA-INFORMED PARTNERING WITH YOUTH AND FAMILIES**
Trauma-informed juvenile justice systems ensure that youth and families engage as partners in all juvenile justice programming and therapeutic services.

7 **TRAUMA-INFORMED CROSS SYSTEM COLLABORATION**
Cross system collaboration enables the provision of continuous integrated services to justice-involved youth who are experiencing posttraumatic stress problems.

8 **TRAUMA-INFORMED APPROACHES TO ADDRESS DISPARITIES AND DIVERSITY**
Trauma-informed juvenile justice systems ensure that their practices and policies do address the diverse and unique needs of all groups of youth and do not result in disparities related to race, ethnicity, gender, gender-identity, sexual orientation, age, intellectual and developmental level, or socioeconomic background.

Example Evidence-Based Programs and Practices

In addition to the previously named resources, Trauma Informed Systems (TIS) designed by the San Francisco Department of Public Health and supported by Trauma Transformed (T2) helps counties, systems, and organizations develop and sustain trauma-informed practices.[78]

Priority Area 4: Family Support

Ventura County stakeholders identified **family support** as a top priority for Ventura County, with four focus areas including:

- Information and Referral/Case Management,
- Support for Parent Mental Health and Drug Use,
- Parenting Education, and
- Family Engagement.

Feedback from Ventura County stakeholders and youth provided corroborating evidence that the importance of family support cannot be underestimated in addressing the needs of youth with emotional and behavioral problems. There is a strong need for parent/caregiver support, participation, and education. This will help ensure that families remain engaged in their youths' lives, help reduce problem behaviors, and increase youths' chances of success. Key opportunities and potential outcomes are summarized in Exhibit 30, followed by tables that summarize example evidence-based programs and promising practices for each sub-area.

Exhibit 30. Family Support Priority Area Opportunities and Outcomes

Areas of Focus	Key Opportunities	Potential Outcomes
A. **Information and Referral/Case Management**	• Coordinate and consolidate resource/information to share across the county • Ensure materials are available in multiple languages	• Parents and youth have greater knowledge of available programs in the community • Providers have a better understanding of referral options
B. **Support for Parent Mental Health and Drug Use**	• Increase availability and affordability of treatments for parents • Help to reduce stigma around families accessing treatments and therapy	• Parents increase access and engagement in services • Parents improve mental and behavioral health, becoming stronger assets for youth.
C. **Parenting Education**	• Consider prosocial activities to engage families in parent education • Assess what topics are of high interest to parents and offer them	• More parents learn how to foster and support positive youth development • More parents gain awareness of 'red flags' signaling a need for support

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[78] https://traumatransformed.org/communities-of-practice/communities-of-practice-tis.asp

Areas of Focus	Key Opportunities	Potential Outcomes
D. Family Engagement	• Address and mitigate barriers to engagement • Learn from and partner with others who are successfully engaging families	• More families access support and social connection • Families have more resources to support the needs of their children and youth

Key Research Findings

Parents of justice-involved youth have worse mental health and substance use outcomes than parents of non-justice-involved youth. Parents of justice-involved youth tend to have high rates of alcohol and substance use disorders and mental health challenges. Further, justice-involved youth are more likely to face child maltreatment than non-justice-involved youth.[79] Similarly, among non-justice-involved youth, parental substance use is associated with less parental monitoring, worse relationship quality, fewer positive interactions, and later youth substance use.[80]

Family engagement is a protective factor and is associated with fewer youth offending. According to Justice for Families (2012) and Vera Institute of Justice (2014), 90% of family members wanted courts to involve families more in the decision making of delinquent youth, and 86% expressed wanting to be more involved in the youths' treatment while they were incarcerated.[81, 82] There are numerous benefits to engaging families in determining what is best for their children, including family preservation, improved interpersonal relationships, increased family buy-in, creating a sense of belonging and family connectedness, and youth empowerment.[83] It is crucial to keep caregivers actively engaged, as caregiver engagement and monitoring of activities throughout a child's development, along with caregiver support during adolescence and young adulthood, are protective factors associated with lower levels of criminal offending.[84]

A. Information and Referrals/Case Management

Summary of Need

Online survey and parent/caregiver surveys cited five top needs. One of them was information and referrals/case management for services to help parents of at-risk youth know what resources exist and how to navigate the system to obtain appropriate services to meet their needs.

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[79] Lederman, C. S., Dakof, G. A., Larrea, M. A., & Li, H. (2004). Characteristics of adolescent females in juvenile detention. *International Journal of Law and Psychiatry*, 27(4), 321-337.

[80] Bosk, E. A., Anthony, W. L., Folk, J. B., & Williams-Butler, A. (2021). All in the family: parental substance misuse, harsh parenting, and youth substance misuse among juvenile justice-involved youth. *Addictive Behaviors*, 119, 106888.

[81] Vera Institute of Justice (2014). Family Engagement in the Juvenile Justice System. Juvenile Justice Factsheet 5. New York, N.Y.: Vera Institute of Justice.

[82] Justice for Families. (2012). Families Unlocking the Futures: Solutions to the Crisis in Juvenile Justice. Sulphur, LA.: Justice for Families.

[83] https://www.childwelfare.gov/family_engagement.pdf

[84] Johnson, W., Giordano, P., Manning, W., & Longmore, M. (2011). Parent-child relations and offending during young adulthood. *Journal of Youth Adolescence*, 40, 786-799.

Youth provided feedback on their need for connection to available services.

- **Youth are unaware of services in the community.** They revealed that many of them were unaware of the available programs that they could participate in. For example, one youth said, "Right now I don't know if there is a place, they [his siblings] can go as far as I know [for drug counseling]."

Ventura County stakeholders provided additional feedback about the gap in services for referral and case management for parents.

- **Parents also report that they are not aware of services.** Parents/caregivers often do not know about the services available in their communities. They frequently struggle to find services close to their residences, which can be frustrating.

"People are not informed of really important resources until the problem can't be fixed."

- Parent of a youth visiting their PO

- **Parents need linguistic support**. Parents who do not speak English (e.g., Spanish or Mixteco) need a translator to help them access resources in the community. It was reported that parents do not attend certain services or follow through with referrals because they lack linguistic support to help them understand the services that are offered.

Recommended Strategies

Recommended strategies to support and strengthen connecting families to services include the following:

- **Develop a plan on how information about service availability can be catalogued and shared within Probation and across agencies serving similar youth.** Public Health Nurses (PHNs) who work for THRIVE program are familiar with the available resources/services across the county. Perhaps they can share best practices to help increase the number of referrals made across the county.

- **Inform parents about the community's easily accessible and affordable resources and provide contact information**. The County can designate a person who can host information sessions at schools. Or the designee can create a landing page with links to useful community resources for families. The site can include materials in relevant languages (e.g., Spanish and Mixteco) to help parents whose primary language is not English. Alternatively, or additionally:
  - Create a map of available programs and services, including eligibility requirements, within vulnerable Ventura County neighborhoods (e.g., South Oxnard). This resource can help increase awareness of programs among young people and their families living in those neighborhoods. The designee can also distribute pamphlets with program information, eligibility, cost, services, translation services, and more.
  - Resources such as Findhelp.org can be leveraged to maintain an updated resource online search engine for youth, families, and providers in the county.

- **Consider how to sustain funding and identify new sources of funding for services.** Funding through the Mental Health Services Act (MHSA), Substance Abuse and Mental Health Services Administration (SAMHSA), public health, or braided funding can maintain or ideally increase the availability of supportive programs, particularly in under-resourced areas of the county. Needs include housing,

drug and alcohol treatment, family support centers, individual and family counseling, programs such as Big Brothers Big Sisters, and programs that positively affect social determinants of health.

B. Support for Parent Mental Health/Alcohol and Drug Use

Summary of Need

Mental health services emerged as the top need for parents/caregivers by county stakeholders, and surveyed parents and caregivers selected the need for alcohol and other drug services, in addition to family therapy discussed in Priority Area 1.

Results from the county stakeholder survey indicate that:

- Nearly nine out of 10 (88%) respondents noted that mental health services for parent/caregiver is of high need in Ventura County, and
- Eight out of 10 (80%) respondents deemed alcohol or other drug services for parent/caregivers to be a pressing need.

Results from parent/caregiver surveys indicate that:

- Alcohol and other drug services was desired by 6 of 26 (23%) parents/caregivers of youth visiting their PO, and 4 of 23 (17%) parents/caregivers of youth in custody.

Other feedback from stakeholders and youth, in line with research findings, provided supporting evidence that there is a prevalence of mental health and substance use challenges among parents of juvenile offenders, coupled with challenges in accessing services. The main primary finding from the feedback concerns the impact on the family system, and specifically on youth who return to a home where others are using substances.

- **Parent drug use is detrimental to youth who want to stay clean**. Some youth described having violated the terms of their probation because they engaged in behaviors that adults can legally engage in (e.g., smoking weed, drinking in their home). At the same time, having adults in their own homes engaging in these behaviors while the young people are present makes it more difficult for youth to do the right thing. This increases the chances of young people being, as they said, "locked up again."
- **Stigma is attached to parents accessing behavioral health services**. Seeking treatment for mental health and alcohol or drug counseling hold negative stigma, particularly among specific cultural groups, which can deter and delay individuals from seeking help.
- **Behavioral health services are too expensive/unaffordable for families.** Cost for mental health and AOD services for parents/caregivers is a barrier.

Recommended Strategies

- **Work to destigmatize mental health and AOD services**. Consider conducting listening sessions with community leaders to understand what their communities most need and how to effectively distribute information about available resources. Also, engage individuals in individual therapy, support groups, or other services to address the mental health and addiction challenges that many parents and caregivers of youths' experience. Communication from trusted community leaders or providers about services can also help to normalize visits with mental health providers.
- **Increase low-cost options for mental health and substance use services**. Making services affordable and accessible for families can help them address their behavioral health issues and potentially foster a home environment that would better support youth who are in recovery.

Examples of Evidence-Based Programs and Promising Practices

Like the evidence-based practices for mental health services for youth, the following are some evidence-based approaches with demonstrated outcomes for parents struggling with mental health difficulties (Exhibit 31).

Exhibit 31. Example of Evidence-Based Programs and Promising Practices for Parents' Mental Health

Example Evidence-Based Program or Promising Practice	Description
Individual Cognitive Behavioral Therapy (CBT)[85]	• Focuses on the relationships among thoughts, feelings, and behaviors • Core principle is to restructure negative thoughts into positive thoughts
Dialectical Behavior Therapy (DBT)[86]	• Used for complex mental disorders • Individuals are asked to accept uncomfortable thoughts, feelings, and behaviors and balance accepting and changing them
Family-Based Recovery[87]	• Dual treatment for parental recovery from substance use and healthy parent-child attachment and well-being • Parent receives physical health services, parent education, early childhood programming, individual and group therapy, parent-child therapy, case management, and other wraparound services

C. Parenting Education

Summary of Need

Parenting education was cited by stakeholders as one of the top five needs for parents/caregivers.

> **Results from county stakeholder survey indicate that:**
>
> • Over eight in 10 stakeholders (84%) noted that parenting education/skills to provide communication, relationship building, and conflict resolution for parents of at-risk youth is a pressing need in the County.

Parenting education and support for parents can help bridge the gap between parents and their children and help strengthen their relationships.

- **Parents need to better understand their youth's developmental needs.** Youth report acting out because they are not receiving the support and attention that they need from their parents. For example, one youth said, "I would always be running away and I don't know I just get drunk with my friends, and take pills, and I wouldn't come back home and my parents wouldn't care. My parents in the morning would say, 'you can do whatever you want' and that would get me caught on." Another youth said, "I want a better relationship with my mom but we butt heads and its mainly because she doesn't trust me. I have improved and changed a lot and stopped using drugs and she doesn't understand that."

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[85] https://www.apa.org/cognitive-behavioral
[86] https://www.psychologytoday.com/dialectical-behavior-therapy
[87] https://www.casey.org/family-based-residential-treatment/

Ventura County stakeholders across the system cited the overwhelming number and depth of challenges faced by parents/caregivers that contribute to their diminished capacity to provide the necessary supports and structure for their children and youth.

- **Parents are not mandated to attend classes**. While parenting classes are offered (e.g., the Parent Project) and recommended for parents by Probation, staff cannot mandate parents to attend.
- **Parents don't trust Probation staff**. Stakeholders hoped that parents would learn to trust Probation officials with more parent education instead of fearing them and not accessing services recommended by Probation staff.
- **Accessing parent education is a barrier**. Engaging in parent education is also an access issue. Parents are often working multiple jobs or do not have access to transportation. These present as barriers to attending parent education workshops or services.
  - While attempts were made to remove barriers to engagement (e.g., providing parenting classes virtually, scheduling classes at times parents might be more likely to attend), the positive impact has been small, and more effort to engage parents is needed.

Recommended Strategies

There is a strong need to equip parents/caregivers with the knowledge, tools, and supports that they require to provide the structure and attention many youth need. This can be accomplished by offering parenting classes for all parents/caregivers of children attending elementary schools in Ventura County's most vulnerable neighborhoods.

- **Offer parenting education via prosocial activities**. Child Welfare can mandate parents to attend classes. However, parents may be more likely to absorb and apply the teachings if parenting classes are presented as an opportunity for them to learn how to connect with their children/youth, to connect with other parents, and to build community via prosocial activities such as outings, field trips, sports events, etc. Such positive events and activities also could strengthen and improve the relationship between law officials and parents.
- **Increase engagement through engaging topics.** Opportunities to strengthen parenting skills can improve parenting self-efficacy, help set proper boundaries with youth, and bridge communication gaps. This would help to strengthen understanding of behavior and to better support youth in their journey. Parenting education topics to consider include gang involvement, youth mental health, structure and limit-setting, financial management, community resources including support for basic needs, and parenting 101. Parental education could cover other topics that include juvenile justice law, educational rights including an IEP, increasing youths' school engagement, and more.
- **Remove barriers to engagement through incentives and easy-access locations.** Monetary incentives for participating or meals are used by some programs to interest parents in programs. Bus tokens or rides can also help alleviate transportation issues, or as mentioned in other places, schools can serve as a hub to host a regular series of classes.

Examples of Evidence-Based Programs and Promising Practices

Parenting skills and education support can be successfully embedded within diversion, re-entry, or other programs and services. However, prevention and early intervention programs that provide parent education can help mitigate problems and avoid justice involvement. These programs should be evidence based, easily accessible, and adapt to parent needs by offering drop-in services or onsite childcare support. Other parent education programs are shown in Exhibit 32.

Exhibit 32. Example of Evidence-Based Programs and Promising Practices for Parent Education

Example Evidence-Based Program or Promising Practice	Description
Parenting Through Change (PTC; GenerationPTO Group)[88]	• Designed to strengthen families and produce positive outcomes for youth and caregivers • Runs weekly parent group sessions to introduce parenting practices, including skill encouragement, limit setting, monitoring, etc.
Family Check-Up[89]	• Promotes positive family management and through reductions in coercive and negative parenting and increases positive parenting
Tuning In To Teens (TINT)[90]	• Provides emotion coaching skills and shows how parents notice, name, and show empathy for youths' emotions • Teaches connecting and calming before talking with youth about what to do next
Common Sense Parenting (CSP)[91]	• Teaches positive parenting techniques and behavior management, and strategies to model proper behavior, increase positive behavior, and decrease negative behavior
Parenting Adolescence Wisely (PAW) Program[92]	• Computer-based program designed to reduce barriers of cost, transportation, provider training, and social stigma for families while providing family-focused intervention.

D. Family Engagement

Summary of Need

Improved family engagement was cited as one of the top five outcomes to focus on in Ventura County. It also emerged as a concern amongst stakeholders in the feedback sessions. Family engagement in the juvenile justice system involves families acting as collaborative partners in their youth's treatment and engagement in services.

> **Results from county stakeholder survey indicate that:**
>
> • Over one-quarter of respondents (29%) named family engagement as an important area of focus to improve outcomes in Ventura County in the next year.

Feedback from stakeholders provided corroborating evidence, in line with the research findings, that fostering parent/family understanding and engagement in supporting youth can help reduce delinquent behavior.

• **Family engagement is negatively affected by the need for basic support**. Stakeholders across the county called for increased parent engagement, yet all said that it is challenging. Parents are

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[88] https://crimesolutions.ojp.gov/generation-PMTO
[89] https://www.cebc4cw.org/program/family-check-up/
[90] https://www.cebc4cw.org/program/tuning-in-to-teens
[91] https://crimesolutions.ojp.gov/common-sense-parenting
[92] https://www.parentingwisely.com/

overwhelmed trying to make ends meet, but there is a need for strategizing systemic methods for increasing family participation. Specifically, financial hardship, lack of basic needs, parents working multiple jobs, and problems with substance use and mental illness can present barriers to parental engagement.

- **Parents are too exhausted to engage in programming**. POs mentioned that by the time youth become involved in the justice system, parents are exhausted, "tapped out", and disengaged, which makes it difficult for them to want to engage in programming.

- **Lack of legal mandate over parental engagement**. Because it becomes a choice for parents on whether they want to be involved, parental engagement is low in many cases. This is due to multiple and competing work and family obligations. Sometimes it is due to relationship discord with their child.

- **Interventions without family involvement are harder to sustain**. Members of THRIVE said that the SARB model works at reducing chronic truancy *when parents are engaged in the process*.

> *"Once I am off of probation I will not "need" support to remain off of it, but I will always have the support of my family so that is even better."*
>
> *- Youth on probation*

Recommended Strategies

- **Increase efforts to help mitigate the effects of poverty by helping to address fundamental needs.** Focus on ways to identify and support the provision of core needs to help parents engage more fully. Basic needs of housing, food, and financial stability are key, but also transportation, mental and behavioral health, and afterschool and childcare supports.

- **Learn from others who are engaging parents in programming.** Wraparound services are a good model, for example Child and Family Team (CFT) meetings where children and families are encouraged to be active participants in their case planning, as they are experts in the solutions that would work best for them.[93] Offering programs such as the Police Activities League (PAL) in Oxnard, which helps engage families via sports or other outings also offers a good model for parent engagement. Finally, drawing on the expertise of Ventura County Child Welfare's family engagement advocates who have specialized expertise and experience related to engaging parents may help support parent engagement with the families of at-risk and justice-involved youth.

> *"If I had a guardian around, I would not have been on probation. My dad is in prison so he wasn't around, and my mom is a nurse so she works late. First it [probation] started with my sister, then me, then my little sister. We didn't have structure."*
>
> *- Youth on probation*

- **Help build "stronger homes."** Many youth seen by the SARB board are involved because their parents are not involved; thus, SARB board members believe that building "stronger homes" could decrease truancy among youth.

- **Develop educational policy and programs that foster parental involvement at a young age, beginning in kindergarten**. For example, the key to preventing truancy among young people is parent involvement. Thus, parents can be paid for their time to attend educational programming with their children. This reduces the barrier of lost wages from taking time off work to attend. Since the SARB board sees one sibling followed by another younger sibling a few years later, this type of policy/program can support the outcomes of multiple children within families.

- **Provide parenting classes and support in vulnerable neighborhoods in centralized places for the greatest number of parents (e.g., school, library) to help remove barriers to access.** Parenting classes at schools can be offered to all parents, creating change from the ground up, becoming

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[93] https://www.ventura.org/child-protective-services

another way to transform the family, school, and community. This helps to provide resources and to empower parents and families to prevent issues before they arise.

In addition, a recent literature review by the Office of Juvenile Justice and Delinquency Prevention found there are **five fundamental principles of family engagement**:[94,95]

- Families should be supported before and after challenges arise
- Families should have access to peer support from the moment a youth is arrested through exit from the system
- Families should be involved in decision-making processes at the individual, program, and system levels to hold youth accountable and keep the public safe
- Families should be strengthened through culturally competent treatment options and approaches
- Families should know their children are prepared for a successful future

Priority Area 5: Prosocial and Skill-Building Opportunities

Ventura County stakeholders identified **prosocial and skill-building opportunities** for youth as a top priority for Ventura County, with three focus areas including:

- Life and Vocational Skills Training for Youth,
- Mentors/Coaches, and
- Structured Afterschool Activities.

Stakeholders commented that providing youth with the opportunity to nurture positive behavior is at the foundation of preventing and reducing delinquent behavior. Strategies that provide opportunities for education, vocation training, mentoring, empowerment, and prosocial opportunities can encourage youth to take positive steps to help strengthen characteristics that nurture them and help to build a more positive future. Key opportunities and potential outcomes are summarized in Exhibit 33.

Exhibit 33. Prosocial and Skill-Building Opportunities Priority Area Opportunities and Outcomes

Areas of Focus	Key Opportunities	Potential Outcomes
A. **Life and Vocational Skills Training for Youth**	• Increase opportunities for youth to engage in and improve vocational skills within and outside of Probation	• More at-risk and justice-involved youth gain career skills and opportunities.
B. **Mentors/Coaches**	• Support evidence-based mentorship programs to connect youth with consistent and relatable mentors	• More youth have at least one caring adult in their lives • More youth find positive pathways away from the justice system
C. **Structured Afterschool Activities**	• Increase the availability and quality of afterschool programs to nurture	• More youth engage in prosocial activities

[94] Arya, Neelum. 2013. Family Comes First: A Workbook to Transform the Justice System by Partnering with Families–Executive Summary. Washington, D.C.: Campaign for Youth Justice.
[95] https://www.ojjdp.gov/mpg/litreviews/Family-Engagement-in-Juvenile-Justice.pdf

Areas of Focus	Key Opportunities	Potential Outcomes
	academic, social, and career skills	• More youth build their skills and interests

Key Research Findings

The research literature demonstrates strong positive effects of educational and vocational programs for juvenile justice-involved youth.[96] A study in Oregon of 531 formerly incarcerated youth as they transitioned back into the community showed that youth engaged in work or school six months post-incarceration fared better 12 months later than their non-engaged peers.[97] This study showed that intervention programs for incarcerated youth around school achievement and job skills could reduce recidivism rates. Another study by the same group of researchers pointed out that, while employment training is an integral part of the support model for incarcerated youth, they also need educational and social support.[98] The study highlighted that incarcerated youth are not homogenous regarding their employment outcomes; different subgroups may need distinct types of vocational and educational support.

Mentors can help youth stay grounded, smooth their transitions during reentry, and contribute to reducing recidivism. The National Mentoring Resource Center, a program of the Office of Juvenile Justice and Delinquency Prevention, reports that substantial investments have been made in providing mentoring supports for youth in reentry and diversion. It also notes the potential positive impacts mentoring may yield in reducing recidivism and juvenile delinquency.[99] Research on mentoring for juvenile offenders suggests the importance of both structured and informal mentoring to ease youths' transition after reentry, with some indication that natural mentors may be effective in reducing recidivism.[100]

In addition, young adolescents who access various opportunities for positive encounters may be less likely to engage in risky behaviors and have better social and emotional outcomes.[101] While the need to participate in afterschool programs has increased in the past few years, there are many barriers to accessing afterschool programs.[102] According to a survey conducted in 2020, the cost and safety of children to arrive at and return from afterschool programs was identified as a barrier by low-income families, African American families, and Hispanic families.[103] Specifically, 57% of low-income households reported that the cost of an afterschool program was a barrier in enrolling their child. Another barrier is a

[96] Wilson, D. B., Gallagher, C. A., & MacKenzie, D. L. (2000). A meta-analysis of corrections-based education, vocation, and work programs for adult offenders. *The Journal of Research in Crime and Delinquency*, 37, 347-368.

[97] Bullis, M., Yovanoff, P., & Havel, E. (2004). The importance of getting started right: Further examination of the facility-to-community transition of formerly incarcerated youth. *Journal of Special Education*, 38, 80-94.

[98] Bullis, M. & Yovanoff, P. (2006). Idle hands: Community employment experiences of formerly incarcerated youth. *Journal of Emotional and Behavioral Disorders*, 14, 71-85.

[99] Chan, W. Y., & Henry, D. B. (2013). Juvenile offenders. In Dubois, D. L & Karcher, M. J. (Eds.), Handbook of youth mentoring (2nd ed., pp. 315-324). SAGE Publications.

[100] National Mentoring Resource Center. (n.d.) Mentoring for youth who have been arrested or incarcerated. https://nationalmentoringresourcecenter.org/index.php/what-works-in-mentoring/key-topics.html?layout=edit&id=173

[101] https://youth.gov/youth-topics/effectiveness-positive-youth-development-programs

[102] http://www.afterschoolalliance.org/AA3PM/

[103] http://www.afterschoolalliance.org/AA3PM/

lack of transportation. Fifty-three percent of parents reported that their child does not have a safe way to arrive at and come home from programs.[104]

A. Life and Vocational Skills Training for Youth

Summary of Need

Life skills training emerged as the fifth highest need for youth in the online stakeholder survey, as well as from the parents/caregivers and youth surveys.

> **Results from county stakeholder survey indicate that:**
>
> - About six of every seven stakeholders (86%) noted that life skills training for youth is an area of high need in the County.
>
> **Results from parent/caregiver and youth surveys indicate that:**
>
> - Thirty-nine percent (39%) of parents/caregivers visiting their youth in custody, and 27% of parents/caregivers of youth visiting their PO deemed life skills training to be a helpful service for youth, and
> - Eleven percent of youth on probation (11%) noted this to be a helpful service.

Current and/or past justice-involved youth strongly value and often expressed a need to learn skills they can use to obtain a job and help to identify a career they are passionate about pursuing, as well as skills to support independent living. Youth identified these two important aspects of career/job development as key to helping them.

- **Youth want career-readiness skills.** Youth spoke highly of career and vocational training programs in the JF that help them gain skills to help obtain gainful employment. Youth voiced that they loved Paxton Patterson[105] in the JF, as it teaches them trade skills (e.g., plumbing, roofing, framing, etc.) and youth "accumulate skills by the time we get out." Youth talked highly about another program in the JF, Specialized Training and Employment Program for Success – Youth (STEPS-Y). This program helped them with job applications, college applications, budgeting, structured activities, and obtaining a license. These skills were important because "getting a job will help [me] stay clean for drugs." The addition of the career center to service youth in the JF will fill the gap for youth in custody. However, youth who are not in custody need more support to stay on a productive path into adulthood.
- **Youth Advocates were important for youth in providing life skills**. Youth who participated in ROPP appreciated the life skills support they received from their Youth Advocates, especially in helping them acquire driver's licenses, Social Security cards, etc. However, there are serious gaps in life skills programming for TAY youth.[106]
- **Youth are passionate about identifying a career to pursue**. Many youth also remarked that finding a job/career that they were excited about helped them focus on their goals, gave them something to look forward to, and helped them "stay out of trouble."

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[104] http://afterschoolalliance.org/AA3PM/data/

[105] https://www.paxtonpatterson.com/

[106] TAY youth include youth between the ages of 16 and 25 years by Ventura County Behavioral Health. https://vcbh.org/en/programs-services/transitional-age-youth-16-25

Ventura County stakeholders mentioned that young people need various life skills to make a successful transition back to their communities and workplaces.

- **Life skills training should be mandated for youth**. Stakeholders believed that life skills training should be mandated for youth within the JF, especially with programs like Paxton Patterson, STEPS-Y, and ROP being offered in the facility and youth having easy access to these programs. Thus, offering them training in trade skills would prepare them for a successful job once they transition out into the community.

Recommended Strategies

- **Continue providing and enhancing vocational learning opportunities to youth.** Life skills should be taught to all youth, including at-risk youth, and those diverted from the system to help them stay out of the system. Having these opportunities will help youth gain practical work experience and life skills while in the JF and could also help them develop self-confidence, become self-sufficient, learn life skills, and gain other work relevant experiences.
- **Increase JJCPA funding to CBOs who want to provide more life skills and vocational training to youth outside of the JF.** Increasing funds would allow CBOs to extend their age criteria to serve older youth, including the TAY population, and help them connect with developmentally appropriate vocational programs. Ground the programming in developmental research to create programming that is tailored to the unique needs and goals of the TAY population.
- **Foster collaborations with Probation's Career Center to strengthen job/career training and development to youth touching the justice system**. For example, collaborating with reentry programs can further support youth in leveraging skills gained inside the JF to earn a living.

Examples of Evidence-Based Programs and Promising Practices

Career and life skills training programs in juvenile justice settings should consider the developmental needs of younger adolescents and older TAY. For example, a focus on pre-employment skills and career exploration is more appropriate for younger adolescents, while vocational training and work experience would be more appropriate for older youth.[107] Other successful vocational programs and supports are shown in Exhibit 34.

Exhibit 34. Example of Evidence-Based Programs and Promising Practices for Training Programs

Example Evidence-Based Program or Promising Practice	Description
Operation Outward Reach (OOR)[108]	- Engages individuals in roofing, siding, porches, and other home-repair tasks - Research has shown that the OOR program reduced recidivism rates
One Summer Plus Program[109]	Offers eight weeks of part-time summer employment at Illinois minimum wage and an adult job mentor to help manage barriers to employment
Customized Employment Supports (CES)[110]	Developed to help individuals who are likely to have irregular work histories attain rapid placement in paid jobs and increase their legitimate earnings

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[107] Davis, M., Sheidow, A. J., McCart, M. R., & Perrault, R. T. (2018). Vocational coaches for justice-involved emerging adults. *Psychiatric Rehabilitation Journal, 41*(4), 266-276.

[108] https://www.ojp.gov/operation-outward-reach

[109] https://urbanlabs.uchicago.edu/one-summer-chicago-plus

[110] https://kter.org/customized-employment-supports

Example Evidence-Based Program or Promising Practice	Description
Transition to Independence Process (TIP) Model[111]	• Developed for young people to help them achieve their short-term and long-term goals in multiple areas, including employment/career, educational opportunities, living situation, personal effectiveness, and community-life functioning

B. Mentors and Coaches

Summary of Need

The need for consistent mentors and coaches emerged as one of the top 10 needs in the online survey, and it is a major focus in youth and stakeholder feedback sessions.

> **Results from county stakeholder survey indicate that:**
>
> • Over four out of five (84%) respondents voiced the need for mentors/coaches/advocates for youth, and
> • More than one-half (56%) of respondents noted that this **need has *increased* since the last JJP.**

Current and/or past justice-involved youth provided extremely positive feedback about having a mentor or a caring adult and the important role mentors played in their lives.

- **Mentors are extremely valuable to youth**. One youth said her mentor was like a mother, a sister, and someone she could talk to about anything, someone who would be there for her unconditionally, and who has helped her grow as a person.

- **Youth feel very attached to Youth Advocates and can rely on them**. Youth who attended ROPP and had a Youth Advocate said that they appreciated Youth Advocates because they provided strong emotional support, were available when youth needed them, and helped youth understand things more clearly. They also were "cool people" who are fun to talk to and to "just hang with." Having a Youth Advocate was extremely important for youth in having someone they could depend on, call at any time, who would listen to them without judgment, and who would help them with basic needs (e.g., dropping off food, buying school clothes). One youth referred to the Youth Advocate as "one of his homies, and I feel safe around him." Youth wanted to be in touch with their Youth Advocates when off probation (i.e., no longer on formal/informal probation).

> *"I want to keep talking to someone who will and can be there for me."*
>
> *-Youth on probation*

Ventura County stakeholders provided additional feedback about the importance of mentors and role models. Key findings included:

- **Mentors can fill the void when parents are not engaged in a young person's life**. There was consensus across all stakeholder groups highlighting the importance of a positive adult mentor in the lives of young people. Many accounts were shared of parents working tirelessly to make ends meet, making them less available for young people, some of whom shared their stories of all the "bad things they could get mixed up in out there."

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[111] https://www.cebc4cw.org/transition-to-independence-tip-model

- **Youth need mentors who have been in their shoes**. Probation staff mentioned the need for more mentors that look and speak like the youth who are being served, and who have walked in their shoes and can relate to their lived experiences. Thus, there is a need for positive adult role models who have made it through. (See Priority Area 2 for further discussion.)
- **Disruptions in programs can break consistency relationships**. However, disruptions in funding, staff shortages, and program closures have meant breakages in the relationships that youth form with supportive adults.

Recommended Strategies

Many justice-involved youth move in and out of various systems (e.g., Child Welfare, Probation), and they experience changes in their families and/or living situations. Having the consistent support and care provided by one positive adult mentor serves as a grounding force for young people.

- **Increase the capacity of youth mentorship programs.** Stakeholders and parents of involved youth agree that mentoring from someone with whom youth can connect and look up to can be critical in helping youth navigate risky situations and make good choices.
- **Create a coordinated system to help youth stay connected to their mentors**. A coordinated system of care that ensures young people are not only connected to a mentor early in life, but that they also can sustain that relationship with minimal disruption (e.g., program closures, change in provider) is vital. Leverage the ability of POs and CSOs to serve as natural mentors for youth by providing training in positive youth development and trauma-informed care.

Examples of Evidence-Based Programs and Promising Practices

Findings from structured mentoring programs are promising but not consistent, supporting the need to follow evidence-based models and practices.[112] The following two mentoring programs offer promise for the community-based approaches in which mentors are selectively recruited to optimize natural mentoring relationships with youth (Exhibit 35).

Exhibit 35. Example of Evidence-Based Programs and Promising Practices for Youth Mentoring Programs

Example Evidence-Based Program or Promising Practice	Description
Youth Advocate Programs, Inc. (YAP)[113]	• Wraparound-advocacy model in its community-based programs for justice-involved youth • Recruits advocates who share youths' cultural and ethnic backgrounds and are hired directly from the communities served • Service model is intensive, providing structure, supervision, and frequent contact with youth at home, school, and the community.
Credible Messengers Mentoring Program[114]	• Credible messengers provide one-on-one support, and conduct group sessions using cognitive-behavioral intervention

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[112] https://nationalmentoringresourcecenter.org/resource/mentoring-for-preventing-and-reducing-delinquent-behavior-among-youth/entoring for Preventing and Reducing Delinquent Behavior Among Youth - National Mentoring Resource Center

[113] Youth https://crimesolutions.ojp.gov/YAP

[114] https://cmjcenter.org/credible-messenger-program

Example Evidence-Based Program or Promising Practice	Description
	• Messengers work alongside POs to help youth improve decision making, set and pursue goals, improve family relationships, and connect to educational, career readiness, and employment opportunities

C. Structured Afterschool Activities

Summary of Need

The need for structured afterschool activities was a concern raised amongst the online survey stakeholders and in the feedback sessions. Basically, youth with unstructured and unmonitored time are more likely to engage in delinquent behavior.

Results from county stakeholder survey indicate that:

- Nearly 83% of stakeholders called for more structured after-school activities that are designed to teach a variety of skills/hobbies and places for youth to spend free time, and
- More than one-half of participants (52%) noted that **this need has *increased* since the last JJP.**

Youth provided feedback that they want more afterschool programs, as there are gaps in the programs and services currently offered.

- **Inconsistent services/programming**. According to one youth who had been engaged with a CBO, the agency did not have its own site and held programming in a classroom. When they could not use that site anymore, it was shut down. The youth mentioned that "they need a solid place to stay." Another youth mentioned that he took the initiative to join a CBO in his community but learned he was not eligible because of his probation status.

Ventura County stakeholders noted a high need for affordable afterschool programs in Ventura County and removing barriers to access those programs.

- **Lack of accessible and affordable afterschool programs**. There is a need for accessible and affordable afterschool programs, summer camps, field trips, and other prosocial activities (e.g., sports) to keep youth busy, particularly between 3pm-7pm, especially in the high need areas of Ventura County.
- **Transportation is a barrier to afterschool programs**. Transportation was cited as a common barrier for youth to attending activities. Lack of transportation, including lack of bus services in Santa Paula, Filmore, and Oxnard, prevents youth and their families from accessing classes, supports, and other services.

Recommended Strategies

Recommended strategies are based on stakeholder feedback and evidence-based programs, and promising practices grounded in research.

- **Strategies for afterschool programs to improve access and remove barriers for low-income families**: [115]

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[115] Kennedy, E., Wilson, B., Valladares, S., & Bronte-Tinkew, J. (2007, June). Improving attendance and retention in

- Reduce costs of transportation, materials, and program space by partnering with schools and CBOs,
- Offer programs in the neighborhoods of the youth served, and
- Consider partnerships with businesses and other organizations that could offer material, financial, and volunteer resources to the afterschool program.

- **Increase support of programs that are accessible to the most vulnerable youth.** This may involve ensuring that lack of transportation and prohibitive costs do not put services out of reach. The free Explorer Teen Program offered by the Ventura Police Department exposes youth to career opportunities, life skills, character development, leadership experience, and citizenship. Youth participate in drug awareness, defense tactics, explorer competitions, exposure to city government, field trips to cities outside of Ventura County, and other activities to better understand the law enforcement profession and gain knowledge about their community via these extracurricular activities.[116]

Examples of Evidence-Based Programs and Promising Practices

Some example programs and services that expand prosocial opportunities are shown in Exhibit 36.

Exhibit 36. Example of Evidence-Based Programs and Promising Practices for Afterschool Programs

Example Evidence-Based Program or Promising Practice	Description
Success for Kids[117]	- Designed for children's resilience and positive connections to increase a child's sense of empowerment, increase knowledge, attitude, and skills, increase caring and empathy, improve family interactions, and increase happiness
Boys and Girls Club – Project Learn[118]	- Improve educational outcomes (including school grades) in young people through out-of-school educational enrichment activities
Project Venture[119]	- Focuses on learning from the natural world, spiritual awareness, family, and respect to promote healthy development. - Designed for American Indian communities to prevent alcohol abuse.

out-of-school time programs. *Research-to-Results Practitioner Insights.* Child Trends. https://www.nova.edu/projectrise/forms/improving-attendance-retention.pdf

[116] https://www.cityofventura.ca.gov/Explorer-Program

[117] https://crimesolutions.ojp.gov/success-for-kids

[118] https://crimesolutions.ojp.gov/project-learn

[119] https://crimesolutions.ojp.gov/project-venture

Juvenile Justice Plan Summary

Needs and Approaches

The JJP process identified five primary areas of need:

- Emotional and Behavioral Well-Being
- Prevention and Early Intervention
- A Coordinated Systems Approach
- Family Support
- Prosocial and Skill-Building Opportunities

The strategies outlined are organized according to which are primarily youth-centered, family-centered, or system-centered (Exhibit 37). 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 areas already. It is an extensive list meant to provide options to help the department prioritize based on available department funding and opportunity.

Exhibit 37. Summary of Priority Areas

Approach	Needs Identified in JJP Process
Youth-Centered Approaches	- Mental Health - Substance Use - Trauma-Specific - Life Skills Training - Mentors/Coaches - Structured Afterschool Activities
Family-Centered Approaches	- Family Therapy - Referral/Case Management - Mental Health/Substance Use - Parenting Education - Family Engagement
System-Centered Approaches	- School-Based Counseling - Prevention and Early Intervention System - Continuity of Services After Release/Reentry - Trauma-Informed System of Care - Communication and collaboration among systems

Inventory of Prioritized Needs Addressed by the Current JJCPA-Funded Programs

An inventory of the prioritized needs identified in the current JJP and the extent to which each of the nine JJPCA-funded CBOs are addressing those needs is found in Exhibit 38. For each need area, the JJCPA-funded programs that support improved outcomes are listed, with the bolded programs providing the highest degree of support of identified needs. For instance, THRIVE is an exemplar regarding 'A Coordinated Systems Approach' due to its systems-level approach of addressing need through a collaborative group of multiple agencies, including Ventura County Public Health and several school districts that have Student Attendance Review Board (SARB). Through this mechanism, THRIVE members coordinate multiple services provided by and led by various members of the SARB team. For more detailed information on the JJCPA-funded programs, please refer to the *Evaluation of JJCPA-Funded Programs and Services (2021)*.

Exhibit 38. The JJP Priority Areas and the JJCPA-Funded Programs Identified as Supporting Each Need
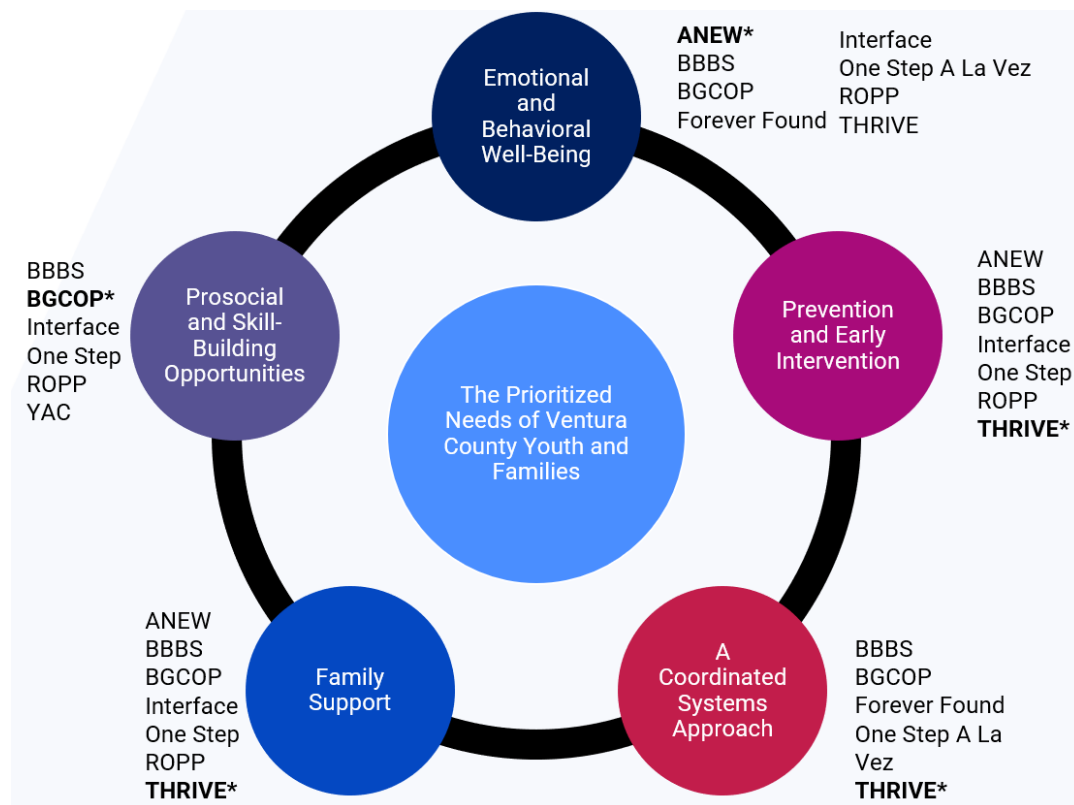
Recommended Approach to Suggested Strategies and Interventions

While each outcome presented in this report has its unique findings and examples of recommended strategies, theory should guide the ultimate choice of methods to address each outcome. In addition, the department should give preference to programs that are evidence-based (or that show clear movement toward evidence-based, called promising practices). Outlets to identify evidence-based programs are outlined here.

Use of Evidence-Based Practices

Where available, the use of evidence-based programs is encouraged. The Campbell Crime and Justice Coordinating Group (https://campbellcollaboration.org/better-evidence.html) conducts and disseminates research reviews 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. In addition, Washington State Institute for Public Policy (WSIPP, http://www.wsipp.wa.gov/) maintains a continuously updated inventory of prevention and interventions. It notes them as evidence-based, research-based, and promising programs for child welfare, juvenile justice, and mental health systems. This institute also conducts benefit-cost analysis for the evaluated programs. Other resources for identifying evidence-based programs include:

OJJDP Model Program Guide
http://www.ojjdp.gov/mpg/

Evidence-Based Practices Resource Center, Substance Abuse and Mental Health Services Administration (SAMHSA)

https://www.samhsa.gov/ebp-resource-center

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

Providers, managers, and policymakers alike often have questions regarding the criteria in which prevention, early intervention, and treatment programs and practices are rated and categorized. The following figure displays the decision flow chart used by WSIPP, which contains its criteria for rating the evidence base of effectiveness for each program/practice. Although many shared criteria are used across these sites to evaluate effectiveness, each clearinghouse, guide, or registry uses its own set of criteria.

Fidelity to the Model

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. Validated assessment and evaluation tools should be identified and considered, as well. Tools that can both meet clinical needs and assess change in outcomes should receive priority. The previous figure is an example of how failure to implement a program to fidelity can cause more harm than good.[120]

Conclusion

The Ventura County JJP points to several priority areas the Probation department can transform to enhance outcomes for youth and their families. As noted in the report, many stakeholders called attention to the high needs of the youth, the families, and the systems that serve them. Exhibit 39 highlights key areas of opportunity for the department and the potential outcomes.

Evidence-based models are not noted in this exhibit because, while the use of such models is important, selecting one that can be successfully implemented by the department and CBOs is equally important. Evidence-based models have inherent strengths; however, these models can be costly to implement, as they require training for staff. As noted previously, staff turnover occurs frequently within CBOs. Thus, implementing evidence-based models may be unrealistic and present undue burden for CBOs to ensure fidelity to the models. The department should work in tandem with service providers to mutually agree on evidence-based models and practices that meet the needs identified by this JJP process while not over-extending the department or other CBOs. This JJP can be used to prioritize programmatic changes and potential outcomes that are grounded in both research and practice.

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[120] Barnoski, R. & Aos, L. R. (2003). Recommended quality control standards: Washington state research-based juvenile offender programs. http://www.wsipp.wa.gov/ReportFile/849

Exhibit 39. Summary of Priority Areas, Key Opportunities, & Potential Outcomes

PRIORITY AREAS	KEY OPPORTUNITIES	POTENTIAL OUTCOMES
1: Emotional and Behavioral Well-Being		
Mental Health Intervention for Youth	• Increase the availability of mental health providers in the JF and community • Diversify therapeutic options for youth • Boost capacity of mental health providers to address the complex needs of youth	• More youth are engaged in services that work for them, resulting in improved mental health outcomes
Trauma-Specific Services	• Increase partnerships to boost treatment capacity • Offer more trauma-specific and specialized services	• More youth access services to address trauma • More youth increase their ability to cope with trauma-related stress
Drug/Alcohol Treatment (Residential and Outpatient)	• Increase availability of residential facilities in the county • Provide more youth-focused substance use programs	• More youth access services to address their drug and alcohol use • More youth complete AOD services with improved outcomes, including needs met, lives saved, and decreased justice involvement
Family Therapy	• Partner to support more prevention and early-intervention solutions to family discord. • Increase access to services for families	• More families access services at the onset of issues • Family functioning and engagement improves • More youth have their needs met and decreases justice involvement
2: Prevention and Early Intervention		
Prevention and Early Intervention	• Partner to increase identification and remediation of problem behaviors at the onset	• More children demonstrating need are identified and connected to services • More youth have the developmental assets to thrive and not enter the justice system
School-Based Services	• Increase access to information and supports by providing services for children, youth, and families at school	• More youth will receive support and connection to other needed services to address problem behavior and social emotional needs

3: A Coordinated Systems Approach

Continuity of Services After Release/Reentry	• Extend the period of reentry support to ensure youth stay connected to beneficial services and supports including education, job training, and mentorship	• Youth stay connected to beneficial services and build competencies • Fewer youth recidivate
Communication and Collaboration Among Systems	• Assess and expand opportunities for cross-system collaboration • Increase data sharing to improve services to families and youth • Support staff retention within organizations	• Communication and efficiency increase among different systems • Youths' needs are addressed in a more coordinated way
Trauma-Informed System of Care	• Assess for gaps in trauma-informed practices • Re-invest in comprehensive trauma-informed training in the county and among law enforcement agencies	• Providers better understand trauma and how to respond to trauma-based behavior in children and youth

4: Family Support

Information and Referral/Case Management	• Coordinate and consolidate resource/information to share across the county • Ensure materials are available in multiple languages	• Parents and youth have greater knowledge of available programs in the community • Providers have a better understanding of referral options
Support for Parent Mental Health and Drug Use	• Increase availability and affordability of treatments for parents • Help to reduce stigma around families accessing treatments and therapy	• Parents increase access and engagement in services • Parents improve mental and behavioral health, becoming stronger assets for youth.
Parenting Education	• Consider prosocial activities to engage families in parent education • Assess what topics are of high interest to parents and offer them	• More parents learn how to foster and support positive youth development • More parents gain awareness of 'red flags' signaling a need for support
Family Engagement	• Address and mitigate barriers to engagement • Learn from and partner with others who are successfully engaging families	• More families access support and social connection • Families have more resources to support the needs of their children and youth

5: Prosocial and Skill-Building Opportunities		
Life and Vocational Skills Training	• Increase opportunities for youth to engage in and improve vocational skills within and outside of Probation	• More at-risk and justice-involved youth gain career skills and opportunities.
Mentors/Coaches	• Support evidence-based mentorship programs to connect youth with consistent and relatable mentors	• More youth have at least one caring adult in their lives • More youth find positive pathways away from the justice system
Structured Afterschool Activities	• Increase the availability and quality of afterschool programs to nurture academic, social, and career skills	• More youth engage in prosocial activities • More youth build their skills and interests

Appendices

Appendix A: Interview Protocols

Exhibit 40 shows the listed of participants who engaged in the feedback sessions. Overall, ASR conducted 50 feedback sessions with a total of 134 participants.

Except for youth, the majority of focus group participants and the key informants answered the following set of questions:

- *What are the top unmet needs for:*
    - o *At-risk youth in Ventura County?*
    - o *Parents/caregivers of these youth?*
    - o *For systems and service providers that serve youth?*
- *For each need mentioned above, what are the best strategies to address each need? Why are these the best strategies?*
- *What areas of the County (geographically or population-wise) are in greatest need? Please tell us about specific service gaps.*
- *What changes within your organization/unit/department might improve your ability to positively impact the lives and futures of the youth you serve?*
- *What system-wide or community-wide changes might improve the lives and futures of youth in the community at-large?*

Youth participating in the focus group conducted in the JF were guided through the following questions about what has helped them and what challenges they perceive to staying on track in and outside of the Hall:

- *What do you think has helped you the most here in juvenile facility? [including specific programs and services and relationships with staff and peers, visitation, free time activities, the facilities)]*
- *What are some of the most difficult things about being in juvenile hall?*
- *How would you improve the experience for youth who come here in the future?*
- *When you think of leaving the Hall and moving back into your community, what do you think will be the hardest part? What concerns you the most?*
- *What do you think might make it hard to stay on track once you leave the hall?*
- *What kind of support do you think would help you to stay on track? Why do you think this will help?*

At-risk youth focus groups served by the JJCPA-funded programs were asked these questions about their successes and challenges:

- *When you think of youth who "stay on track" to graduate high school and avoid trouble with law enforcement in San Mateo County, what do you think helped them (including yourself) do this?*
  - o *Were there any specific programs, activities or mentors that seemed to make a difference?*
- *Staying on track is not easy! What are some of the biggest challenges that make it hard for youth to stay on track?*
- *For the challenges you noted above:*
  - o *How can parents, caregivers, and mentors help youth to overcome these and stay on track?*
  - o *How can schools help youth?*
  - o *How can service providers and other members of the community help youth?*
- *Is there anything else that you think we should know about what youth need to stay on track in school and avoid trouble with the law?*

Exhibit 40. Summary of Stakeholder Feedback Sources

Stakeholder Group	Stakeholder	Number of People Who Provided Feedback	Number of Sessions
Current or Past Justice-Involved Youth	ANEW	5	2
	ERC - Big Brothers Big Sisters	2	3
	ERC - Boys and Girls Club of Oxnard & Port Hueneme	3	3
	ERC - One Step Á La Vez	3	2
	Forever Found	1	1
	Interface	0	1
	Repeat Offender Prevention Program (ROPP)	5	3
	THRIVE	1	1
	Youth Advisory Council (YAC)	1	1
JJCPA-Funded Program Staff	ANEW	2	1
	Big Brothers Big Sisters	3	1
	Boys and Girls Club of Oxnard & Port Hueneme	3	1
	One Step Á La Vez	2	1
	Interface	3	1
	Forever Found	1	1
	Repeat Offender Prevention Program (ROPP)	7	1
	THRIVE	7	1
	Youth Advisory Council (YAC)	2	1
	CSOs	2	1

Stakeholder Group	Stakeholder	Number of People Who Provided Feedback	Number of Sessions
Probation Leadership and Staff	Data Team	2	1
	Field DPOs	18	1
	Juvenile Bureau Supervisors	3	1
	Juvenile Executives	5	1
	Programming Commitment DPOs	2	2
	Senior DPOs in the Field	5	1
	Senior DPOs in Programming	1	1
	Supervising DPOs (SDPOs) Juvenile Bureau	7	1
Community Stakeholders	Behavioral Health	1	1
	Board of Supervisors	2	2
	Child Welfare	7	1
	Gang Task Force	6	1
	Providence School (Juvenile Facility)	3	2
	SARB Board	1	1
	School Resource Officers	4	1
	Ventura County Medical Center Trauma Department	2	1
	Ventura County Unified School District	2	1
	YES Collaborative	10	3
	Total	**134**	**50**

Appendix B: Ventura Juvenile Probation Online Community Stakeholder Survey

Ventura Probation, in partnership with Applied Survey Research, sent a survey to service providers and agencies involved in serving youth in Ventura County. Responses were gathered from August to September 2021. Overall, 186 responses were received. Fifty-eight percent of those surveyed identified themselves as primarily serving youth, while 18% served families (youth and parents), and 12% served the community or the public. Concerning their role within their organizations, respondents primarily identified as managers/supervisors (25%), probation officers (14%) and line staff (13%).

Question 1. Please indicate the importance of funding for each listed service for the youth you serve/represent/know of

Legend: ■ Very low ■ Somewhat low ■ Average ■ Somewhat high ■ Very high

Service	Values
Prevention and early intervention services - programs in schools and the community that aim to prevent youth from entering the justice system	4% / 15% / 79%
Mental health/behavioral therapy - to help youth who present problems such as depression, Bipolar, PTSD, conduct disorder, school/social problems, anger management, etc.	5% / 24% / 69%
Trauma-specific services - interventions that recognize the interrelation between trauma and mental health/substance use, and designed to address consequences of trauma	9% / 25% / 63%
Family therapy - to work on improving and strengthening family functioning (communication skills, relationship building, promote parental involvement, etc.)	9% / 29% / 59%
Gang prevention/ intervention programs - to prevent gang involvement and help youth find alternatives to gang involvement	4% / 15% / 19% / 60%
School-based counseling services - to aid in early intervention and easy access to counseling for youth with mental health/behavioral health needs	14% / 24% / 59%
Life skills training (e.g., driver training, opening a bank account, completing a rental agreement)	11% / 27% / 58%

Note: n=63-140. Question 1 continues on next page. Percentages less than 4% are not labeled.

Legend: ■ Very low ■ Somewhat low ■ Average ■ Somewhat high ■ Very high

	Very low	Somewhat low	Average	Somewhat high	Very high
Mentors/Coaches/Advocates - to help youth in difficult environments find a positive role model or caring adult to help them develop resiliency skills		4%	11%	26%	57%
Support for basic needs (food, financial assistance)		4%	16%	23%	56%
Drug/alcohol outpatient treatment - to help youth receive treatment for alcohol and other drug use in outpatient facilities			17%	24%	56%
Transitional or "re-entry" services - to help youth who are re-entering their communities (families, schools) after being placed in juvenile hall, camp, group home or foster care		4%	14%	29%	54%
Drug/alcohol residential treatment - to help youth receive treatment for alcohol and other drug use in live-in facilities		4%	15%	27%	53%
Housing support - for youth without stable shelter			20%	26%	53%
Structured after-school activities - programs designed to teach a variety of skills/hobbies and places for youth to spend free time involved in constructive activities (e.g., sports, arts, community...			15%	31%	52%

Note: n=63-140. Question 1 continues on next page. Percentages less than 4% are not labeled.

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Legend: Very low, Somewhat low, Average, Somewhat high, Very high

Support for youth in out-of-home care and transitional age youth - counseling, academic support, and other services that address the unique needs of youth in out-of-home care: 19%, 26%, 51%

Alternatives to Incarceration - to support rehabilitation such as the use of drug courts and diversion programs: 6%, 19%, 23%, 49%

Conflict resolution training - to provide communication, anger management, and conflict resolution skills: 16%, 33%, 48%

Post-secondary counseling/training - post-secondary education planning and support, vocational training, job placement and career planning, resume building,: 19%, 29%, 47%

Alternatives to managing behavior-related issues at school - structured alternatives to staying home unsupervised when suspended, expelled, or at home due to behavior-related issues at...: 22%, 29%, 46%

Other (please specify): 35%, 16%, 46%

Note: n=63-140. Other responses included community building, development, and organizing, community policing, youth rights, education on dangers of social media and internet, parenting education and classes, probation support on school campus, responsibility for actions, uplifting movies to watch, and wraparound services. Question 1 continues on next page. Percentages less than 4% are not labeled.

Academic support - to help youth who have academic issues and other special educational needs: Average 24%, Somewhat high 28%, Very high 46%

Leadership development - to give youth leadership responsibilities, a voice, and a sense of ownership: Average 21%, Somewhat high 33%, Very high 39%

Gender-specific services - counseling and other services that address the unique needs of young men and women: Very low 6%, Average 29%, Somewhat high 29%, Very high 31%

Teen parenting classes - to provide communication, parenting, and relationship building skills for teen parents: Average 29%, Somewhat high 36%, Very high 30%

Legend: Very low, Somewhat low, Average, Somewhat high, Very high

Note: n=63-140. Percentages less than 4% are not labeled.

Question 2. Since 2017, how have these needs changed? Has the need for the following services increased, declined, or stayed the same?

Legend: ■ Declined Greatly ■ Declined Somewhat ■ Stayed the Same ■ Increased Somewhat ■ Increased Greatly

Service	Declined Somewhat	Stayed the Same	Increased Somewhat	Increased Greatly
Mental health/behavioral therapy		19%	31%	45%
Trauma-specific services		28%	28%	38%
Drug/alcohol outpatient treatment	6%	31%	31%	31%
Alternatives to Incarceration	5%	32%	30%	31%
Drug/alcohol residential treatment		26%	34%	30%
Other (please specify)	28% (Declined Greatly)	36%	4%	30%
Prevention and early intervention services	6%	23%	38%	30%
Housing support	4% / 9%	34%	23%	29%
Support for basic needs	7%	35%	28%	28%
School-based counseling services	9%	36%	25%	28%
Mentors/Coaches/Advocates	4% / 10%	30%	30%	26%
Gender-specific services	11%	38%	23%	25%
Support for youth in out-of-home care and transitional age youth	4%	35%	34%	25%

Note: n=50-121. Other responses included community policing, increase in sexual violence for teens, LGBTQ support programs, nursing/health

ASR

education, programs for indigenous youth, more services in Filmore and Piru, and wraparound services. Question 2 continues on next page. Percentages less than 4% are not labeled.

Legend: Declined Greatly | Declined Somewhat | Stayed the Same | Increased Somewhat | Increased Greatly

Category	Declined Greatly	Declined Somewhat	Stayed the Same	Increased Somewhat	Increased Greatly
Transitional or "re-entry" services		8%	33%	33%	24%
Life skills training	7%	8%	37%	24%	24%
Family therapy		4%	38%	33%	24%
Academic support		8%	39%	29%	24%
Alternatives to managing behavior-related issues at school		8%	33%	34%	23%
Post-secondary counseling/training		6%	48%	22%	23%
Structured after-school activities	5%	8%	36%	29%	22%
Gang prevention/ intervention programs	7%	12%	30%	30%	22%
Conflict resolution training		8%	36%	32%	20%
Leadership development	5%	13%	38%	25%	19%
Teen parenting classes	4%	13%	44%	26%	13%

Note: n=50-121. Percentages less than 4% are not labeled.

Question 3. Please indicate the importance of each listed service for the parents/caregivers you serve/represent/know of

Legend: ■ Very low ■ Somewhat low ■ Average ■ Somewhat high ■ Very high

Service	Very low	Somewhat low	Average	Somewhat high	Very high
Mental health services for parent/caregiver			9%	21%	67%
Family therapy - to work on improving and strengthening family functioning (communication, relationship building, promote parental involvement, etc.)			10%	26%	59%
Parenting education/skills classes - to provide communication, relationship building, and conflict resolution skills for parents of at-risk youth		4%	10%	35%	49%
Information and referral/case management for services - to help parents of at-risk youth know what resources exist and how to navigate the system to obtain appropriate services to meet their needs			15%	32%	50%
Family violence interventions - programming aimed at domestic violence, neglectful or abusive parenting			15%	27%	53%
Alcohol and Other Drug Services for parent/caregiver			17%	32%	47%
Parent Advocate/Family or Parent Partner - knowledgeable/caring adults who can help parents/families learn how to navigate the system to obtain appropriate services to meet their needs			21%	34%	40%

Note: n=38-117. Question 3 continues on next page. Percentages less than 4% are not labeled.

Legend: ■ Very low ■ Somewhat low ■ Average ■ Somewhat high ■ Very high

Category	Average	Somewhat high	Very high
Career development/Job training	22%	35%	38%
Support from schools	22%	25%	49%
Parent support group - for parents of at-risk youth to share resources and provide support and information	21% (5% Somewhat low)	28%	44%
Support for basic needs - employment, housing, financial assistance	24%	28%	44%
Translation services	25%	28%	42%
Help understanding the juvenile justice system	27%	22%	45%
Legal consultation - assistance for parents/families on justice or immigration issues	31% (5% Somewhat low)	27%	32%
Other (Please specify)	24% (Very low), 29% (Average)		42%

Note: n=38-117. Other responses included compassion, communication, CSEC, family building for non-traditional families, food boxes for low-income families, indigenous perspectives of programs, trauma-informed care training, and get families the resources they need. Percentages less than 4% are not labeled.

ASR

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Question 4. Since 2017, how have these needs changed? Has the need for the following services increased, declined, or stayed the same?

Legend: ■ Declined Greatly ■ Declined Somewhat ■ Stayed the Same ■ Increased Somewhat ■ Increased Greatly

Service	Declined Somewhat	Stayed the Same	Increased Somewhat	Increased Greatly
Mental health services for parent/caregiver	7%	18%	40%	33%
Support for basic needs	7%	26%	38%	28%
Family therapy	7%	27%	35%	30%
Family violence interventions	8%	26%	40%	23%
Alcohol and Other Drug Services for parent/caregiver	6%	31%	33%	30%
Information and referral/case management for services		34%	32%	29%
Parenting education/skills classes	7%	33%	37%	21%
Parent Advocate/Family or Parent Partner	7%	35%	33%	25%
Parent support group	7%	36%	35%	22%
Support from schools	7%	36%	32%	22%
Help understanding the juvenile justice system	7%	42%	27%	23%
Career development/Job training	7%	40%	31%	20%
Translation services	4%	48%	26%	21%
Legal consultation	5%	47%	25%	22%
Other	21% / 5%	40%	2%	31%

Note: n=42-107. Other responses included CSEC, LGBTQIA support and resources, navigation of multiple systems, path to citizenship, and cultural protocols and practices in programming. Percentages less than 4% are not labeled.

Q5. ACCESS TO SERVICES – CITIES AND REGIONS, (N=104) CONSIDERING THE AVAILABILITY OF AFFORDABLE, ACCESSIBLE SERVICES, WHICH CITY/REGION BELOW WOULD BENEFIT THE MOST FROM TARGETED FUNDING?									
	SOUTH OXNARD	SANTA PAULA	FILMORE	EL RIO	NORTH OXNARD	PIRU	VENTURA	EAST COUNTY	OTHER
Yes, would benefit from funding	87%	63%	61%	51%	39%	32%	26%	13%	12%
Other cities mentioned (N=2)	West Ventura, Saticoy, Simi Valley, Port Hueneme, All Counties								

ACCESS TO SERVICES – POPULATIONS (N=78) CERTAIN POPULATIONS WITHIN THE COUNTY MAY ALSO NOT HAVE EQUAL ACCESS TO SERVICES TO SUPPORT YOUTH AND FAMILIES AT RISK OF INVOLVEMENT IN THE JUVENILE JUSTICE SYSTEM. PLEASE LIST ANY POPULATIONS (E.G., ETHNIC GROUPS, GENDERS, AGE GROUPS, YOUTH/FAMILIES WITH SPECIFIC RISK FACTORS, ETC.) THAT YOU FEEL LACK ACCESS TO NEEDED SERVICES.	
POPULATION	**% WHO PROVIDE ANSWER**
Special Population (LGBTQ+ communities, homeless, Trans youth)	39%
Ethnicity (Latinx population, Native American, Mixteco, Zapotec)	24%
Family status (Undocumented families, low-income families, immigrant communities, Migrant farm workers)	14%
Special issues (no access to transportation, at-risk youth, single-parent households, families with disabilities, parents working multiple jobs, parents in jail, etc.)	14%
Age group (12-19-year-old youth, children under 12, TAY youth,)	14%
Location (South Oxnard, Santa Paula, rural communities, middle school)	5%

Question 6. Listed below are some of the barriers or challenges that prevent youth and families from seeking help or fully engaging in services. In thinking about the families, you serve or represent, please indicate the proportion of your families who face each of the listed barriers

Legend: ■ None (0%) ■ Few (25%) ■ Some (50%) ■ Many (75%) ■ Nearly all/All (100%)

Barrier	None (0%)	Few (25%)	Some (50%)	Many (75%)	Nearly all/All (100%)
Lack of time (e.g. parents working multiple jobs)		6%	22%	44%	28%
Financial hardships or cost of services	6%	8%	20%	39%	28%
Lack of childcare for younger siblings or other family members		6%	33%	39%	19%
Stigma (e.g., beliefs about counseling, AOD treatment, receiving public assistance or other social services)	5%	14%	33%	31%	17%
Lack of culturally and linguistically appropriate services (e.g., services in other languages, service providers from diverse cultures/ethnic background)	5%	18%	36%	27%	15%

Note: n=36-109. Question 6 continues on next page. Percentages less than 4% are not labeled.

ASR

■None (0%) ■Few (25%) ■Some (50%) ■Many (75%) ■Nearly all/All (100%)

	None (0%)	Few (25%)	Some (50%)	Many (75%)	Nearly all/All (100%)
Lack of motivation to participate in a program/service (e.g., denial of problem, unwillingness to put in effort, apathy, lack of understanding of importance of problem or potential benefit of…		15%	28%	42%	15%
Lack of transportation to/from services		9%	42%	36%	12%
Other (please specify)	33%		42%	14%	11%
Lack of or loss of eligibility		21%	44%	26%	7%
Legal status of families (e.g., undocumented immigrants have reduced eligibility for care, fear about consequences of seeking resources)	4%	19%	46%	23%	7%
Disconnection due to staff turnover	7%	25%	36%	26%	7%

Note: n=36-109. Other responses included change in caseloads, COVID, lack of role models from youth's background, no family friendly services, and racism. Percentages less than 4% are not labeled.

Question 7. There could also be system issues that should be addressed to better serve at-risk youth and their families. How important do you think the following are for your work or the group you represent?

Legend: ■ Not important ■ Somewhat important ■ Important ■ Very important ■ Extremely important

System issue	Important	Very important	Extremely important
System of early identification of children and youth at-risk of justice involvement - to offer children and families access to services and supports that address issues before they escalate	15%	26%	55%
Trauma-informed care - to ensure all who have contact with youth understand the impact of trauma on youth mental behavior and health	18%	27%	51%
Continuity of services (e.g., allowing youth to remain with their therapist when released from probation programs)	18%	30%	48%
Sustained (long-term) funding for program/services	24%	27%	44%
Safer neighborhoods (e.g., reduced crime, less gang activities, more pro-social community-building activities	22%	32%	42%
Improved communication and collaboration among the various systems serving youth and their families (e.g., sharing of information, multidisciplinary case management and planning)	21%	36%	40%

Note: n=35-108. Question 7 continues on next page. Percentages less than 4% are not labeled.

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Legend: Not important, Somewhat important, Important, Very important, Extremely important

Service	Somewhat important	Important	Very important	Extremely important
Linguistically appropriate services (e.g., translation/services in other languages)	6%	24%	30%	39%
Culturally appropriate services (e.g., service providers from diverse cultures/ethnic background, etc.)	4%	29%	26%	39%
Improved communication between the justice system/law enforcement agencies and families		20%	39%	37%
Other (please specify)	31%	23%	11%	31%
Increased data sharing among systems serving youth and their families (e.g., access to IT systems to cross-reference/report on shared clients)	8%	27%	33%	30%
Services that address and are sensitive to the unique needs of LGBT youth	4% 8%	26%	32%	29%
Gender-specific services that address and are sensitive to the unique needs of young men and women	12%	31%	25%	28%

Note: n=35-108. Other responses included nursing guidance, CSEC, more trauma-training for Probation staff, safer neighborhoods, youth behavioral counseling, and transportation. Percentages less than 4% are not labeled.

ASR

Question 8. What are the top outcomes that Ventura County Juvenile Probation Department should focus on achieving in the next three years?

Improvement in mental health (e.g., decreased anxiety, depressed, PTSD symptoms, etc.) — 56%

Decreased drug and alcohol use — 42%

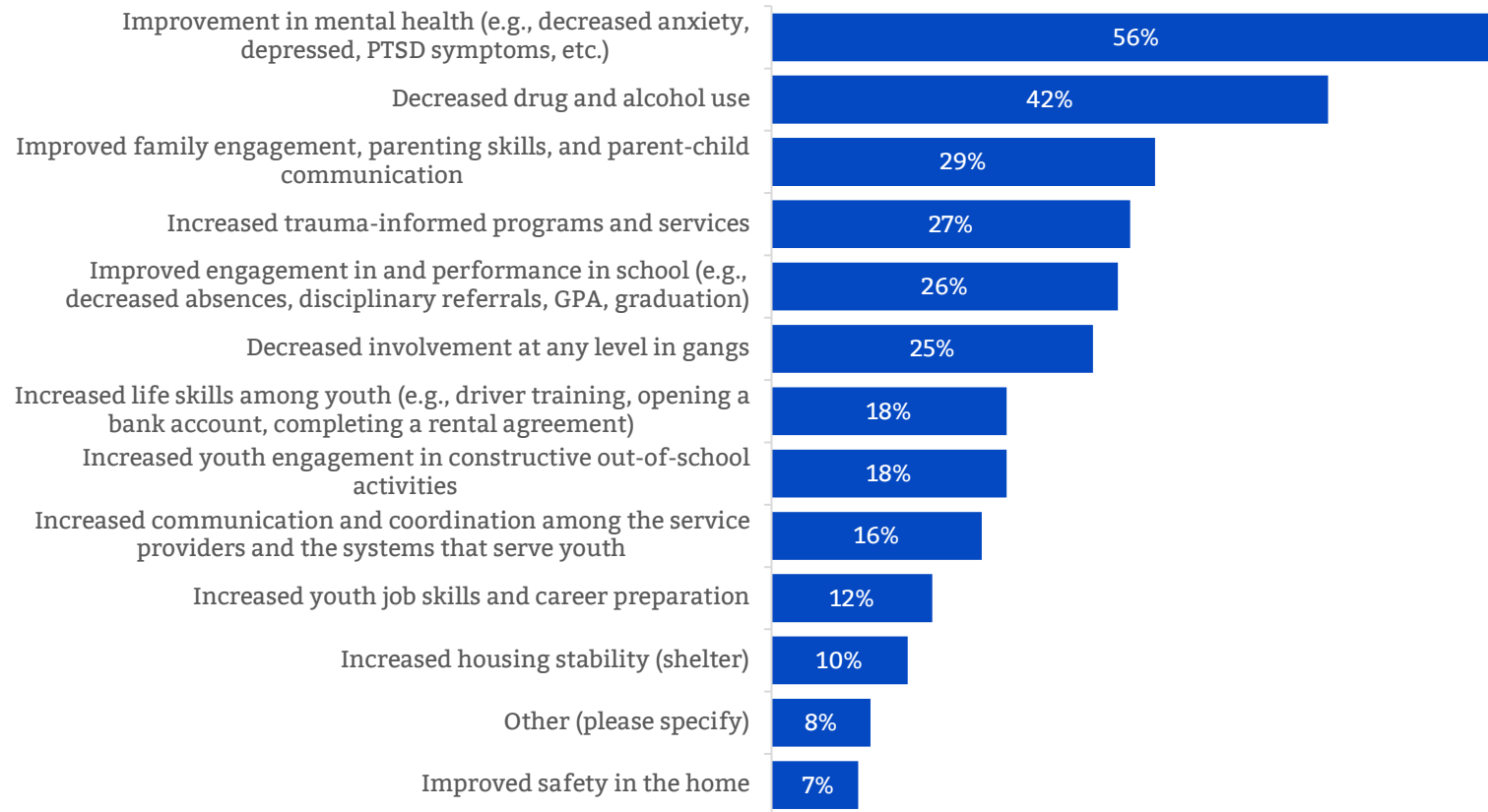Improved family engagement, parenting skills, and parent-child communication — 29%

Increased trauma-informed programs and services — 27%

Improved engagement in and performance in school (e.g., decreased absences, disciplinary referrals, GPA, graduation) — 26%

Decreased involvement at any level in gangs — 25%

Increased life skills among youth (e.g., driver training, opening a bank account, completing a rental agreement) — 18%

Increased youth engagement in constructive out-of-school activities — 18%

Increased communication and coordination among the service providers and the systems that serve youth — 16%

Increased youth job skills and career preparation — 12%

Increased housing stability (shelter) — 10%

Other (please specify) — 8%

Improved safety in the home — 7%

Note: n=7-59. Other responses included CSEC court, help youth away from violating probation, increase indigenous perspectives, all outcomes mentioned above, primary prevention in high need areas, and mobile use, internet use and social media. Percentages less than 4% are not labeled.

Q9. CONCLUDING QUESTIONS, (N=80)	
CONSIDERING YOUR RESPONSES TO THIS SURVEY, AND WHAT YOU SEE TO BE PRESSING PRIORITIES IN YOUR EVERYDAY WORK, WHAT DO YOU FEEL THE JUVENILE JUSTICE COORDINATING COUNCIL MOST NEEDS TO CONSIDER AS IT SETS ITS PRIORITIES FOR THE NEXT THREE YEARS?	% WHO PROVIDE ANSWER
Increase mental health services and treatment	14%
Preventative/Early intervention services	13%
More services/staffing needs/continuity of services	13%
Alcohol and drug treatment	11%
Family support/engagement	8%
Trauma-informed systems of care	8%
School support/engagement/truancy	6%
Systems collaboration/communication	5%
Job training/vocational programs/skill-building	5%
Funding for services	4%
Stable housing	4%
Other priorities mentioned twice each (Accountability of actions, Youth held accountable, mentoring, youth empowerment, more trainings for staff)	13%
Other priorities mentioned once each (All issues in the survey, Alternatives to incarceration, Clear and understandable programs, CSEC court, cultural and linguistic appropriate services, Harness the power of social media, Improved relations with the law, Afterschool programs, Reentry services)	11%

Appendix C: Ventura Juvenile Probation Youth And Parent/Caregiver Surveys

Ventura Probation, in partnership with Applied Survey Research, distributed a survey to parents/caregivers who were visiting youth in the JF, parents/caregivers accompanying youth who were visiting their PO, and youth on informal probation. A total of 123 surveys were completed: 60% were completed by youth on informal probation, 21% were completed by parents/caregivers accompanying their youth during a PO visit, and 19% were completed by those with a youth currently in custody. The demographic profile of participants is presented in Exhibit 40.

Exhibit 41: Demographics of Participants Across the Three Surveys

	PARENT/CAREGIVER VISITING YOUTH IN-CUSTODY	PARENT/CAREGIVER ACCOMPANYING YOUTH VISITING THEIR PO	YOUTH ON FORMAL/INFORMAL PROBATION
YOUTH GENDER	**N = 23**	**N = 26**	**N = 74**
FEMALE	23%	15%	14%
MALE	77%	85%	86%
YOUTH AGE	**N = 21**	**N= 26**	**N = 73**
12-14	-	8%	3%
15-17	62%	77%	43%
18+	38%	15%	55%
YOUTH ETHNICITY	**N= 21**	**N = 26**	**N = 71**
LATINO/HISPANIC	81%	89%	82%
WHITE	10%	8%	10%

BLACK/AFRICAN AMERICAN	-	-	1%
MULTIRACIAL	5%	4%	7%
OTHER	5%	-	-
RELATIONSHIP WITH YOUTH	**N = 23**	**N = 26**	-
MOTHER	74%	77%	-
FATHER	9%	19%	-
GRANDPARENT	9%	4%	-
OTHER	9%	-	-
PARENT GENDER	**N = 22**	**N = 26**	-
FEMALE	86%	81%	-
MALE	9%	19%	-
OTHER	9%		-
PARENT ETHNICITY	**N = 20**	**N = 26**	-
LATINO/HISPANIC	80%	86%	-
WHITE	10%	8%	-
OTHER	10%	4%	-
PROBATION TYPE			

|			
WARDSHIP AND FORMAL PROBATION SUPERVISION	-	-	**53%**
INFORMATION PROBATION (COURT-ORDERED)	-	-	**29%**
INFORMAL PROBATION (CHARGE ADMITTED)	-	-	**10%**
PROBATION WITHOUT WARDSHIP	-	-	**0%**
DEFERRED ENTRY OF JUDGMENT	-	-	**8%**

Question 1. What kind of services would be beneficial for you/your child/youth at this time?

	PARENT/CAREGIVER VISITING YOUTH IN-CUSTODY	PARENT/CAREGIVER ACCOMPANYING YOUTH VISITING THEIR PO	YOUTH ON FORMAL/INFORMAL PROBATION
	N = 23	**N = 26**	**N = 74**
FAMILY THERAPY	**70%**	**42%**	**38%**
ACADEMIC SUPPORT	**48%**	**42%**	**24%**
SCHOOL-BASED COUNSELING SERVICES	**48%**	**27%**	**11%**
DRUG/ALCOHOL RESIDENTIAL TREATMENT	**43%**	**27%**	**11%**
LIFE SKILLS TRAINING	**39%**	**27%**	**11%**
CAREER DEVELOPMENT/JOB TRAINING	**30%**	**23%**	**9%**
DRUG/ALCOHOL OUTPATIENT TREATMENT	**30%**	**23%**	**9%**
MENTAL HEALTH/BEHAVIORAL THERAPY	**30%**	**23%**	**8%**
GANG PREVENTION/ INTERVENTION PROGRAMS	**26%**	**19%**	**8%**
MENTORS/COACHES/ADVOCATES	**26%**	**19%**	**7%**

|			
PREVENTION AND EARLY INTERVENTION SERVICES	26%	15%	7%
SUPPORT AFTER COMPLETING TIME IN THE JUVENILE FACILITY	26%	15%	7%
ALTERNATIVES TO MANAGING BEHAVIOR-RELATED ISSUES AT SCHOOL	22%	15%	5%
ALTERNATIVES TO INCARCERATION	22%	12%	5%
CONFLICT RESOLUTION/ANGER MANAGEMENT TRAINING	22%	12%	5%
TRAUMA-SPECIFIC SERVICES	22%	8%	4%
LEADERSHIP DEVELOPMENT	17%	8%	3%
OUT-OF-HOME CARE & SERVICES FOR YOUTH AGED 18-24	17%	8%	1%
TEEN PARENTING CLASSES	17%	8%	1%
AFTER SCHOOL PROGRAMS	13%	8%	1%
HOUSING SUPPORT	13%	4%	1%
SUPPORT FOR BASIC NEEDS (FOOD, FINANCIAL ASSISTANCE)	13%	4%	1%
GENDER-SPECIFIC SERVICES (LGBTQ+)	4%	4%	0%

OTHER	4%	0%	0%

Question 2. What kind of services would be beneficial for you/parent at this time?
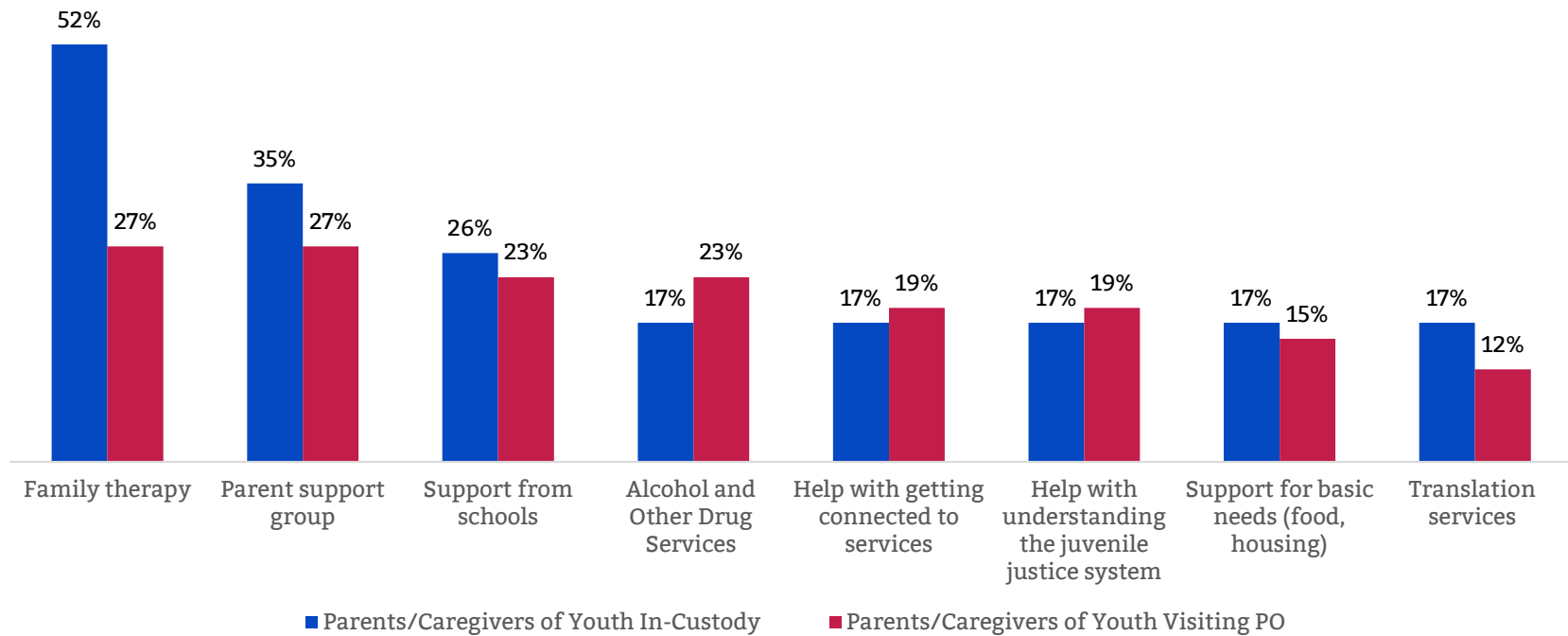
■ Parents/Caregivers of Youth In-Custody   ■ Parents/Caregivers of Youth Visiting PO

Note: Parents/Caregivers of Youth In-Custody (n = 23); Parents/Caregivers of Youth Visiting PO (n = 26). Question 2 results continued on the next page.
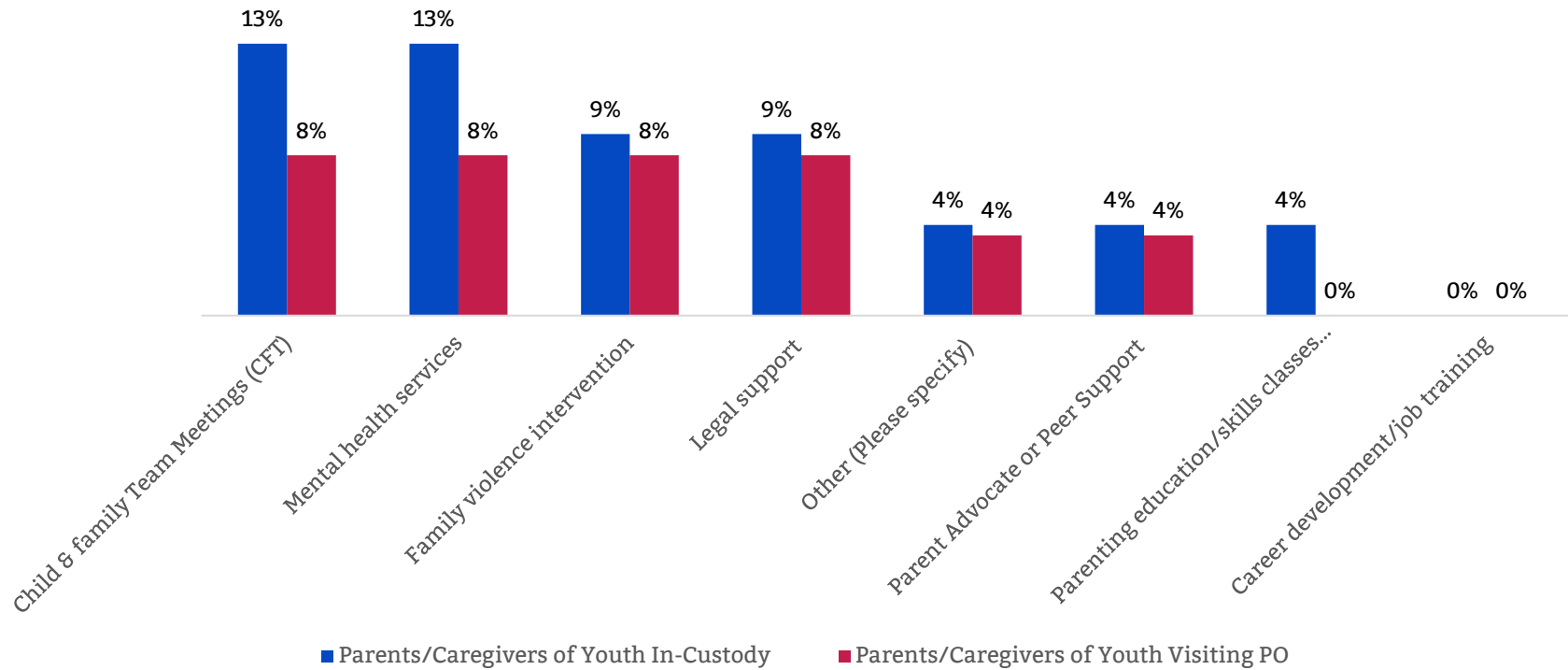
Note: Parents/Caregivers of Youth In-Custody (n = 23); Parents/Caregivers of Youth Visiting PO (n = 26).

Juvenile Justice Coordinating Council (JJCC)

Juvenile Justice Crime Prevention Act (JJCPA)

Budget Proposal

Fund each agency at 100% of their respective budget requests

Fiscal Year 2022/23

Agency Name	FY 2021/22 Approved Budget	FY 2022/23 Estimated State Allocation Base Distribution	FY 2022/23 One-time/Growth Funds	FY 2022/23 Requested Operating Budgets	FY22 vs. FY23 Increase/ (Decrease) Requested Funding
Youth Accountability Team (YAT):					
Probation Department	$ 2,960,460	$ 1,796,731	$ 1,087,824	$ 2,884,555	$ (75,905)
Juvenile Defense Panel	$ 720,000	$ -	$ -	$ -	$ (720,000)
YAT Contracts:			$ -		
CBO-Youth Outreach Counseling	$ 437,505	$ 127,940	$ 77,460	$ 205,400	$ (232,105)
Program Evaluation Services	$ 200,000	$ 124,576	$ 75,424	$ 200,000	$ -
Compliance Contracts	$ 859,305	$ 504,097	$ 305,203	$ 809,300	$ (50,005)
Other Funded Programs, Services and Contracts:					
Youth Services Expansion Contracts (Round 2&3 "R1 Ended 6.30.22)	$ 2,760,399	$ 1,306,245	$ 790,860	$ 2,097,105	$ (663,294)
Restorative Justice: Victim Mediation Services	$ 161,117	$ 100,357	$ 60,760	$ 161,117	$ -
Tattoo Removal Program	$ 25,000	$ 3,114	$ 1,886	$ 5,000	$ (20,000)
Riverside Office of Education (ACE, SB439)	$ 42,234	$ 26,307	$ 15,927	$ 42,234	$ -
District Attorney	$ 2,750,336	$ 1,713,130	$ 1,037,206	$ 2,750,336	$ -
Public Defender	$ 1,277,509	$ 919,458	$ 556,682	$ 1,476,140	198,631
Subcommittee - Community Programs Review and Feedback	$ -	$ 7,475	$ 4,525	$ 12,000	12,000
Contracted Vendor for JJCC Plan	$ -	$ 31,144	$ 18,856	$ 50,000	50,000
Subtotal	$ 12,193,864	$ 6,660,574	$ 4,032,613	$ 10,693,187	$ (1,500,677)
Contingency Funds	$ 6,941,608	$ -	$ 7,376,296	$ 7,376,296	
Total Budget Amount	$ 19,135,472	$ 6,660,574	$ 11,408,909	$ 18,069,483	$ (1,500,677)

(1) Estimated One-Time Funds includes:

FY 21/22 Estimated Carryover (3.7.22)	$	6,895,515
One Time Funds Distributed to Agencies	$	(4,032,613)
Total Remaining Contingency Amount	$	2,862,902
FY2122 Estimated Growth Alloc (October 2022)	$	4,513,394
FY22/23 Total Estimated Contingency Balance	**$**	**7,376,296**

Subject: **FY 2022/23 JJCC Budget Proposal**

The Juvenile Justice Coordinating Council (JJCC) agencies for Juvenile Justice Crime Prevention Act (JJCPA) annually receive an allocation from the State Realignment Enhancing Law Enforcement Subaccount. Distributions to counties are entirely determined as a percent-to-total of each county's total population based on the most recent estimates published by the State Department of Finance (DOF).

In FY 2022/23, Riverside County is expected to receive an estimated State allocation of $6,660,574 in JJCPA Operating Funds. Riverside County is also estimated to receive $4,513,394 in FY 2021/22 state growth allocation, which is anticipated to be distributed in October of FY 2022/23. Using the estimated state allocation, estimated growth allocation and the anticipated carryover balance (resulting from projected unexpended funds in FY 2021/22) the proposed JJCC budget for FY 2022/23 is as follows:

1. Distribute the baseline state allocation of $6,660,574 based on the requested allocations for all agencies.

2. Fund any additional budget gaps with available one-time funding, i.e., anticipated carryover balance, contingency funds, and growth allocation.

3. Deposit any remaining funds and the FY 2021/22 state growth allocation into the contingency fund upon receipt.

Recommended Motion: That the Juvenile Justice Coordinating Council:
1. Approve the JJCC budget proposal for FY 2022/23.

Respectfully submitted,

Cherilyn Williams
Cherilyn Williams
Chief Deputy Probation Administrator