

RIVERSIDE COUNTY
JUVENILE JUSTICE COORDINATING COUNCIL MEETING

VIRTUAL MEETING

March 22, 2021, 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
Karen Spiegel
Or Designee

Community Based Organization
Representative, Kevin Kalman
Desert Recreation District

Chairperson, Juvenile Justice
Delinquency Prevention
Laurel Cook
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) 955-9468.*
- *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://countyofriverside.us/ConstituentSpeakingRequest.aspx#gsc.tab=0>

Once registered, further information will be provided.

March 22, 2021, 2:00 P.M.

AGENDA

1. Call to Order
2. Roll Call (Voting Members)
3. Link to January 25, 2021 Virtual JJCC Meeting – Discussion Item
<https://livestream.com/rivcolive/jjccmeetings/videos/216783974>
4. Technical Report by WestEd – Discussion Item
5. Program/Budget Presentation for Fiscal Year 21/22– Discussion Item
 - a) Available Funding
 - b) Probation Department
 - c) Public Defender
 - d) District Attorney
 - e) Riverside County Office of Education
6. Approval of 21/22 Fiscal Year Budget – Action Item
7. JJCC Subcommittee Update – Discussion Item
8. Special Meeting – Action Item
May 03, 2021
9. Council Comments
10. Public Comments
11. Adjournment

Next JJCC Meeting

Date/Time: November 15, 2021, 2:00 P.M.

Location: Virtual Meeting



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

2020 Evaluation Report

March 2021

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Suggested citation: Pedroza, V., Lam, A. C., Carter, Russo, R., C., Zimiles J., & Wendt, S. J. (2021). *Evaluation of Riverside County Probation Department's Juvenile Justice Crime Prevention Act Programs: 2020 Evaluation Report*. San Francisco, CA: WestEd.

WestEd is a nonpartisan, nonprofit research, development, and service agency that works with education and other communities throughout the United States and abroad to promote excellence, achieve equity, and improve learning for children, youth, and adults. WestEd has more than a dozen offices nationwide, from Massachusetts, Vermont, Georgia, and Washington, DC, to Arizona and California, with headquarters in San Francisco.

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

In 2020, Riverside County Probation Department provided programs through California's Juvenile Justice Crime Prevention Act (JJCPA) funding. The funding supported three programs implemented by Riverside County agencies and programming provided by 14 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 2020 calendar year. Riverside County Probation Department contracted with WestEd, a nationally recognized research and evaluation firm, to provide external evaluation services beginning in October 2019.¹ 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 14 CBOs funded by Riverside County Probation Department JJCPA (six CBOs were funded in 2019 and eight CBOs were funded in February 2020). This evaluation report draws on data collected using tools developed in collaboration between WestEd and the CBOs as well as existing data collected by 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, the shelter-in-place order, and their impact on program implementation in mind. The report provides CBO-specific findings, including a description of the program, COVID-19 related adaptations to program implementation, referral sources, the number of youth and families served, referrals the programs made, and a discussion of outcomes related to program participation.

¹ As part of the contract, WestEd provided the 2019 Evaluation Report (Wendt, Lam, & Pedroza, 2020) outlining results for the 2019 calendar year.

In summary, in 2020, through its JJCPA funding, Riverside County Probation Department served 6,023 youth and reached another 9,524 youth with presentations. Programs offered by the CBOs also reached 1,699 families. Depending on the program, outcomes included school attendance, grade point average (GPA), new arrests, pro-social activities, supervision outcomes, and social and emotional outcomes, such as anger management and improved relationships.

Programs Offered by Riverside County Agencies

In 2020, 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 following sections provide an overview of each program, the number of youth served in calendar year 2020 via each program, and related outcomes.

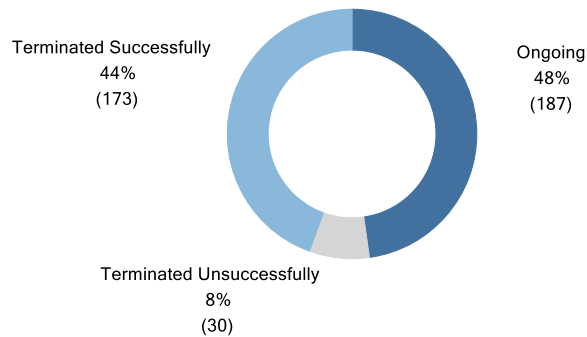
Successful Short-Term Supervision (SSTS)

Riverside County Probation Department's SSTS program served youth ages 12–18 to assist 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 included 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 390 youth from January 1 through December 31. By December 31, 48 percent (n = 187) of the cases were still ongoing and 52 percent (n = 203) of the cases terminated (Exhibit 1). Of the 203 terminated cases, 85 percent were successful terminations and 15 percent were unsuccessful terminations.

Exhibit 1. SSTS Status



On average, youth who successfully terminated SSTS had a slightly shorter supervision length (8.48 months) compared to youth who unsuccessfully terminated SSTS (9.40 months). However, this group difference was not statistically significant (Exhibit 2).²

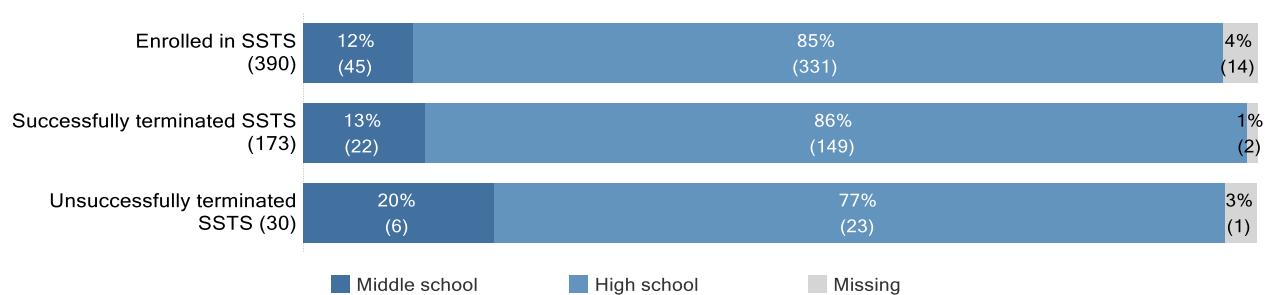
Exhibit 2. Mean SSTS Supervision Length in Months by SSTS Status

	n	Mean	SD
Successfully terminated SSTS	161	8.48	4.24
Unsuccessfully terminated SSTS	25	9.40	5.70

Missing data: 0%. No statistically significant difference between successful terminations vs. unsuccessful terminations. Time measured in months.

Overall, the majority of SSTS youth were in high school (Exhibit 3). The age range was between 12 and 19 years old, with a mean age of 16 years old (Exhibit 4).

Exhibit 3. School Level by SSTS Status



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

² See Appendix A for details about the analytic approaches used to conduct significance tests in the report.

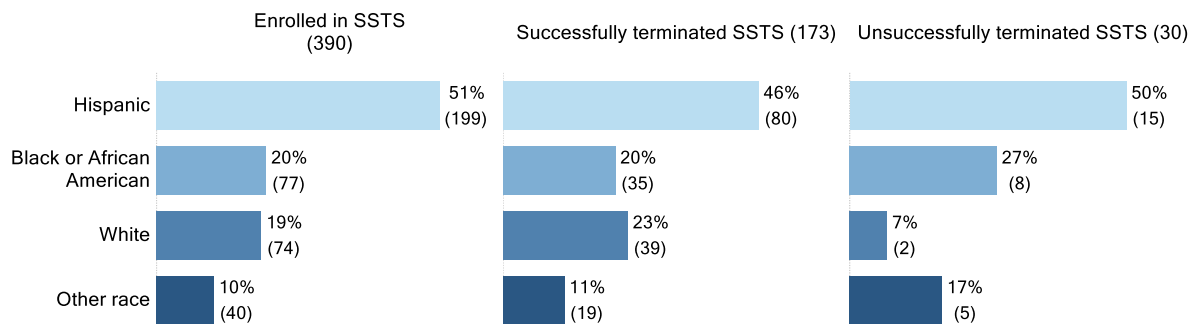
Exhibit 4. Mean Age by SSTS Status

	n	Mean	SD	Min	Max
Enrolled in SSTS	388	15.65	1.51	12	19
Successfully terminated SSTS	173	15.59	1.57	12	19
Unsuccessfully terminated SSTS	30	15.70	1.68	12	18

Missing data: 1%. No statistically significant difference between successful terminations vs. unsuccessful terminations.

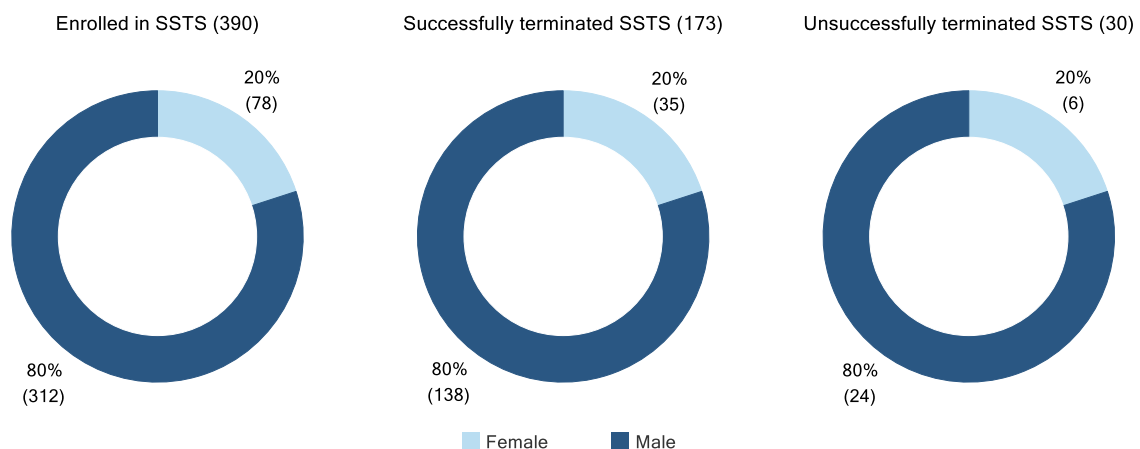
Across all youth enrolled in SSTS, approximately half were Hispanic, one-fifth were Black or African American, another one-fifth were White, and the remaining 10 percent were of other race (Exhibit 5). The majority of youth enrolled in SSTS (80%) were male (Exhibit 6).

Exhibit 5. Race/Ethnicity by SSTS Status



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

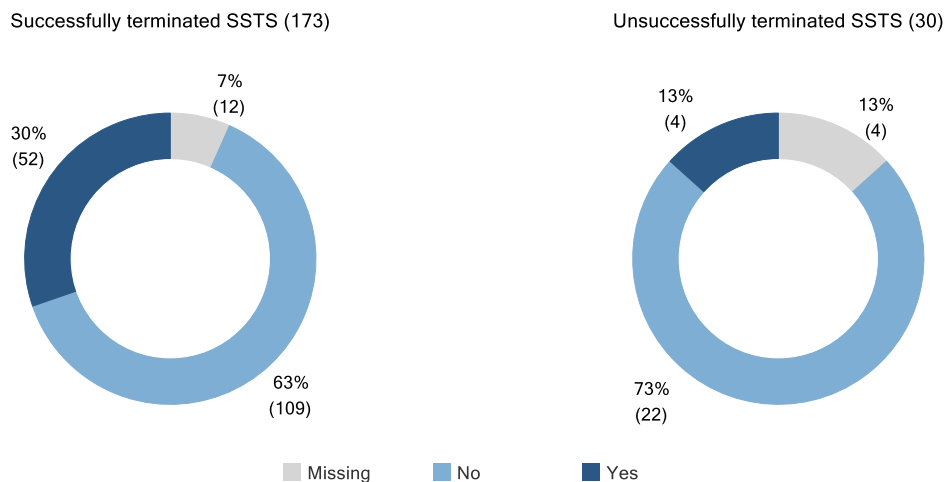
Exhibit 6. Gender by SSTS Status



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

In terms of prior involvement with the criminal justice system, the majority of youth—regardless of whether they successfully or unsuccessfully terminated SSTS—had zero arrests before enrolling in SSTS (63% and 73%, respectively; Exhibit 7). There were no statistically significant differences in whether youth had prior arrests between those who successfully terminated SSTS and those who unsuccessfully terminated SSTS.

Exhibit 7. Whether Arrested Before SSTS Enrollment by SSTS Status



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

Outcomes

Academic Outcomes

SSTS collected various academic-related outcome data at pre-test (during enrollment in 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 were 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 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 (116.98) than youth who unsuccessfully terminated SSTS (90.04) at program exit (Exhibit 8). This group difference was not statistically significant. Note that approximately half of the sample (49%) was missing post-test school credit data.

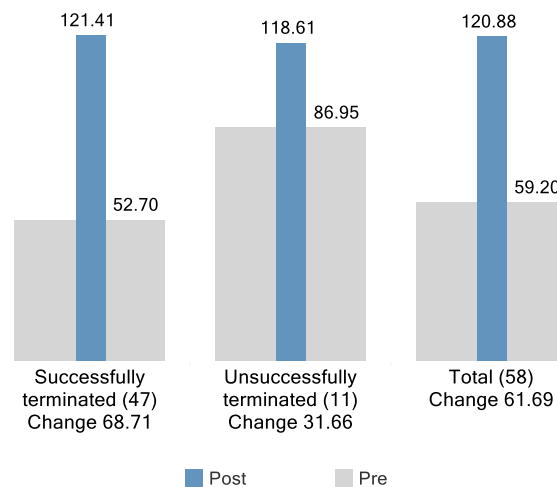
Exhibit 8. Mean School Credits at Post-Test by SSTS Status



Missing data: 49%. No statistically significant difference between successful terminations vs. unsuccessful terminations.

Youth who successfully terminated entered SSTS with less school credits (52.70) than youth who unsuccessfully terminated SSTS (86.95). Although youth who successfully terminated SSTS had a larger increase in school credits (68.71) than youth who unsuccessfully terminated SSTS (31.66), this group difference was not statistically significant (Exhibit 9). Note that 69 percent of the sample was missing school credit data from pre- and/or post-test.

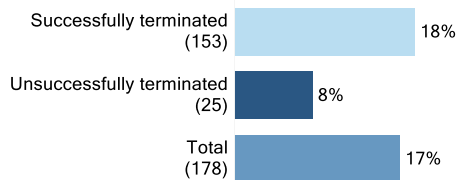
Exhibit 9. Mean Pre-Post Changes in School Credits by SSTS Status



Missing data: 69%. No statistically significant difference between successful terminations vs. unsuccessful terminations.

On average, youth who successfully terminated SSTS had a higher graduation rate (18%) than youth who unsuccessfully terminated SSTS (8%) at program exit (Exhibit 10). However, this group difference was not statistically significant.

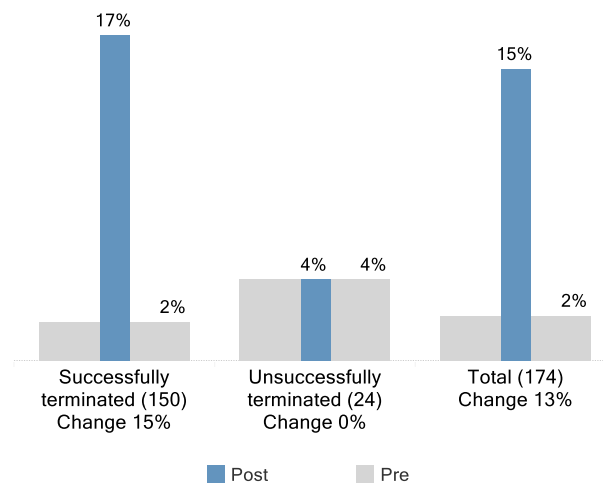
Exhibit 10. Mean High School Graduation Rate at Post-Test by SSTS Status



Missing data: 5%. No statistically significant difference between successful terminations vs. unsuccessful terminations.

Youth who successfully terminated SSTS and youth who unsuccessfully terminated SSTS had similar graduation rates when they started SSTS (2% and 4%, respectively). There was no change in the graduation rate for youth who unsuccessfully terminated SSTS, whereas the graduation rate increased by 15 percentage points for youth who successfully terminated SSTS (Exhibit 11). Significance tests could not be conducted because there was no change for the unsuccessful termination group.

Exhibit 11. Mean Pre-Post Changes in High School Graduation Rate by SSTS Status



Missing data: 7%. Significance tests could not be conducted because there was no change for the unsuccessful termination group.

On average, youth who successfully terminated SSTS and youth who unsuccessfully terminated SSTS had the same school attendance rate (63%) at program exit (Exhibit 12). Note that 42 percent of the sample was missing data.

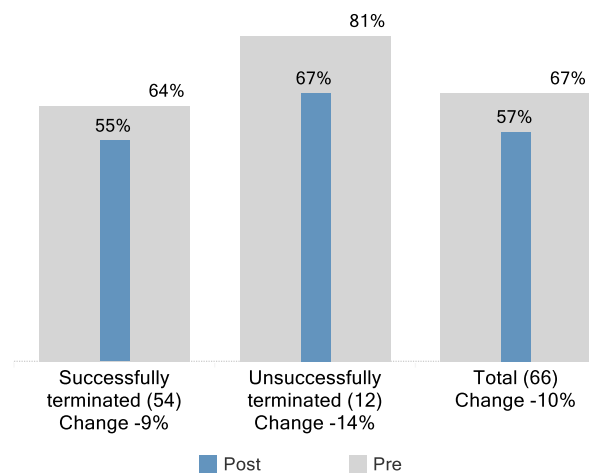
Exhibit 12. Mean Attendance Rate at Post-Test by SSTS Status



Missing data: 42%. No statistically significant difference between successful terminations vs. unsuccessful terminations.

However, both groups had higher school attendance rates when they first started SSTS (Exhibit 13). On average, youth who successfully terminated SSTS had a 64 percent attendance rate at program entry and a 55 percent attendance rate at program exit—a negative 9 percentage point difference. Youth who unsuccessfully terminated SSTS had an 81 percent attendance rate at program entry and a 67 percent attendance rate at program exit—a negative 14 percentage point difference. This group difference in change in attendance rate was not statistically significant. There are two important considerations when interpreting these results. First, approximately two-thirds of the sample (65%) 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 decrease in school attendance.

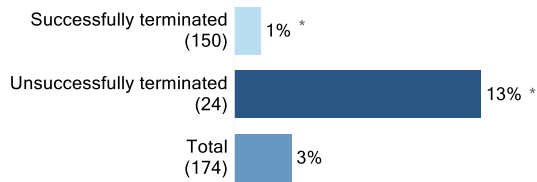
Exhibit 13. Mean Pre-Post Changes in School Attendance Rate by SSTS Status



Missing data: 65%. No statistically significant difference between successful terminations vs. unsuccessful terminations.

On average, youth who successfully terminated SSTS had a lower expulsion rate (1%) than youth who unsuccessfully terminated SSTS (13%) at program exit (Exhibit 14). This group difference was statistically significant ($p = .01$).

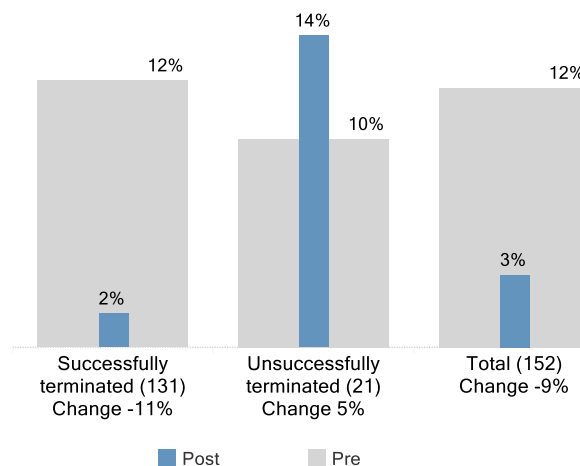
Exhibit 14. Expulsion Rate at Post-Test by SSTS Status



Missing data: 7%. * Statistically significant difference between successful terminations vs. unsuccessful terminations ($p = .01$).

Although youth who successfully terminated began SSTS with a similar expulsion rate (12%) as youth who unsuccessfully terminated SSTS (10%), the successful termination group showed an improvement in the expulsion rate (-11 percentage point difference) than the unsuccessful termination group (5 percentage point difference; Exhibit 15). 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). Approximately one-fifth of the sample (19%) was missing data.

Exhibit 15. Mean Pre-Post Changes in Expulsion Rate by SSTS Status



Missing data: 19%. Significance tests could not be conducted because of multicollinearity. Percentage point differences between pre-test and post-test may be off due to rounding.

Youth who successfully terminated SSTS had a higher average GPA (2.27) than youth who unsuccessfully terminated SSTS (1.66) at program exit (Exhibit 16). This group difference was statistically significant ($p = .02$). Approximately a quarter of the sample (28%) was missing data.

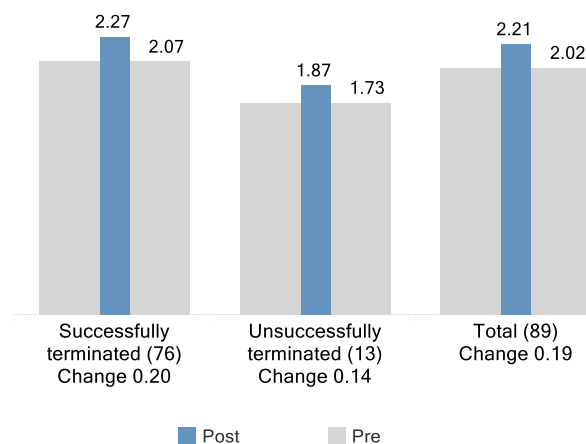
Exhibit 16. Mean GPA at Post-Test by SSTS Status



Missing data: 28%. * Statistically significant difference between successful terminations vs. unsuccessful terminations ($p = .02$).

Youth who successfully terminated SSTS began SSTS with a higher average GPA (2.07) than youth who unsuccessfully terminated SSTS (1.73). The successful termination group had a higher improvement in GPA (0.20 change) than the unsuccessful termination group (0.14 change; Exhibit 17). However, this group difference in GPA improvement was not statistically significant. Approximately half of the sample (52%) was missing data.

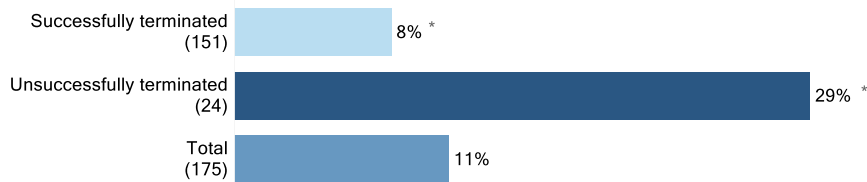
Exhibit 17. Mean Pre-Post Changes in GPA by SSTS Status



Missing data: 52%. No statistically significant difference between successful terminations vs. unsuccessful terminations.

A lower percentage of youth who successfully terminated SSTS (8%) had an Individualized Educational Program (IEP) than youth who unsuccessfully terminated SSTS (29%) at program exit (Exhibit 18). This group difference was statistically significant ($p = .004$).

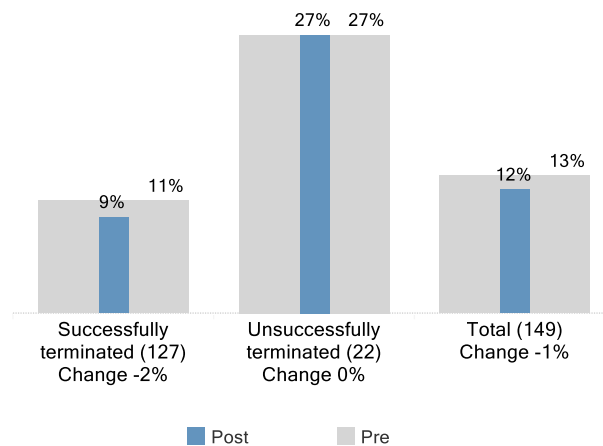
Exhibit 18. IEP Status at Post-Test by SSTS Status



Missing data: 6%. * Statistically significant difference between successful terminations vs. unsuccessful terminations ($p = .004$).

Across all youth who terminated SSTS, successfully or unsuccessfully, the percentage of youth who had an IEP did not change much between program entry and exit (-1 percentage point difference). There were no group differences in changes in IEP status (Exhibit 19). Note that 20 percent of the sample was missing data.

Exhibit 19. Mean Pre-Post Changes in IEP Status by SSTS Status



Missing data: 20%. No statistically significant difference between successful terminations vs. unsuccessful terminations.

Exhibit 20 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.

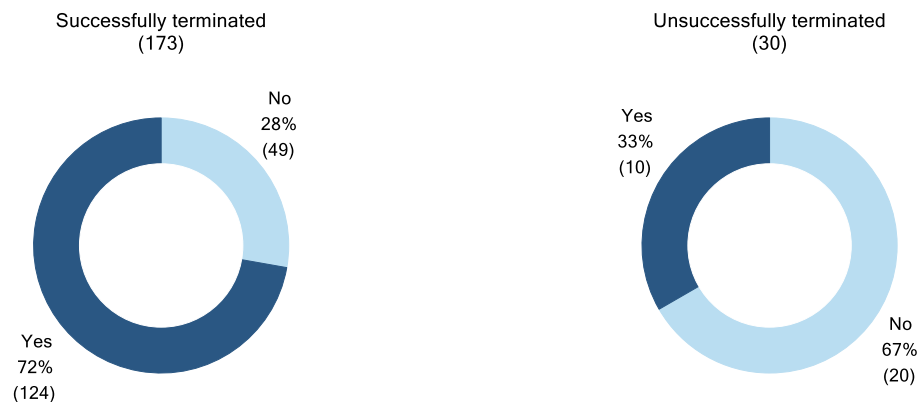
Exhibit 20. Summary of Significant Differences in Academic Outcomes Results

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

Pro-Social Activities

At program exit, a larger percentage of youth who successfully terminated SSTS (72%) reported participating in pro-social activities compared to those who unsuccessfully terminated SSTS (33%; Exhibit 21). This group difference was statistically significant ($p < .001$).

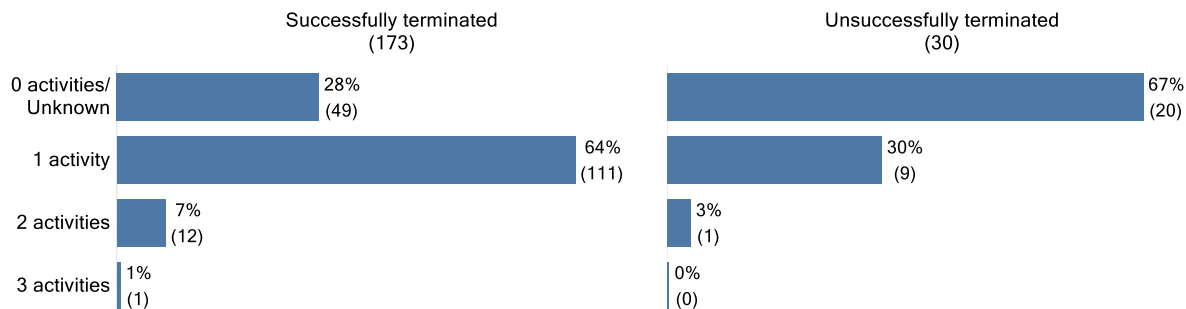
Exhibit 21. Whether Participated in Pro-Social Activities by SSTS Status



Statistically significant difference between successful terminations vs. unsuccessful terminations ($p < .001$).

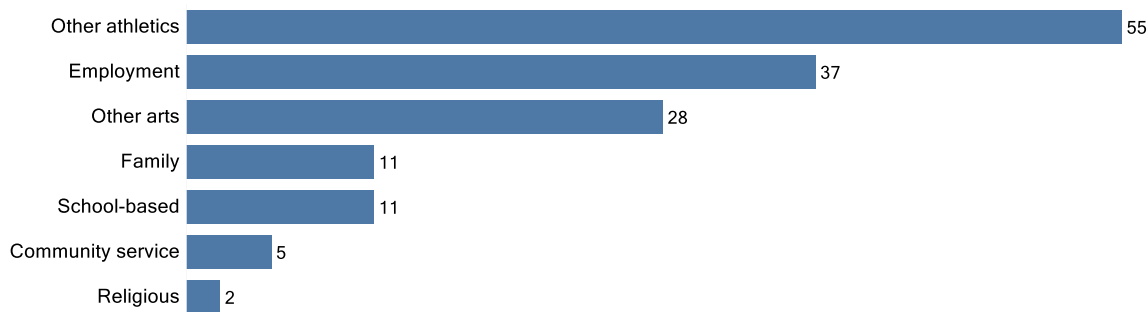
Regarding the number of pro-social activities, the majority of youth who successfully terminated SSTS (64%) reported engaging in one pro-social activity (Exhibit 22). In contrast, the majority of youth who unsuccessfully terminated SSTS (67%) did not engage in pro-social activities or did not report a pro-social activity (unknown). On average, youth who successfully terminated SSTS reported engaging in 0.80 pro-social activities, whereas youth who unsuccessfully terminated SSTS reported engaging in 0.37 pro-social activities. This group difference was statistically significant ($p < .001$).

Exhibit 22. Number of Pro-Social Activities Reported by SSTS Status



The pro-social activity most commonly reported by youth who terminated SSTS—either successfully or unsuccessfully—was other athletics, which includes off-campus sports, gym memberships, and martial arts training (Exhibit 23). The next commonly reported pro-social activity was employment, followed by other arts (includes music classes and dance).

Exhibit 23. Types of Pro-Social Activities Reported by Youth Who Terminated SSTS (Successfully or Unsuccessfully)



Note. 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. School-based activities includes athletics and other extracurricular club activities affiliated with the youth's respective schools. Other athletics includes off-campus sports, gym memberships, and martial arts training. Other arts include music classes and dance.

New Arrests

Arrest data were available through November 29, 2020 (i.e., recidivism data were available up to 9-months post program completion). New arrests—both during SSTS program participation or after program exit—were infrequent for both groups. Of the youth who successfully terminated SSTS, 1 percent were arrested during SSTS as well as after terminating SSTS (Exhibits 24 and 25). Of the youth who unsuccessfully terminated SSTS, 7 percent were arrested during SSTS and 3 percent were arrested after terminating SSTS. There were no statistically significant group differences in arrest rates during SSTS or after terminating SSTS.

Exhibit 24. Arrest Rates During SSTS by SSTS Status



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

Exhibit 25. Arrest Rates After SSTS Termination by SSTS Status

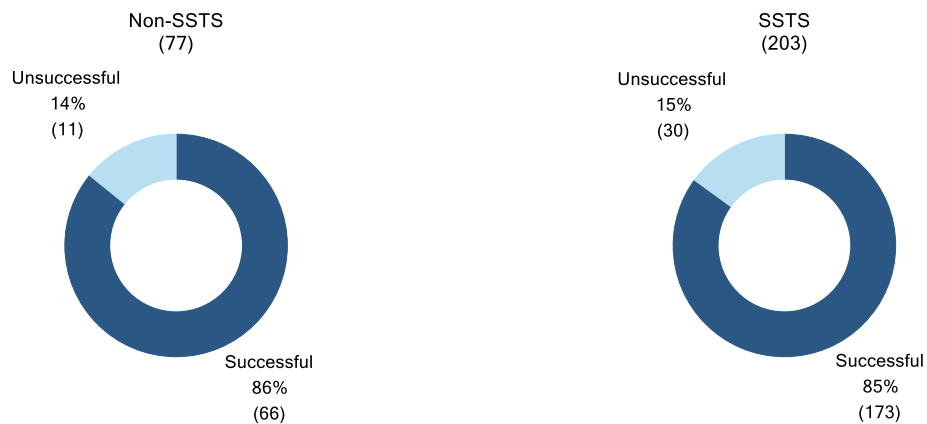


No statistically significant difference between successful terminations vs. unsuccessful terminations.

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 26). Of the 77 non-SSTS youth, 86 percent successfully terminated their supervision and 14 percent unsuccessfully terminated their supervision by December 31. SSTS had a similar successful termination rate (85%) as the non-SSTS group (86%), and this difference was not statistically significant. It is important to note that no other data were available, so it is unknown 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 26. SSTS and Non-SSTS Supervision Outcomes



No statistically significant difference between SSTS and non-SSTS groups.

Youth Accountability Team (YAT)

Riverside County Probation Department’s 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 6 months for youth ages 12–17 with a formal 602 petition. The program is designed to assist youth and their families with meeting case plan goals and to expose them to a myriad of pro-social activities in the community. The YAT program ceased by September 30, 2019 and recommenced in July 2020. No youth enrolled in YAT during July through December 2020.

Gang Awareness Mentorship and Education (GAME)

Riverside County District Attorney’s Office program, GAME, consists of eight types of presentations: 1) gang awareness; 2) drug awareness; 3) Parent Power presentations, which cover positive healthy relationships with children, effective discipline strategies, and strategies for helping youth avoid risky behaviors; 4) bullying; 5) human trafficking; 6) sexting; 7) internet safety; and 8) healthy relationships/teen violence. 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 in order to continue to reach students and educators. For instance, 81 percent of the GAME presentations were virtual.³ 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.

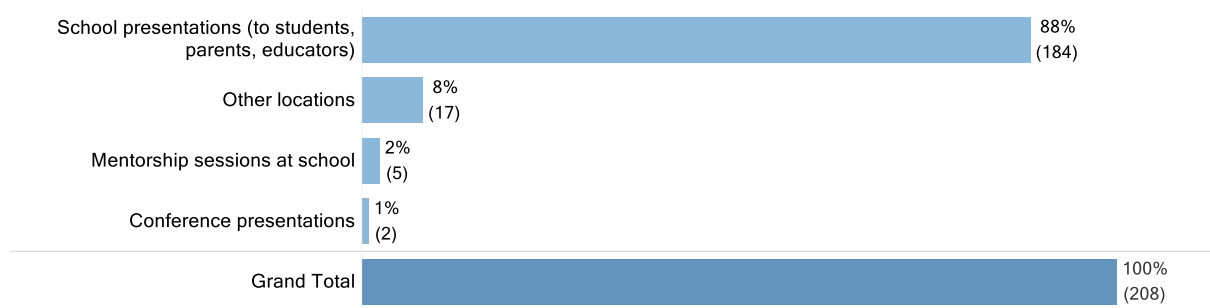
³ WestEd began tracking GAME presentation modality in November 2020.

Additional GAME outreach included presentations to non-profit organizations and Probation youth and parents. GAME also provided one-on-one and group mentoring sessions to students at school. However, due to COVID-19 school closures, GAME halted mentoring sessions in March.

Youth and Parents Served

GAME provided 203 presentations and five one-on-one or small group mentoring sessions to students in 2020 (Exhibit 27). The majority of the presentations were school presentations to students, parents, and educators.

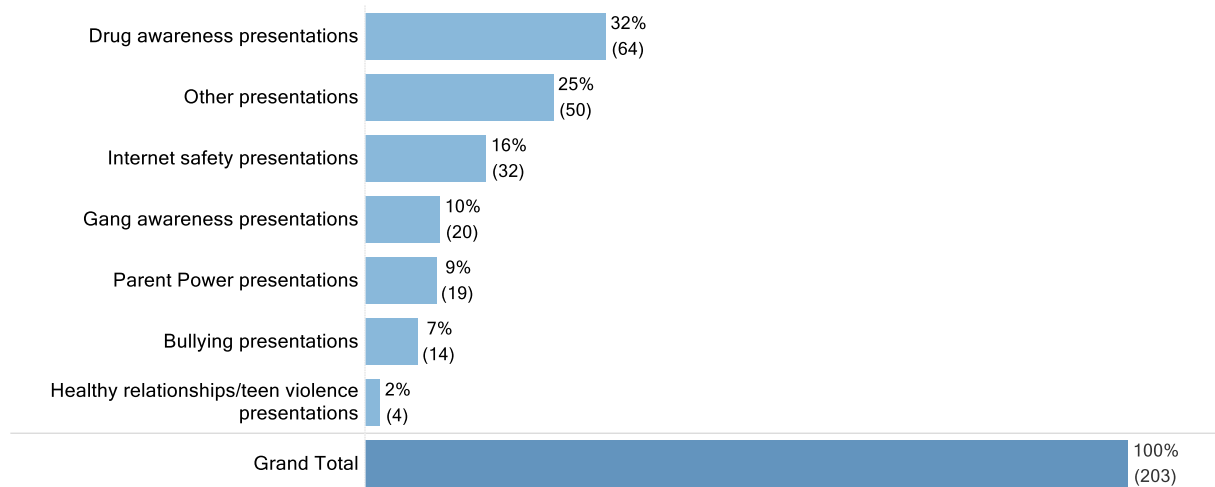
Exhibit 27. Location of GAME Presentations and Mentorship Sessions



“Other locations” included presentations to non-profit organizations, the Citizen’s Academy at the District Attorney’s Office, the Probation Department, and Probation youth and parents.

The most common type of GAME presentations were drug awareness presentations (32%), followed by “other” presentations (25%; includes overviews of the GAME program and the District Attorney’s Office’s related Youth Empowerment & Safety (YES) program and presentations at Career Days, Power of Education, and Read Across America) and internet safety presentations (16%; Exhibit 28).

Exhibit 28. Types of GAME Presentations



“Other presentations” included overviews of the GAME and YES programs and presentations at Career Days, Power of Education, and Read Across America.

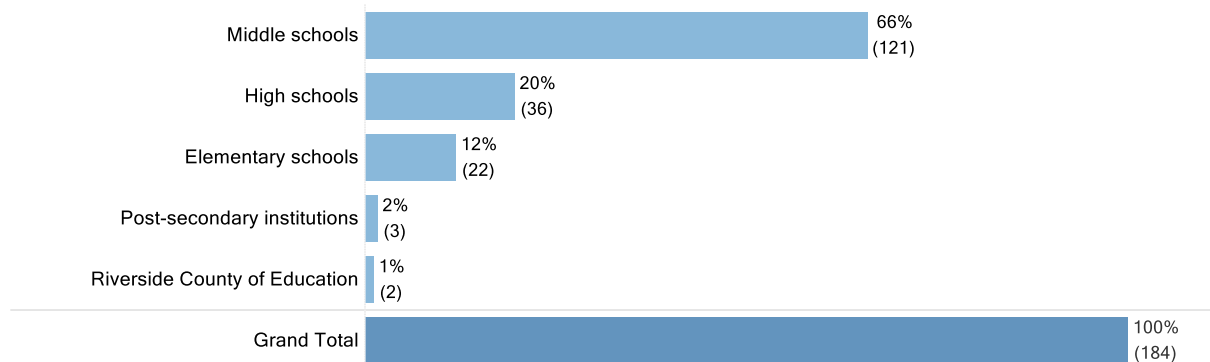
The majority of presentations and mentorship sessions were delivered in English (95%), and 5 percent were conducted in Spanish (Exhibit 29).

Exhibit 29. Language GAME Presentations and Mentorship Sessions Were Delivered In



Of the GAME presentations, approximately two-thirds occurred at middle schools, followed by 20 percent at high schools and 12 percent at elementary schools (Exhibit 30).

Exhibit 30. Types of Schools Where GAME Presentations Were Conducted



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. Post-secondary includes college and universities.

On average, GAME presentations were 1.24 hours long, with GAME providing a total of 208 hours of presentations. On average, mentorship sessions were 0.90 hours long, with GAME providing a total of 4.50 mentoring hours. GAME presentations on average had 47 students, parents, or educators in attendance with a total of 9,524 individuals who attended GAME presentations.

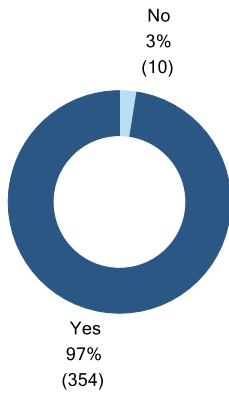
Outcomes

In November 2020, GAME began administering 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 short online surveys allowed GAME to assess the effectiveness of the gang and drug awareness presentations within the confines of the school schedules. However, some of the schools’ firewalls prevented students from accessing the surveys—an obstacle to data collection.

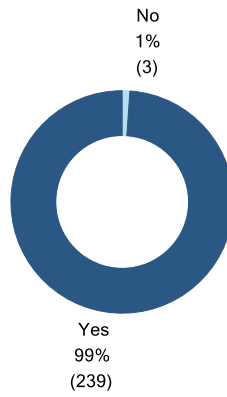
Almost all students (97%) responded that the gang awareness presentations helped them want to stay away from gangs (Exhibit 31). Additionally, almost all students indicated that the drug awareness presentations helped them want to stay away from illegal drugs and vaping (99% and 96%, respectively).

Exhibit 31. Youth Responses to GAME's Gang and Drug Awareness Presentations Surveys

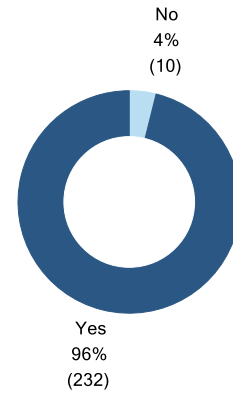
Stay away from gangs? (364)



Stay away from illegal drugs? (242)



Stay away from vaping? (242)



Programs Offered by Community-Based Organizations

Riverside County Probation Department also provided JJCPA funding to 14 CBOs. Six CBOs were funded in 2019 and eight CBOs were funded in February 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 Konflikt; Operation SafeHouse Desert; Operation SafeHouse Riverside, and StudentNest. The eight CBOs that provided programming through JJCPA funding beginning in February 2020 are: Big Brothers Big Sisters of Orange County and Inland Empire (BBBS); Calicinto Ranch, Inc.; Chavez Educational Services, LLC; Community Connect; Living Advantage, Inc.; Playa Vista Job Opportunities and Business Services (PV Jobs); Raincross Boxing Academy; and Riverside Art Museum. Additionally, Chapman University's Restorative Justice Program was funded in November but the CBO was not included in the report because they did not serve youth in 2020. Calicinto's agreement expired in June 2020.⁴

This section paints a description of who was served by all 14 CBOs: 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. Additional information on the CBO data sources are discussed in Appendix A. Subsequent sections provide specific results by CBO.

Youth Served

From January to April, CBOs reported services on a monthly basis with duplicated youth counts. Starting in May 2020, 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. The CBOs adopted the Client Data Tracker in different months. Information about when the CBOs adopted the Client Data Tracker are provided in Appendix A. CBOs reported serving 4,807 youth through a myriad of programs during the 2020 calendar year. StudentNest Foundation served the largest number of youth, followed by Kids in Konflikt and Wylie Center (Exhibit 32). Detailed information on the services each CBO provided are reported in each CBO's section.

⁴ Data were only included for services provided with current agreements at the time of this report.

In the sections below, and in each CBO’s section, data visualizations in green display data obtained from CBOs’ monthly reports, which included duplicated counts of youth and families and did not provide service provision hours. Data visualizations in blue display data obtained from the Client Data Trackers, which provided unduplicated counts of youth and families and service provision hours.

Exhibit 32. Duplicated Counts of Youth Served by CBO

CBO	Hours	Number of Clients
Calicinto	-	298
Chavez	-	30
Jay Cee Dee	-	355
Kids in Konflikt	-	894
Living Advantage	-	294
Operation SafeHouse Desert	-	138
Operation SafeHouse Riverside	-	233
PV Jobs	-	260
Raincross Boxing Academy	-	203
Riverside Art Museum	-	236
StudentNest Foundation	-	1,366
Wylie Center	-	500

Source: Monthly reports. Data from monthly reports were self-reported by the CBOs. Prior to the implementation of the Client Data Tracker, service provision hours were not consistently reported in CBOs’ monthly reports.

CBOs reported services provided to each youth through the Client Data Tracker as well as the number of hours spent on the services (see Appendix A for information on CBO Client Data Tracker implementation). CBOs reported serving 826 unique youth through a myriad of programs during the 2020 calendar year (Exhibit 33). BBBS served the largest number of youth, followed by Kids in Konflikt. In terms of hours served, StudentNest provided the highest total number of hours, followed by Operation SafeHouse Desert and Operation SafeHouse Riverside. Detailed information on the services each CBO provided are reported in each CBO’s section.

Exhibit 33. Unduplicated Counts of Youth Served by CBO

CBO	Hours	Number of Clients
BBBS	2141	167
Chavez	824.5	90
Community Connect	206.5	19
Kids in Konflikt	491	130
Living Advantage	791.75	38
Operation SafeHouse Desert	3119.25	60
Operation SafeHouse Riverside	2308.75	93
PV Jobs	1132.5	50
Raincross Boxing Academy	641	24
StudentNest Foundation	3374.75	90
Wylie Center	310.75	65

Source: Client Data Tracker. Calicinto, Jay Cee Dee, and Riverside Art Museum did not provide data through the Client Data Tracker.

Characteristics of Youth Served

Information on youth demographic characteristics were obtained from two data sources—the Client Data Trackers and a standardized youth survey developed by WestEd that all CBOs began administering in May 2020 (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. Across the 11 CBOs who reported data, approximately 54 percent of the youth served identified as male, 44 percent identified as female, and 1 percent identified as non-binary or something else (Exhibit 34).

Exhibit 34. Gender of Youth Served by CBOs



The majority of youth identified as heterosexual (81%), followed by bisexual/pansexual (11%), then something else (4%; Exhibit 35). Examples of “something else” include “transsexual” and “queer.”

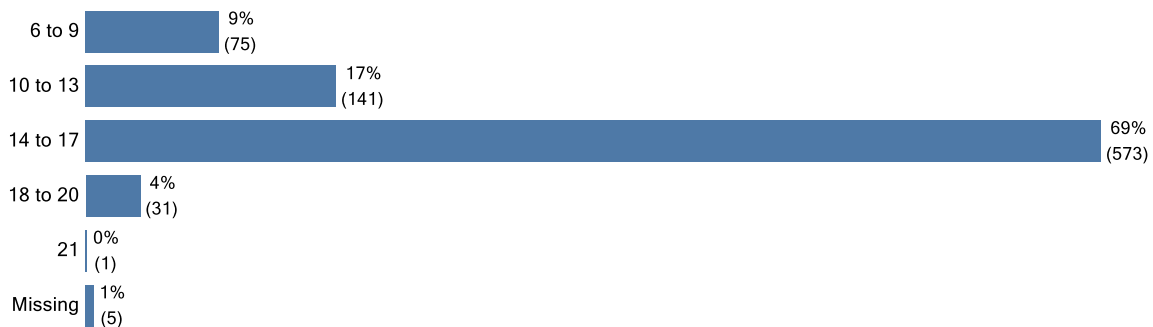
Exhibit 35. Sexual Orientation of Youth Served by CBOs



Missing data: 13%

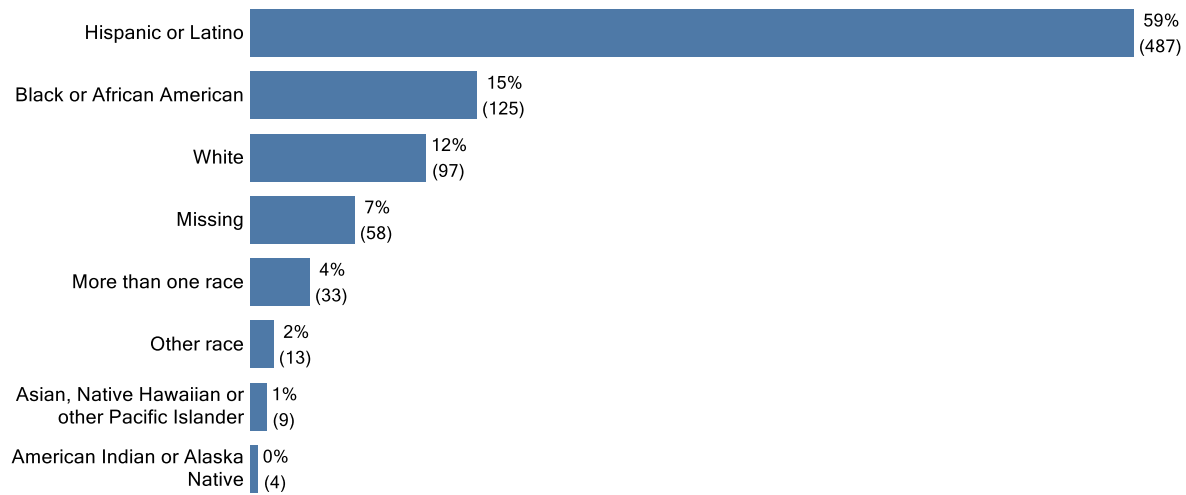
CBOs served youth ages 6 to 21 years old. Across the CBOs, the majority of the youth (69%) served were ages 14 to 17, followed by youth ages 10 to 13 (17%), and youth ages 6 to 9 (9%; Exhibit 36).

Exhibit 36. Age of Youth Served by CBOs



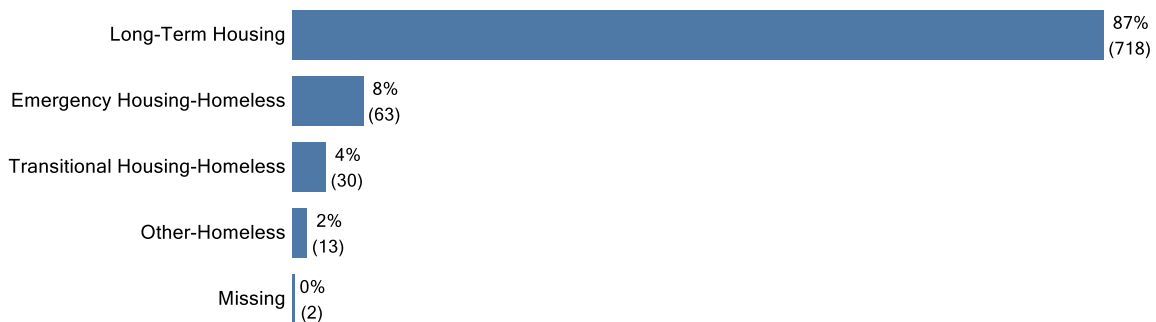
The majority of the youth (59%) served by the CBOs were Hispanic or Latino, followed by Black or African American (15%) and White (12%; Exhibit 37).

Exhibit 37. Race/Ethnicity of Youth Served by CBOs



The majority of youth served (87%) were living in long-term housing (Exhibit 38). CBOs also served youth who were experiencing homelessness (13%).

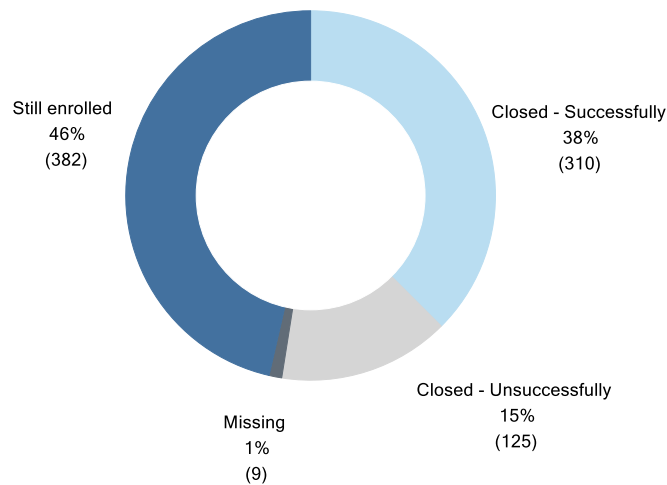
Exhibit 38. Housing/Living Status of Youth Served by CBOs



Case Closures

Of the 826 youth enrolled, 46 percent were still being served at the end of December and 53 percent had their cases closed (Exhibit 39). Of the 435 closed cases, 71 percent of cases closed successfully, and 29 percent closed unsuccessfully. Detailed information on case closures are reported in each CBO's section.

Exhibit 39. Case Closures



Families Served

CBOs reported serving 1,457 duplicated families during the 2020 calendar year, most of them served by Calicinto (Exhibit 40). CBOs also reported serving 242 unique families, with StudentNest serving the largest number, followed by Chavez Educational Services and Living Advantage. In terms of service hours, StudentNest also provided the most hours serving families followed by Living Advantage.

Exhibit 40. Families Served by CBO

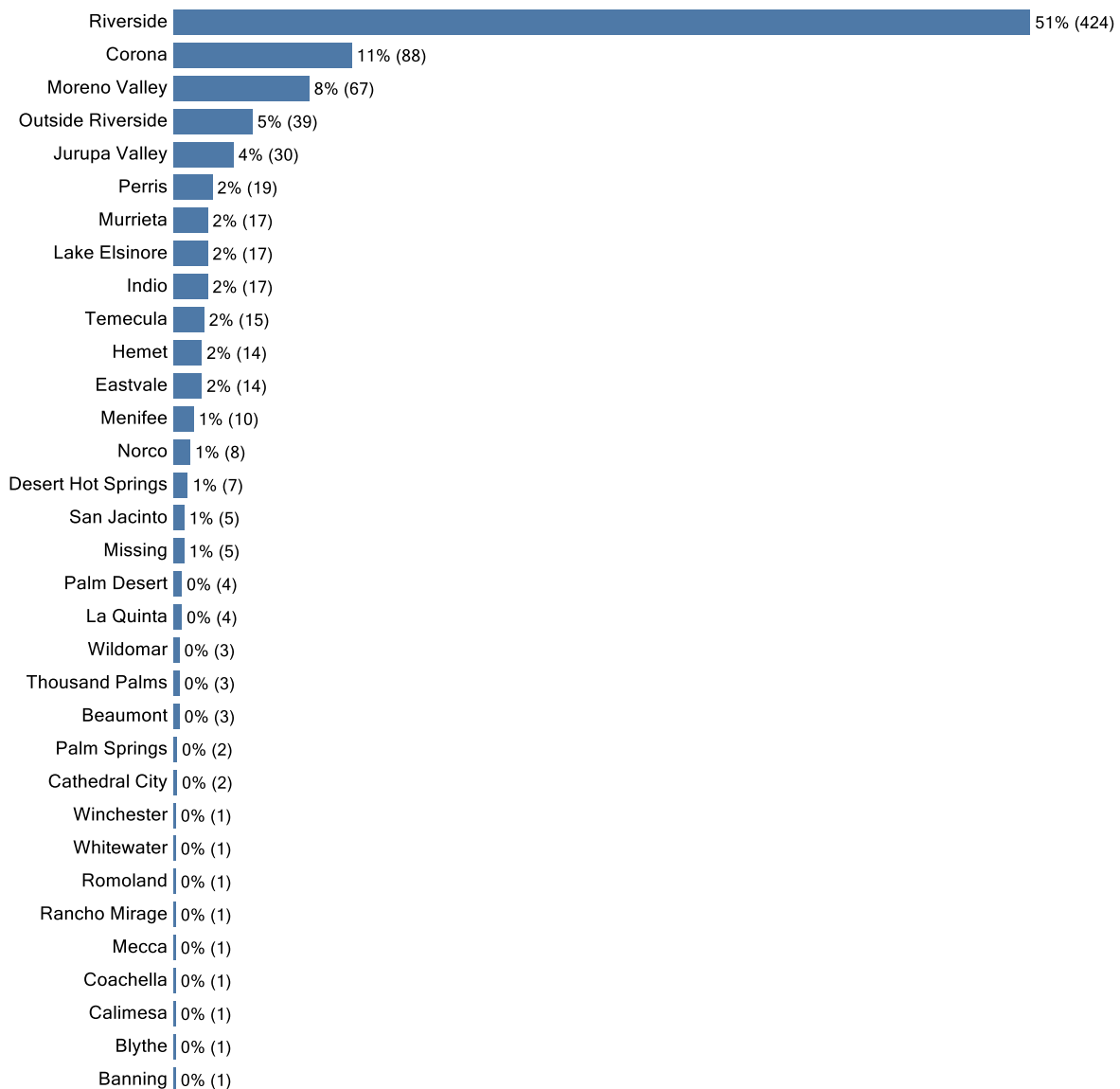
CBO	Hours	Monthly Reports - Number of Clients	Client Data Tracker - Number of Clients
Calicinto	-	1,120	
Chavez	28		55
Community Connect	2		1
Kids in Konflikt	-	40	
	42.25		17
Living Advantage	-	38	
	251.5		37
PV Jobs	-	65	
	127.5		30
StudentNest Foundation	-	194	
	683.25		90
Wylie Center	52.67		12

Data from monthly reports were self-reported by the CBOs and are presented in green. Data from Client Data Tracker were collected using a uniform data collection system developed by WestEd in collaboration with each CBO and are presented in blue. Prior to the implementation of the Client Data Tracker, service provision hours were not consistently reported in CBOs' monthly reports.

Cities Served

CBOs reported serving youth and families from 26 of the 28 cities in Riverside County as well as 5 unincorporated communities. Half of the youth CBOs served resided in Riverside City (51%), followed by Corona (11%) and Moreno Valley (8%). CBOs also served a small percentage of youth (5%) who resided outside of the county (Exhibit 41). These youth were typically experiencing homelessness or facing unstable living situations.

Exhibit 41. Cities Served by CBOs



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.

Beginning in May, CBOs administered the standardized survey to youth twice—once at baseline and again at program exit. There were three exceptions in the survey administration. 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. RAM did not administer the survey as they experienced challenges collecting participant-level data in general. BBBS began administering the survey in November. Due to the long-term nature of the Big-Little mentorship relationship, BBBS administered the post-survey at 6 and 12 months after youth’s enrollment date.

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 completions. 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 (52%) 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 42).

Exhibit 42. Employment Status of Youth Served by CBOs at Post-Test

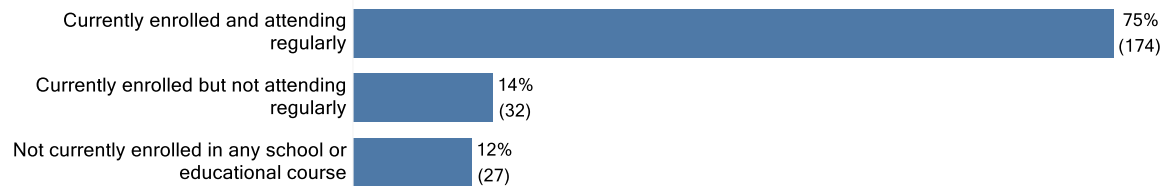


Missing data: 4%.

The majority of youth served by the CBOs were enrolled in school, with 75 percent attending school regularly and 14 percent not attending school regularly (Exhibit 43). These results should be interpreted

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

Exhibit 43. Education Enrollment Status of Youth Served by CBOs at Post-Test



Missing data: 8%. 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 = 3.63; Exhibit 44). They also indicated that statements that were examples of *youth resilience* (e.g., “I learn from my mistakes”) were between “sort of” and “a lot like me” (mean = 3.42). On average, youth were neutral (mean = 3.30) about *general life satisfaction* (e.g., “My life is going well”). 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 = 3.02 and 2.91, respectively). On average, youth reported that they sometimes (mean = 2.65) 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.

Exhibit 44. SEL Outcomes of Youth Served by CBOs at Post-Test



Missing data: 3% to 8%. 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, 35 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 = 2.79) *risk from alcohol, tobacco, and drug use* (e.g., “Smoke marijuana regularly”; 1 = No risk; 4 = Great risk). Missing data ranged from 9 to 13 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 delivers one-to-one mentoring to youth facing adversity through four program mentoring models: Traditional Mentoring, Big Couples, High School Bigs, and Workplace Mentoring. BBBS focused their JJCPA funding on the Site-Based Model: High School Bigs and Workplace Mentoring, which matches an adult (Big) with a youth (Little) for one year, with the opportunity to continue. BBBS provided the training, resources, and support necessary for each Big-Little match to succeed. Due to COVID-19, BBBS shifted to online group and individual mentoring instead of in-person visits, which created some challenges but led to opportunities for leveraging technological tools.

Referral Sources

BBBS served 167 youth in 2020. Schools and other educational institutions provided the largest source of known referrals to BBBS, followed by community partners and BBBS staff (Exhibit 45).

Exhibit 45. Sources of Youth Referrals to BBBS



Youth Served

From January to December, BBBS reported youth services using the Client Data Tracker, providing unduplicated youth counts. During this period, BBBS provided a total of 2,141 hours of services to youth,

with the majority of hours focused on individual mentoring (1,361 hours or 64%) and approximately a quarter of which were group mentoring services (594 hours or 28%). BBBS also provided emergency preparedness education (186 hours), serving 57 youth (Exhibit 46).

Exhibit 46. BBBS Services Provided and Number of Unduplicated Youth Served from January to December

Service	Hours	Number of Clients
Total	2141	167
Mentoring: Group	594	157
Mentoring: Big-Little	1361	150
Emergency Preparedness	186	57

Source: Client Data Tracker. Reporting Period: January to December.

Families Served

From January to December, BBBS served 39 unique families. BBBS provided 20.5 service hours to families, which included monthly and bi-monthly phone calls to families for wellness checks, emotional support, and sharing of resources.

CBO-Specific Outcomes

BBBS tracked two primary outcome measures for the following 12-month programs: the mentorship program and the youth outcome development program. Additionally, BBBS used their own survey to track additional outcomes on the quality of the relationship between the Bigs and Littles. Approximately one-third of youth completed both programs successfully (Exhibit 47). For the youth who were not successful in meeting the outcomes, non-completion was primarily due to COVID-19 related challenges or because volunteers moved out of the service area.

Exhibit 47. BBBS Youth Outcomes

Outcome	Count	Met	Did not meet
Completed 12mo Mentorship Program	148	29% (43)	71% (105)
Completed 12mo Youth Outcome Development Program	148	28% (42)	72% (106)

■ Met ■ Did not meet

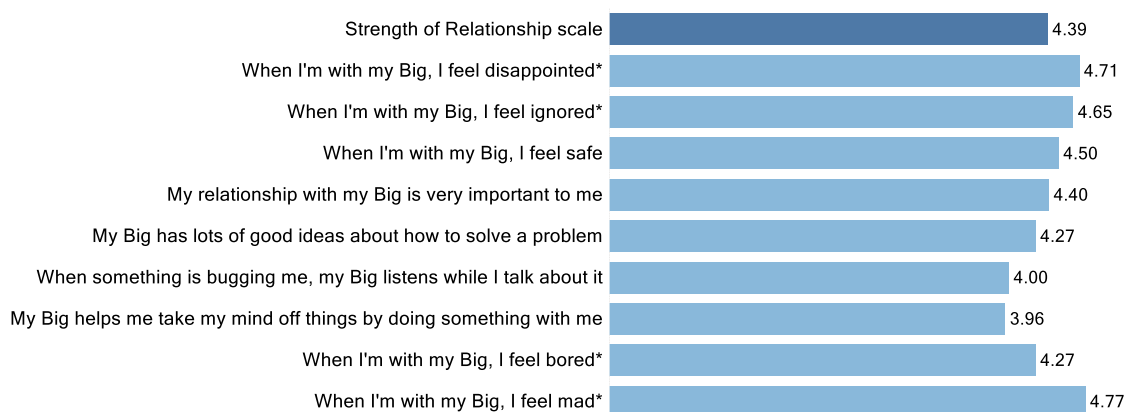
BBBS provided WestEd survey results from the CBO’s Strength of Relationship (SOR) for analyses. BBBS administered their SOR survey to Littles three months after they were matched with their Bigs as well as

at the end of the school year. The SOR survey included nine 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 good internal consistency ($\alpha = .87$), indicating that the items could be combined into a scale.

The SOR survey had a low response rate, as COVID disrupted the survey administration. Of the 167 Littles, 48 youth (29%) took the SOR survey. Thus, we strongly caution against generalizing these results, as the resulting sample may not be representative of the larger sample. Of the students who took the SOR survey, almost all took the SOR only once. For the five students who took the SOR twice, WestEd selected the most recent SOR results to include in the outcome analyses.

On average, Littles responded “most of the time true” (mean = 4.39) to the SOR scale items (Exhibit 48). Littles never felt mad, disappointed, or ignored with their Bigs (negatively-worded items were reverse-coded; means = 4.77, 4.71, and 4.65, respectively), and they always (mean = 4.50) felt safe when they were with their Bigs. Most of the time, Littles felt that their relationship with their Bigs was very important (mean = 4.40), and that their Bigs helped them with their problems by suggesting good ideas about how to solve them (mean = 4.27), listening to Littles talk about what was bothering them (mean = 4.00), and helping Littles take their minds off things (mean = 3.96). Littles hardly ever felt bored (negatively-worded item was reverse-coded; mean = 4.27) when they were with their Bigs.

Exhibit 48. BBBS Strength of Relationship Survey Results Outcomes

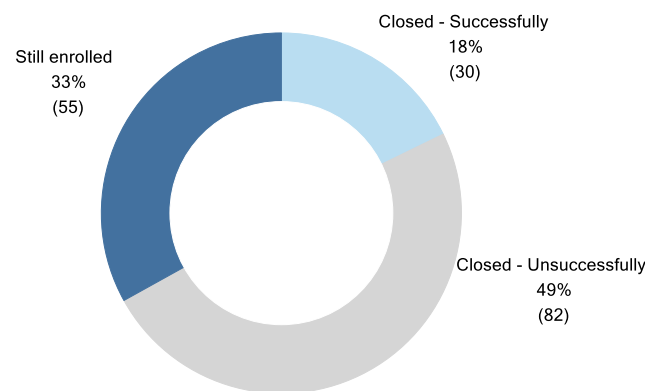


Missing data: 71%. Littles were instructed, “For each of the sentences below, decide how true each statement is for you” and responded to the items along a 5-point scale (1 = Never true, 5 = Always true) or by selecting a sixth “I don’t know” option. *Negatively-worded items were reverse-coded.

Youth Participation Status

Of the 167 youth BBBS served, one-third (33%) were still enrolled at the end of December (Exhibit 49). Approximately one-fifth of cases (18%) were successfully closed as the youth completed all applicable programs. Most cases that were not successfully closed were due to agency challenges with program partnerships (e.g., schools closed), volunteer(s) moved, COVID-19 impacts, and time constraints.

Exhibit 49. BBBS Youth Participation Status



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 at-risk youth, aided through the use of a hands-on teaching at their ranch with farm animals. Calicinto Ranch leveraged JJCPA funds for capital improvement, primarily focused on a water line project. Due to COVID-19, the ranch was closed in 2020 to youth but service provision was provided via the mailing of cards and letters directly to youth and families and virtually through online services.

Youth Served

Calicinto Ranch reported its services on a monthly basis with duplicated youth counts from January to June. In this time period, Calicinto served youth primarily through the birthday connection program, in which youth received handwritten birthday cards (Exhibit 50).

Exhibit 50. Calicinto Ranch Services Provided and Number of Duplicated Youth Served from January to June

Service	Hours	Number of Clients
Birthday Connections	-	266
Christmas Follow Up	-	32

Source: Monthly Reports. Reporting Period: January to June.

Families Served

Calicinto reported serving 550 duplicated families. Calicinto served the largest number of families through invitations prepared and mailed for an Easter event. Other services provided communication regarding COVID-19, summer camp, and well-being and family check-ins and visits. Calicinto Ranch did not provide additional information on services, outcomes, or referrals.

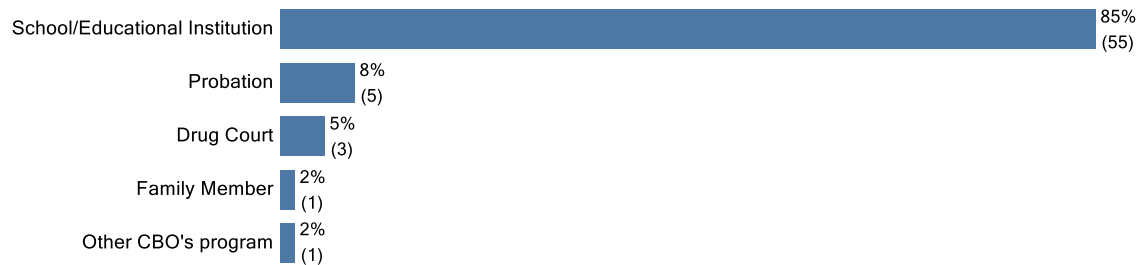
Carolyn E. Wylie Center for Children, Youth and Families

The 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 counseling program; 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 traditionally provides most of its services through its school-based programs, which school closures affected. Wylie Center also experienced a reduced volume of referrals from schools due to school closures, thus impacting the number of youth served.

Referral Sources

Wylie Center reported youth information data from April to December using the Client Data Tracker; however, services Wylie Center provided to youth were not tracked in the Client Data Tracker until May. During this time, the vast majority of youth Wylie Center served were referred from their schools and other educational institutions (85%). Other sources of referrals included probation, drug court, family members, and through another program provided by Wylie Center (Exhibit 51).

Exhibit 51. Sources of Youth Referrals to Wylie Center



Youth Served

Wylie Center reported its services on a monthly basis with duplicated youth counts from January to April. In this time frame, Wylie Center provided services through their school-based program; tobacco, alcohol, and substance education program; and anger management program. Wylie Center served the largest number of youth through its school-based program (Exhibit 52).

Exhibit 52. Wylie Center Services Provided and Number of Duplicated Youth Served from January to April

Service (group)	Hours	Number of Clients
School Based Program Supports	-	399
Tobacco, Alcohol, Substance Education Groups	-	74
Anger Management	-	27

Source: Monthly Reports. Reporting Period: January to April.

Wylie Center provided services to 65 unique youth from May to December (Exhibit 53). Wylie Center provided a total of 310.75 hours of services to youth, approximately half of which were substance use classes (151.5 hours or 49%). Other frequently provided services were virtual community engagement activities (81.25 hours or 26%) and anger management classes (67.25 hours or 22%). Additional services included life skills, mentoring, and check-ins.

Exhibit 53. Wylie Center Services Provided and Number of Unduplicated Youth Served from May to December

Service	Hours	Number of Clients
Total	310.75	65
Virtual Community Engagement	81.25	24
Substance Use	151.5	24
Anger Management	67.25	12
Life Skills	8.75	6
Mentoring	1.75	3
Check in	0.25	1

Source: Client Data Tracker. Reporting Period: May to December.

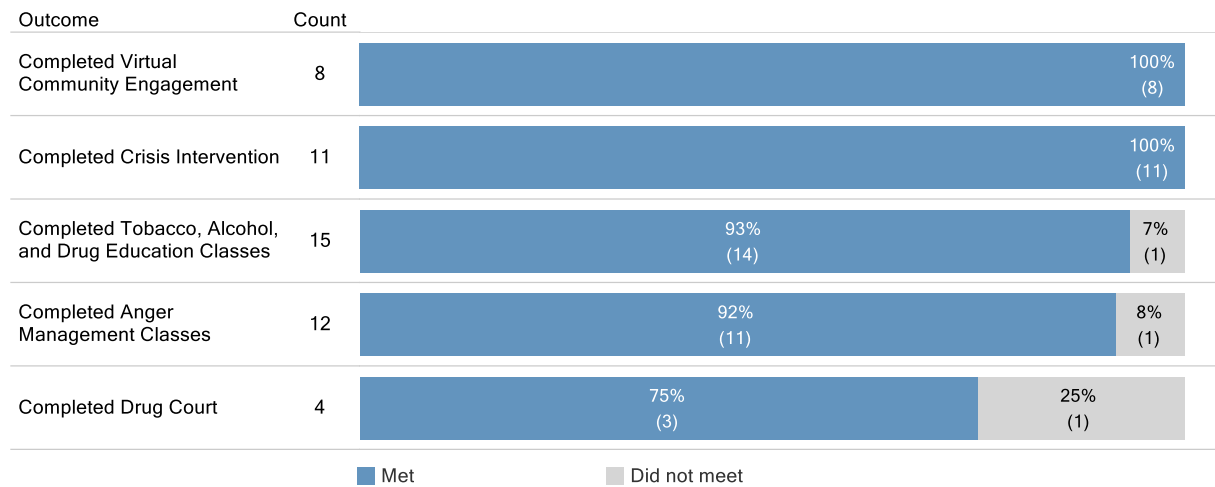
Families Served

Wylie Center served 12 families from May to December. Wylie Center provided 52.67 hours of services to families, including communication about youth progress, virtual community engagement, and substance use classes.

CBO-Specific Outcomes

Wylie Center tracked successful completion of each of its programs as outcome measures. All youth participating in virtual community engagement and crisis intervention successfully completed those programs (Exhibit 54). More than 90 percent of youth participating in tobacco, alcohol and drug education classes or anger management classes completed their required hours. Additionally, Wylie Center tracked completion of drug court for four youth; three youth (75%) successfully completed drug court.

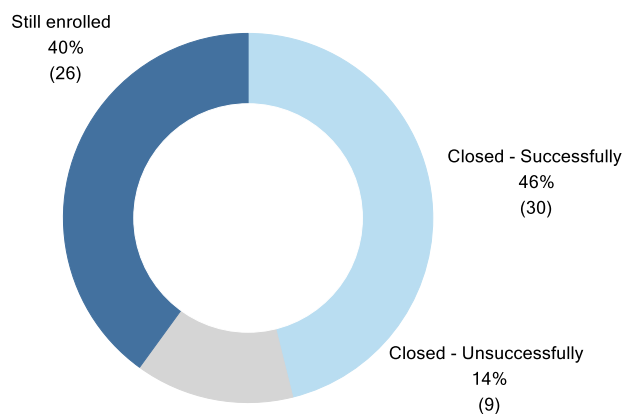
Exhibit 54. Wylie Center Youth Outcomes



Youth Participation Status

Of the 65 youth Wylie Center served, 40 percent remained enrolled in programming at the end of December (Exhibit 55). Approximately half (46%) of the youth served were successfully closed because the youth completed all applicable programs. The remaining 14 percent of youth were unsuccessfully closed, with most of the cases closed because youth declined services or became unresponsive.

Exhibit 55. Wylie Center Youth Participation Status



Referrals

Wylie Center provided 15 referrals to youth (Exhibit 56) to outside agencies. The majority of the referrals (80%) were made for intensive substance use services due to youth receiving high scores on a substance use screening assessment or because of alcohol poisoning. Other referrals included those made for COVID-19 testing, depression, and summer school. Overall, about one quarter (27%) of the youth provided with referrals reached out to the agency they were referred to.

Exhibit 56. Wylie Center Referrals Made and Follow Through with the Referred Agencies

Type of Referral	Total Referrals	Percent Clients Reached Out to Referred Agency
Substance Use	12	17% (2)
Physical Health	1	0% (0)
Mental Health	1	100% (1)
Education	1	100% (1)
Total	15	27% (4)

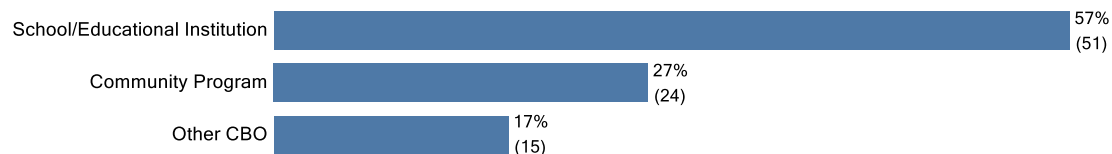
Chavez Educational Services, LLC

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 Education Services shifted from administering STEP-UP in-person to administering virtually. Early in the pandemic, Chavez Educational Services reported challenges in youth enrollment; however, youth enrollment increased after Chavez Educational Services developed partnerships with Alvord Unified School District and Riverside County Probation Department’s Bridge Program.

Referral Sources

Chavez Educational Services reported data from May to December using the Client Data Tracker. During this period, Chavez Educational Services served 90 unique youth. Schools and other educational institutions provided the majority of referrals to Chavez Educational Services, followed by community programs (Exhibit 57).

Exhibit 57. Sources of Youth Referrals to Chavez Education Services



Youth Served

From February to April, Chavez Educational Services tracked completion of STEP-UP sessions monthly, reporting duplicated youth counts (Exhibit 58).

Exhibit 58. Chavez Education Services Programs Provided and Number of Duplicated Youth Served from February to April

Service	Hours	Number of Clients
STEP UP Sessions	-	51

Source: Monthly Reports. Reporting Period: February to April.

Chavez Educational Services provided a total of 824.5 hours of services to youth from May to December, with most of the hours focused on life skills (249.25 hours or 30%) and mentoring (200.25 hours or 24%). Chavez Educational Services assisted youth through their STEP-UP program, with the largest number of youth served through community engagement, cultural diversity, and mentoring (Exhibit 59). Chavez Educational Services also provided other supports such as life skills, anger management, gang awareness, and substance use.

Exhibit 59. Chavez Educational Services Programs Provided and Number of Unduplicated Youth Served from May to December

Service	Hours	Number of Clients
Total	824.5	90
Community Engagement	113.5	89
Cultural Diversity	101.25	87
Mentoring	200.25	86
Life Skills	249.25	65
Anger Management	63.25	55
Gang Awareness	42.25	39
Substance Use	35.75	20
Workout	17.5	14
Victim Awareness	1.5	3

Source: Client Data Tracker. Reporting Period: May to December.

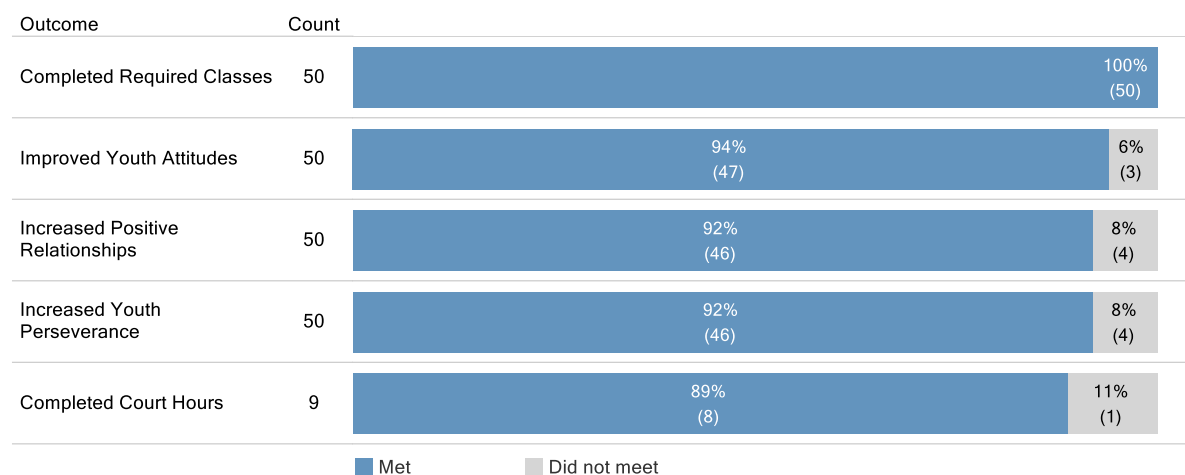
Families Served

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

CBO-Specific Outcomes

Chavez Educational Services tracked successful completion of their STEP-UP program components as outcome measures. 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 completing the required classes (100%) and improving their attitude (94%). Chavez Educational Services also tracked completion of court hours for youth who were referred to Chavez Educational Services as participants of Riverside County Probation Department’s Bridge Program, with the great majority (89%) completing their court hours (Exhibit 60).

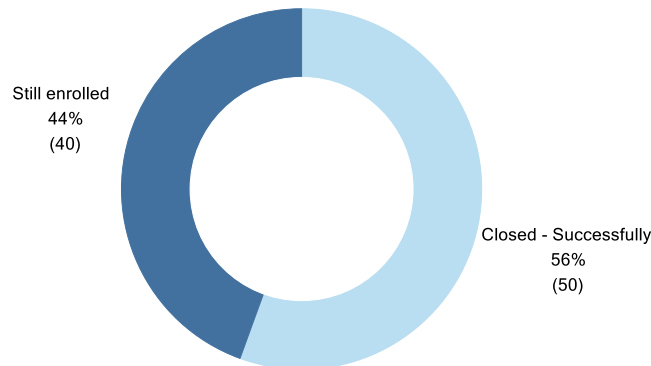
Exhibit 60. Chavez Educational Services Youth Outcomes



Youth Participation Status

Of the 90 youth Chavez Educational Services served, over half (56%) of the cases were closed successfully by completing the STEP-UP program. The remaining youth (44%) were still enrolled and receiving services at the end of the reporting period (Exhibit 61).

Exhibit 61. Chavez Educational Services Youth Participation Status



Referrals

Chavez Educational Services did not refer youth to external services and/or resources.

Community Connect

Community Connect provides direct services as well as assists individuals with accessing services available throughout Riverside County. Most notably, the CBO operates the 2-1-1 hotline, which helps individuals obtain resources such as housing assistance, utility assistance, transportation, veteran services, community services, and professional development. Under the JJCPA grant, Community Connect provided 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. Because of COVID-19, Community Connect shifted to providing supports traditionally delivered in-person to virtually. Community Connect reported challenges keeping youth engaged and found difficulty providing some of the supports virtually.

Referral Sources

Community Connect reported data from February to July using the Client Data Tracker. Community Connect experienced staff turnover and the new staff did not provide additional data. During the February to July period, Community Connect served 19 youth. Local law enforcement provided the largest percentage of referrals to Community Connect, followed by schools and other educational institutions (Exhibit 62).

Exhibit 62. Sources of Youth Referrals to Community Connect



Youth Served

Community Connect served youth primarily through programming related to victim awareness, case management, and life skills (Exhibit 63). Community Connect also provided other supports such as tutoring, substance use, gang awareness, and anger management services. Community Connect provided a total of 206.5 hours of services to youth, the majority (156.5 hours or 76%) of which were focused on victim awareness, life skills, and case management.

Exhibit 63. Community Connect Services Provided and Number of Unduplicated Youth Served from February to July

Service	Hours	Number of Clients
Total	206.5	19
Victim Awareness	40.5	19
Case Management	41	19
Life Skills	75	17
Tutorial	8	1
Substance Use	20	1
Gang Awareness	2	1
Anger Management	20	1

Source: Client Data Tracker. Reporting Period: February to July.

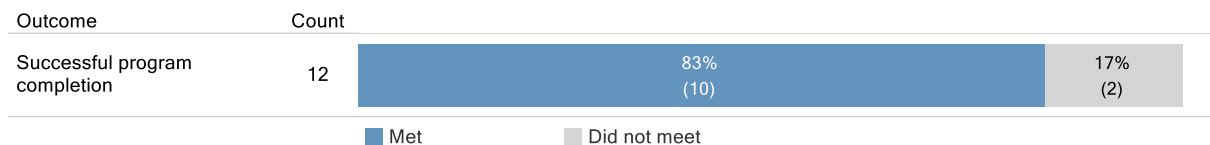
Families Served

Community Connect served one family. Community Connect provided two hours of services, referring and connecting the family to available community services.

CBO-Specific Outcomes

Community Connect tracked successful completion of one of their programs as an outcome measure. Community Connect planned to track recidivism—specifically, whether youth committed an infraction six or nine months after program completion. However, the data was not reported. Outcome information was available for 12 of the 19 youth Community Connect served. Of these youth, the majority (83%) successfully completed their program (Exhibit 64).

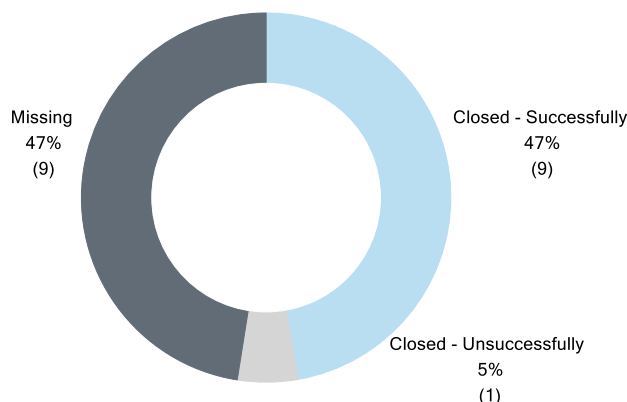
Exhibit 64. Community Connect Youth Outcomes



Youth Participation Status

Of the 19 youth Community Connect served, approximately half (47%) of the cases were closed successfully by completing all the applicable programs (Exhibit 65). At the time of this report, there was no data for nine (47%) youth. One case was unsuccessfully closed due to the youth “failing to comply.”

Exhibit 65. Community Connect Youth Participation Status



Referrals

Community Connect made 57 referrals to external services and/or resources for the youth they served. The majority of referrals were made to address youth’s physical or mental health needs (Exhibit 66). For example, Community Connect referred youth to SafeTALK for mental health needs and local food banks to address youth basic needs. All of the youth (100%) contacted the referred agency.

Exhibit 66. Community Connect Referrals Made and Follow Through with the Referred Agencies

Type of Referral	Total Referrals	Percent Clients Reached Out to Referred Agency
Physical Health	18	100% (18)
Mental Health	15	100% (15)
Education	10	100% (10)
Transportation	10	100% (10)
Employment	4	100% (4)
Total	57	100% (57)

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 providing referrals to safe sex and educational 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.

Youth Served

Jay Cee Dee reported its services on a monthly basis with duplicated youth counts in January and February. Jay Cee Dee served youth primarily through programming related to youth empowerment mentoring and youth impact sessions. They also served youth through tutoring, restorative justice, victim awareness, and anger management programs (Exhibit 67). Jay Cee Dee did not provide additional information on family services, outcomes, or referrals.

Exhibit 67. Jay Cee Dee Services Provided and Number of Duplicated Youth Served from January and February

Service	Hours	Number of Clients
Youth Empowerment Mentoring	-	256
Youth Impact Sessions	-	72
Tutorial	-	9
Restorative Justice	-	8
Victim Awareness	-	5
Anger Management	-	5

Source: Monthly Reports. Reporting Period: January and February.

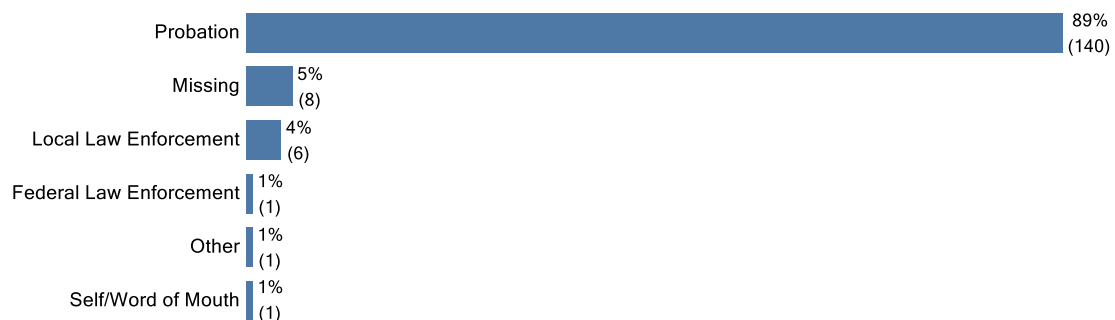
Kids in Konflikt

Kids in Konflikt serves the community by providing numerous wrap-around services to support youth success. Kids in Konflikt provides gang awareness, cultural diversity, anger management, substance abuse, life skills, and intervention and suppression services to at-risk youth. They also offer parenting, tutoring, and victim awareness services. Additionally, Kids in Konflikt hosts monthly community events and provides youth the opportunity to serve the community through service hours. Kids in Konflikt uses JJCPA funding for all of their services. Because of COVID-19, Kids in Konflikt shifted to providing supports traditionally delivered in-person to virtually and had to learn how to leverage technology to provide the services.

Referral Sources

Kids in Konflikt reported data from August to December using the Client Data Tracker. During that time, the majority of referrals to Kids in Konflikt were from Riverside County Probation (Exhibit 68).

Exhibit 68. Sources of Youth Referrals to Kids in Konflikt



Youth Served

From January to July, Kids in Konflikt tracked services on a monthly basis with duplicated youth counts. Kids in Konflikt served youth primarily through programming related to mentoring, anger management, and substance use (Exhibit 69). Other supports Kids in Konflikt provided included community service, life skills, gang awareness, and tutoring.

Exhibit 69. Kids in Konflikt Services Provided and Number of Duplicated Youth Served from January to July

Service	Hours	Number of Clients
Mentoring	-	162
Anger Management	-	159
Substance Use	-	152
Community Service	-	115
Life Skills	-	111
Gang Awareness	-	87
Tutorial	-	48
Victim Awareness	-	45
Outreach Program	-	15

Source: Monthly Reports. Reporting Period: January to July.

Kids in Konflikt reported data from August to December using the Client Data Tracker. During this period, Kids in Konflikt served 130 unique youth. Kids in Konflikt provided a total of 491 hours of services to youth, approximately a quarter of which were mentoring services (125.5 hours or 26%). Other frequently provided services included victim awareness (81.5 hours or 17%), client management (80.5 hours or 16%), and substance use (58 hours or 12%) services (Exhibit 70).

Exhibit 70. Kids in Konflikt Services Provided and Number of Unduplicated Youth Served from August to December

Service	Hours	Number of Clients
Total	491	130
Client Management	80.5	78
Victim Awareness	81.5	37
Enrollment and Orientation	30	30
Substance Use	58	29
Community Engagement	20.25	28
Anger Management	57	27
Life Skills	22.75	17
Mentoring	125.25	14
Gang Awareness	15.75	10

Source: Client Data Tracker. Reporting Period: August to December.

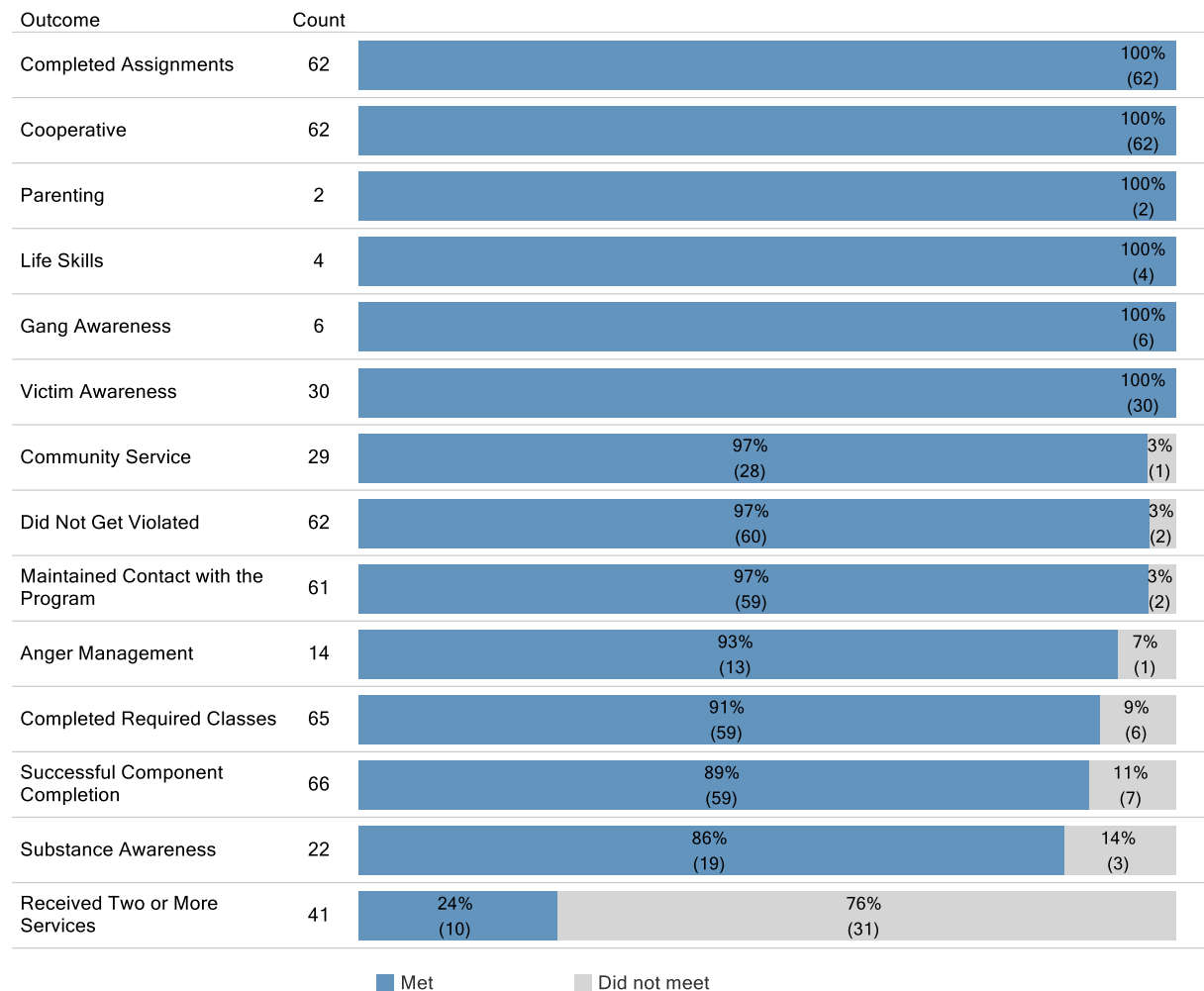
Families Served

From January to July, Kids in Konflikt served 40 duplicated families. From August to December, Kids in Konflikt served 17 unique families. Kids in Konflikt provided 42.25 service hours to families from August to December. Services provided include parenting classes, emotional support, and sharing resources (e.g., medical, housing, financial assistance).

CBO-Specific Outcomes

Kids in Konflikt tracked successful completion of a wide range of program components as their primary outcome measures in addition to some behavioral and participation outcomes. All youth completed their assignments and were cooperative (Exhibit 71). Additionally, all youth participating in parenting, life skills, gang awareness and victim awareness successfully completed their respective program component. Overall 89 percent of youth successfully completed at least one program. Approximately one-quarter (24%) of youth received two or more services.

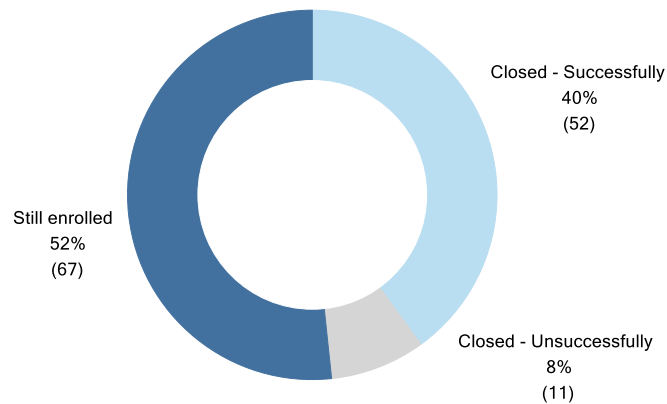
Exhibit 71. Kids in Konflikt Youth Outcomes



Youth Participation Status

Of the 130 youth Kids in Konflikt served, approximately half (52%) were still enrolled at the end of December (Exhibit 72). Out of those whose cases were closed, the majority (83%) were successfully closed as the youth completed all applicable programs. Most cases that were not successfully closed were due to removal by their probation officer or because their conditions for probation were terminated.

Exhibit 72. Kids in Konflikt Youth Participation Status



Referrals

Kids in Konflikt made 291 referrals for youth to receive additional services within its organization (Exhibit 73). More than three-quarters (81%) of the referrals were made for victim awareness, community service, substance use, and anger management. Approximately one-quarter of the youth (23%) followed through with the referred service.

Exhibit 73. Kids in Konflikt Referrals Made and Follow Through with the Referred Agencies

Type of Referral	Total Referrals	Percent Clients Reached Out to Referred Agency
Victim Awareness	68	15% (10)
Community Service	63	21% (13)
Substance Use	60	27% (16)
Anger Management	46	30% (14)
Life Skills	20	30% (6)
Gang Awareness	18	17% (3)
Counseling	5	20% (1)
Parenting	5	40% (2)
Cultural Diversity	2	0% (0)
Unknown	2	100% (2)
Mentoring	1	100% (1)
Tutoring	1	0% (0)
Total	291	23% (68)

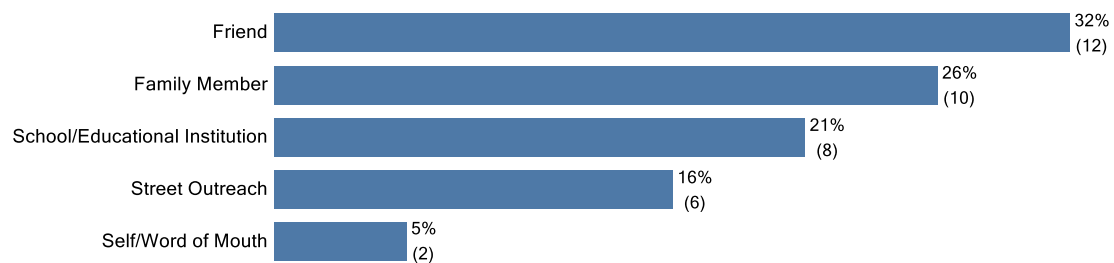
Living Advantage, Inc.

Living Advantage provides services to youth and families, particularly focusing on youth in foster care, group homes, or probation in Riverside County. Living Advantage offers tutoring, case management, mentorship services, and self-help groups. Additionally, Living Advantage offers a website for youth to store vital personal documents. Living Advantage used JJCPA grant funds to provide these services. Because of COVID-19, Living Advantage shifted to administering all services virtually. Living Advantage did not report significant impacts on youth participation due to COVID-19.

Referral Sources

Living Advantage reported data from May to October using the Client Data Tracker. Living Advantage experienced staff turnover in October, resulting in data not provided for the rest of the year. Living Advantage received youth referrals from various sources. Friends provided the largest percentage of referrals to Living Advantage from May to October, followed by family members, and schools and other educational institutions (Exhibit 74).

Exhibit 74. Sources of Youth Referrals to Living Advantage



Youth Served

From February to April, Living Advantage tracked services monthly, reporting duplicated youth counts. During this reporting period, Living Advantage served youth equally through tutorials, truancy prevention, pro-social workshops, mentoring, life skills, and homework assistance (Exhibit 75).

Exhibit 75. Living Advantage Services Provided and Number of Duplicated Youth Served from February to April

Service	Hours	Number of Clients
Tutorial	-	49
Truancy Prevention	-	49
Prosocial Workshops	-	49
Mentoring	-	49
Life Skills	-	49
Homework Assistance	-	49

Source: Monthly Reports. Reporting Period: February to April.

Living Advantage provided services to 38 unique youth from May to October (Exhibit 76). Overall, Living Advantage provided 791.75 hours of services to youth, over one-third of which were on life skills services (282.5 hours or 36%). Similarly, mentorship services accounted for nearly another third of services (256.75 hours or 32%). Other frequently provided services included tutorials (131.75 hours or 17%) and community engagement (53.75 hours or 7%).

Exhibit 76. Living Advantage Services Provided and Number of Unduplicated Youth Served from May to October

Service	Hours	Number of Clients
Total	791.75	38
Life Skills	282.5	38
Mentorship	256.75	36
Tutorial	131.75	35
Community Engagement	53.75	35
Cultural Diversity	46.5	34
Anger Management	20.5	29

Source: Client Data Tracker. Reporting Period: May to October.

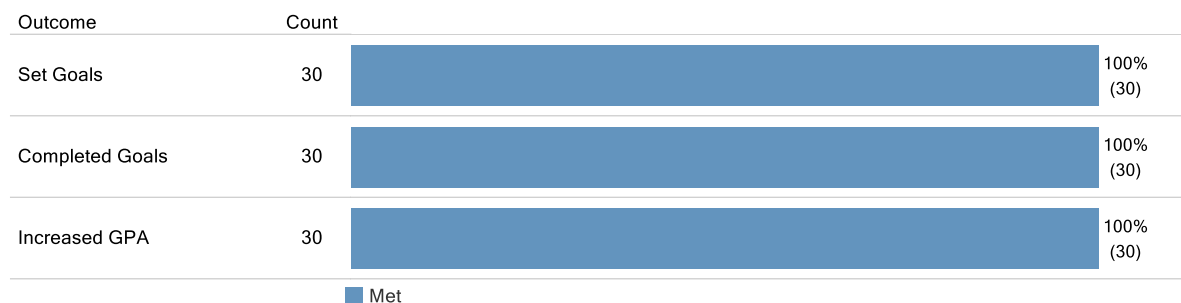
Families Served

From February to April, Living Advantage served 38 duplicated families. From May to October Living Advantage served 37 unduplicated families. During May to October, Living Advantage provided 251.5 service hours to families, including parenting and life skills workshops, consultations, sharing resources, and referral services.

CBO-Specific Outcomes

Living Advantage tracked goal setting, goal completion, and GPA as their outcome measures. Outcome information was available for 30 of the 38 youth Living Advantage served. Of these youth, all set goals, completed their goals, and increased their GPA by the end of the 2019-2020 academic school year (Exhibit 77).

Exhibit 77. Living Advantage Youth Outcomes



Youth Participation Status

Of the 38 youth Living Advantage served, all are still receiving services.

Referrals

Living Advantage made 28 referrals to external services and/or resources for the youth they served. Nearly all youth (96%) contacted the referred agency. The most common referrals were for youth’s housing needs (Exhibit 78). For example, Living Advantage referred youth to Riverside County Housing Authority to support youth who were at risk for homelessness. Other frequent referrals were for youth’s physical health or other needs. The majority of referrals made to address physical health needs were to clinics for COVID-19 testing. The majority of “other” referrals were to food banks, such as Feeding America, to address food needs. Living Advantage referred youth to Riverside Mental Health Services for mental health needs and Riverside County Greater Avenues for Independence program for employment needs.

Exhibit 78. Living Advantage Referrals Made and Follow Through with the Referred Agencies

Type of Referral	Total Referrals	Percent Clients Reached Out to Referred Agency
Housing	11	91% (10)
Physical Health	8	100% (8)
Other	5	100% (5)
Employment	2	100% (2)
Mental Health	2	100% (2)
Total	28	96% (27)

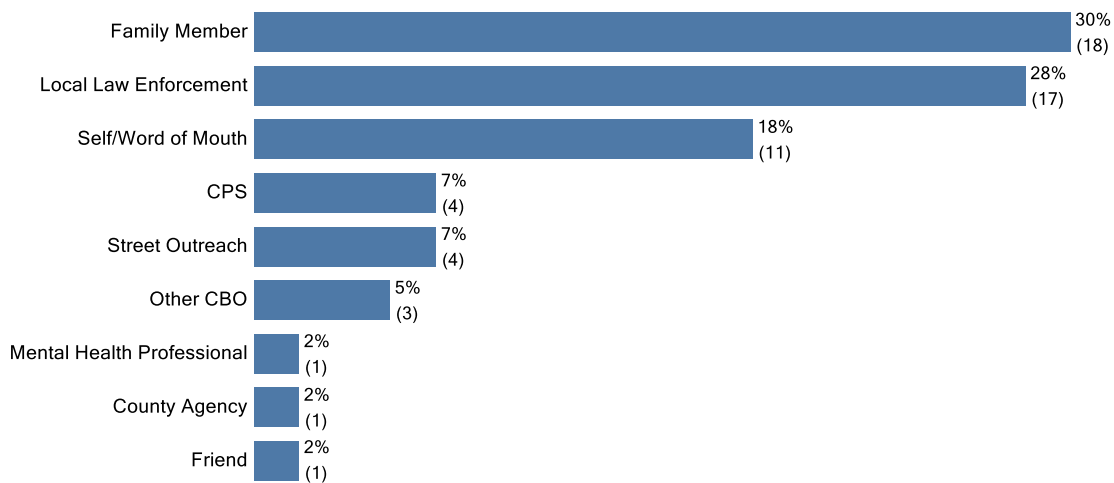
Operation SafeHouse of the Desert

Operation SafeHouse of the 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. Operation SafeHouse of the Desert uses JJCPA funding for all of their services. Because of COVID-19, Operation SafeHouse of the 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 Centers for Disease Control and Prevention. Therefore, Operation SafeHouse of the Desert's youth emergency shelter remained open, providing services to youth, albeit at reduced staffing.

Referral Sources

Operation SafeHouse of the Desert reported data from May to December using the Client Data Tracker. During this time, Operation SafeHouse of the Desert received referrals from various sources. Family members provided the largest percentage of referrals to Operation SafeHouse of the Desert, followed by local law enforcement and self/word of mouth (Exhibit 79). Other referral sources included Child Protective Services (CPS), street outreach, and other CBOs.

Exhibit 79. Sources of Youth Referrals to Operation SafeHouse of the Desert



Youth Served

From January to April, Operation SafeHouse of the Desert tracked services on a monthly basis, reporting duplicated youth counts. Operation SafeHouse of the Desert served youth by providing shelter as well as individual, group, and family counseling (Exhibit 80).

Exhibit 80. Operation SafeHouse of the Desert Services Provided and Number of Duplicated Youth Served from January to April

Service	Hours	Number of Clients
Shelter Bed Night	-	40
Individual Counseling	-	40
Group Counseling	-	34
Family Counseling	-	24

Source: Monthly Reports. Reporting Period: January to April.

Operation SafeHouse of the Desert reported data from May to December using the Client Data Tracker. During this period, Operation SafeHouse of the Desert served 60 unique youth. Operation SafeHouse of the Desert provided 3,119.25 hours of services to youth; the large majority of which were for group counseling (2,552 hours or 82%). All youth served by Operation SafeHouse of the Desert received individual counseling, which was 16 percent of total service hours. Operation SafeHouse of the Desert also provided family counseling to a little more than half (55%) of their youth Exhibit 81).

Exhibit 81. Operation SafeHouse of the Desert Services Provided and Number of Unduplicated Youth Served from May to December

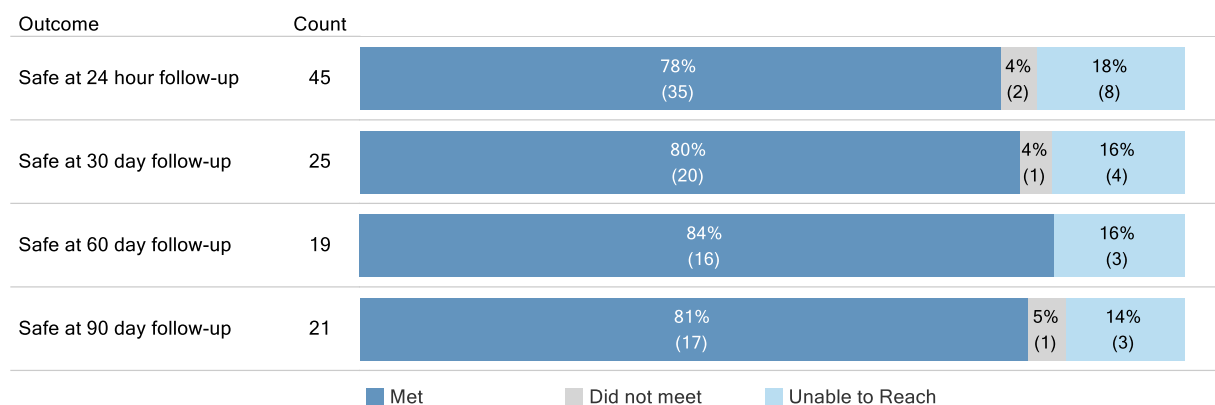
Service	Hours	Number of Clients
Total	3119.25	60
Individual Counseling	501.25	60
Group Counseling	2552	37
Family Counseling	66	33

Source: Client Data Tracker. Reporting Period: May to December.

CBO-Specific Outcomes

Operation SafeHouse of the Desert tracked whether youth were safe at regular intervals after leaving the shelter. Operation SafeHouse made follow-up calls 24 hours after youth left the shelter and at 30-, 60-, and 90-day intervals. Over three-quarters (78%) were safe at the 24-hour follow-up (Exhibit 82). Only a small percentage of youth were unsafe. Youth were not responsive or could not be reached even with multiple attempts made to contact. At the 30-day or greater intervals, at least 80 percent of youth were safe.

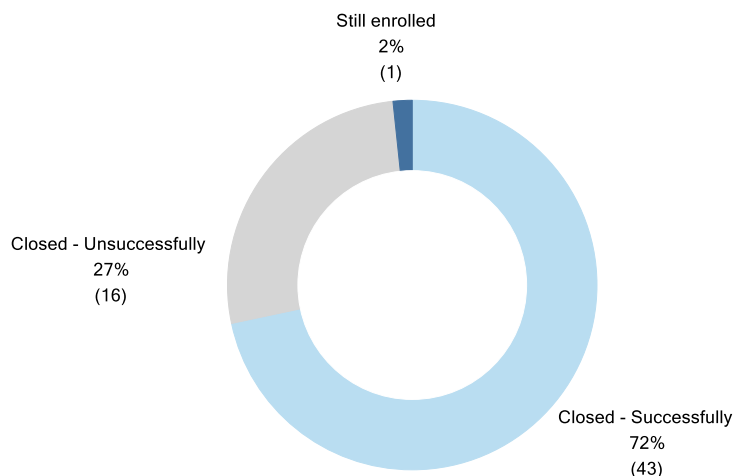
Exhibit 82. Operation SafeHouse of the Desert Youth Outcomes



Youth Participation Status

Of the 60 youth Operation SafeHouse of the Desert served, approximately three-quarters (72%) of the cases were closed successfully (Exhibit 83). 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 CPS, foster care, or mental health services.

Exhibit 83. Operation SafeHouse of the Desert Youth Participation Status



Referrals

Operation SafeHouse of the Desert did not track referrals made to outside organizations.

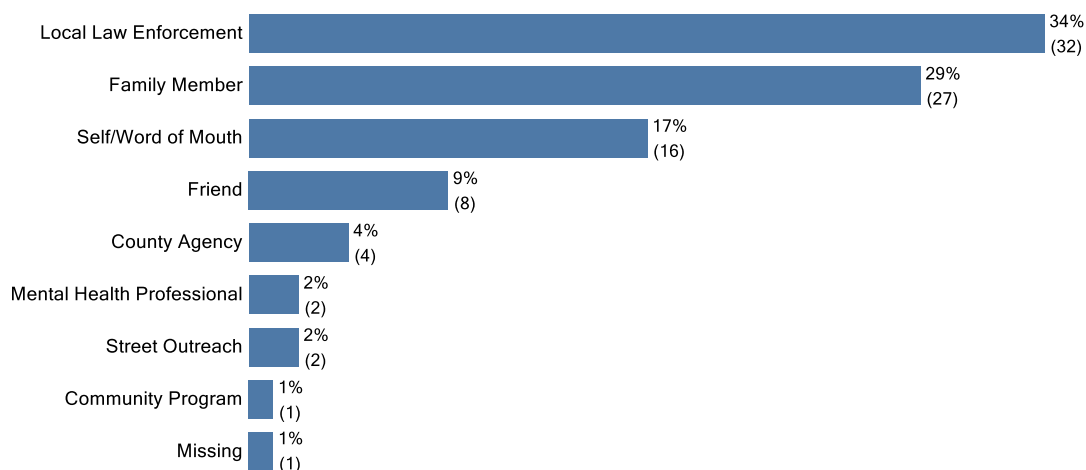
Operation SafeHouse of Riverside

Just like Operation SafeHouse of the Desert, Operation SafeHouse of Riverside offers emergency shelter, intervention services, and outreach services to youth in crisis. The CBO offers the "What's Up? SafeHouse App" for youth in crisis to request help from counselors. Operation SafeHouse of Riverside leveraged JJCPA funding to cover all of their services. Because of COVID-19, Operation SafeHouse of 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 Centers for Disease Control and Prevention. Therefore, Operation SafeHouse of Riverside's youth emergency shelter remained open, providing services to youth, albeit at reduced staffing.

Referral Sources

Operation SafeHouse of Riverside reported data from May to December using the Client Data Tracker. During this time, local law enforcement provided the largest percentage of known referrals to Operation SafeHouse of Riverside, followed by family members and self/word of mouth (Exhibit 84). Other referral sources included friends, county agencies, mental health professionals, street outreach, and other CBOs.

Exhibit 84. Sources of Youth Referrals to Operation SafeHouse of Riverside



Youth Served

From January to April, Operation SafeHouse of Riverside tracked services on a monthly basis with duplicated youth counts. Operation SafeHouse of Riverside served 68 duplicated youth by providing shelter as well as individual, group, and family counseling (Exhibit 85).

Exhibit 85. Operation SafeHouse of Riverside Services Provided and Number of Duplicated Youth Served from January to April

Service	Hours	Number of Clients
Shelter Bed Night	-	68
Individual Counseling	-	68
Group Counseling	-	68
Family Counseling	-	29

Source: Monthly Reports. Reporting Period: January to April.

Operation SafeHouse of Riverside reported data from May to December using the Client Data Tracker. During this period, Operation SafeHouse of Riverside served 93 unique youth. Operation SafeHouse of Riverside provided 2,308.75 hours of services to youth; the large majority of which were for group counseling (1,909.25 hours or 83%). Eighty-two youth received individual counseling, which made up 15% of total service hours. Operation SafeHouse of Riverside also provided family counseling to one-third (33%) of their youth (Exhibit 86).

Exhibit 86. Operation SafeHouse of Riverside Services Provided and Number of Unduplicated Youth Served from May to December

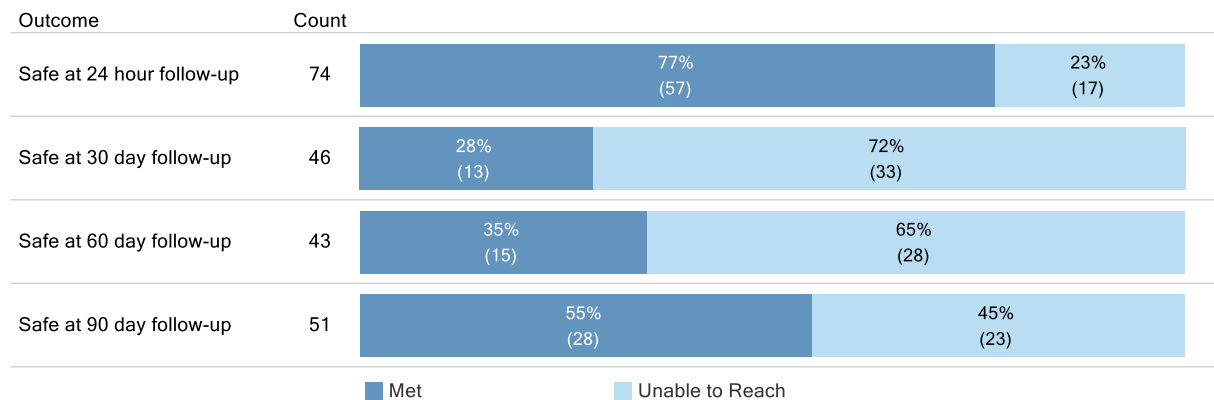
Service	Hours	Number of Clients
Total	2308.75	93
Group Counseling	1909.25	84
Individual Counseling	344.25	82
Family Counseling	55.25	31

Source: Client Data Tracker. Reporting Period: May to December.

CBO-Specific Outcomes

Operation SafeHouse of 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. Over three-quarters (77%) were safe at the 24-hour follow-up (Exhibit 87). Youth were typically less responsive over the 90-day follow-up period, with a higher percentage of youth being unable to reach at the 30-day and 60-day follow-up. Some parents answered the phone calls and reported that the youth were no longer under their care (youth who were at least 18 years of age) or that the youth ran away and their location was unknown.

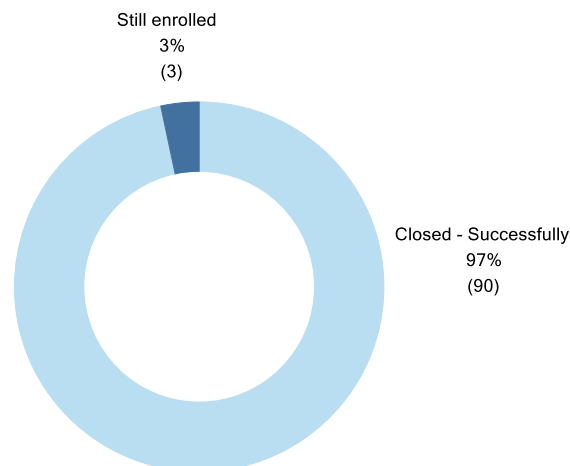
Exhibit 87. Operation SafeHouse of Riverside Youth Outcomes



Youth Participation Status

Of the 93 youth Operation SafeHouse of Riverside served, 97 percent were closed successfully (Exhibit 88). Three percent of youth were still enrolled at the youth emergency shelter as of December 31, 2020.

Exhibit 88. Operation SafeHouse of Riverside Youth Participation Status



Referrals

Operation SafeHouse of Riverside did not track referrals made to outside organizations.

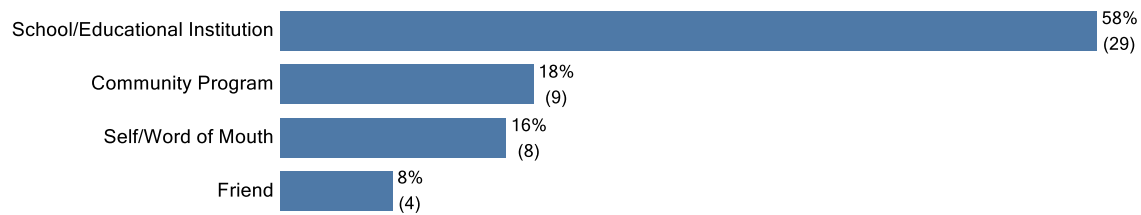
Playa Vista Job Opportunities and Business Services

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 at-risk and disadvantaged youth, adults, and veterans in career-track employment in construction and other industries. Under the JJCPA grant, PV Jobs proposed to serve youth through case management, mentoring, coaching, life skills, academic supports, and job training. COVID-19 affected PV Jobs especially at the start of the pandemic. Similar to other CBOs, PV Jobs' model focused on providing in-person supports. PV Jobs shifted their operations to focus on providing assistance through virtual platforms but experienced issues translating the traditional hands-on activities to virtual activities.

Referral Sources

PV Jobs reported data from June to December using the Client Data Tracker. During this time, schools and other educational institutions provided the majority of referrals to PV Jobs (Exhibit 89). Community programs referred almost 20 percent of youth. The remaining youth were referred through the youth themselves or word of mouth and through friends.

Exhibit 89. Sources of Youth Referrals to PV Jobs



Youth Served

PV Jobs reported its services on a monthly basis with duplicated youth counts from February to May. During these four months, PV Jobs served youth primarily through life skills and academic and educational services (Exhibit 90). The academic and educational services included tutoring, study habits lessons, and homework assistance.

Exhibit 90. PV Jobs Services Provided and Number of Duplicated Youth Served from February to May

Service	Hours	Number of Clients
Life Skills	-	84
Tutorial	-	66
Study Habits	-	66
Homework Assistance	-	44

Source: Monthly Reports. Reporting Period: February to May.

PV Jobs provided a total of 1,132.5 service hours to youth from June to December to 50 unique youth (Exhibit 91). PV Jobs served the largest number of youth through mentoring, community engagement, and job training. Focusing on the number of hours, PV Jobs concentrated the majority of its services (591.75 hours or 52%) on mentoring and life skills. PV Jobs also focused more than a quarter of its services (289.75 hours or 26%) on job training, which includes the Hospitality 101 program.

Exhibit 91. PV Jobs Services Provided and Number of Unduplicated Youth Served from June to December

Service	Hours	Number of Clients
Total	1132.5	50
Mentoring	292.25	39
Community Engagement	90.75	38
Job Training	173	37
Hospitality 101	116.75	34
Life Skills	299.5	32
Cultural Diversity	25.5	28
Tutorial	120	25
Anger Management	2.5	10
Substance Use	12	6
Check-in	0.25	1

Source: Client Data Tracker. Reporting Period: June to December

Families Served

From February to May PV Jobs served 65 families. In June to December, PV Jobs reported serving 30 unique families, spending 127.5 hours on family services. PV Jobs works with youth and their families by providing assistance with social/county services applications; information and assistance obtaining medical, cash aid, and food stamps; obtaining unemployment benefits; and securing employment. Furthermore, PV Jobs helps families navigate the education system and work through youth's social and emotional issues.

CBO-Specific Outcomes

PV Jobs tracked successful completion of their two job training programs as outcome measures. The one youth who participated in the customer service and sales job training program completed the program (Exhibit 92). Of the 42 youth who participated in the hospitality job training program, the great majority (90%) completed the program.

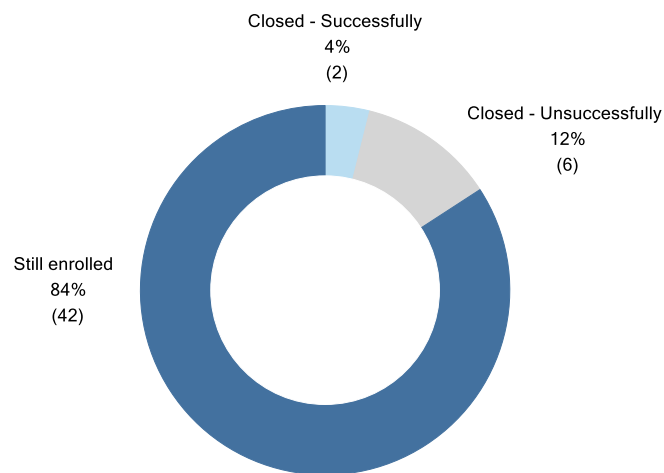
Exhibit 92. PV Jobs Youth Outcomes



Youth Participation Status

Of the 50 youth PV Jobs served, the large majority (84%) are continuing to receive services (Exhibit 93). PV Jobs closed two cases successfully; the youth completed their job training program and are no longer receiving services. Additionally, PV Jobs closed 12 percent of its cases unsuccessfully because the youth did not want to participate in the program and left before finishing their job training program.

Exhibit 93. PV Jobs Youth Participation Status



Referrals

PV Jobs made one referral to external services and/or resources for the youth they served. PV Jobs referred a youth to receive legal services; the youth did contact the referred agency.

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 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 their

services to more youth. Because of COVID-19, Raincross Boxing Academy shifted to administering services virtually, including tutoring, mentorship, workout classes, and boxing classes. Additionally, Raincross Boxing Academy hosted community events to provide resources to families and to create spaces for the community to voice youth and family needs.

Referral Sources

Raincross Boxing Academy reported data from May to December using the Client Data Tracker. During this time, schools and other educational institutions provided the largest percentage of referrals to Raincross Boxing Academy, followed by self-referrals or word of mouth (Exhibit 94).

Exhibit 94. Sources of Youth Referrals to Raincross Boxing Academy



Youth Served

From February to April, Raincross Boxing Academy tracked services monthly, reporting duplicated youth counts. Raincross Boxing Academy served youth primarily through programming related to tutoring, boxing, interview workshops, and cover letter workshops (Exhibit 95). Other frequent supports Raincross Boxing Academy provided included the STEP-UP program, strength and conditioning, and pro boxing classes.

Exhibit 95. Raincross Boxing Academy Services Provided and Number of Duplicated Youth Served from February to April

Service	Hours	Number of Clients
Tutor Program	-	45
Boxing Program	-	45
RBA Interview Workshop	-	30
RBA Cover Letter	-	25
Step Up Program	-	20
RBA Strength and Conditioning	-	10
Pro Boxing Program	-	10
Virtual Tutor Program	-	5
Virtual Boxing Program	-	5
Hiking Field Trip	-	4
Empowerment Female Boxers	-	4

Source: Monthly Reports. Reporting Period: February to April.

Raincross Boxing Academy provided services for 24 unique youth from May to December (Exhibit 96). Raincross Boxing Academy provided a total of 641 hours of services to youth in this time period. Mentoring and life skills each represented a quarter (159 hours or 25%) of service hours. Similarly, strength and conditioning and boxing training each represented nearly a quarter (155 hours or 24%) of the total service hours. Raincross served 23 of its 24 youth through these four programs.

Exhibit 96. Raincross Boxing Academy Services Provided and Number of Unduplicated Youth Served from May to December

Service	Hours	Number of Clients
Total	641	24
Strength and Conditioning	155	23
Mentoring	159	23
Life Skills	159	23
Boxing Training	155	23
Tutorial	6	12
Community Engagement	7	7

Source: Client Data Tracker. Reporting Period: May to December.

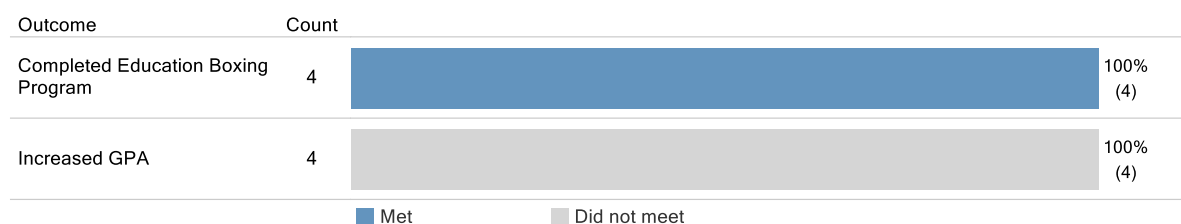
Families Served

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 provided spaces for the families to communicate community needs.

CBO-Specific Outcomes

Raincross Boxing Academy tracked youth’s successful completion of their Education Boxing program and GPA as outcome measures (Exhibit 97). These outcome measures are only applicable for youth who completed the program and were no longer receiving services. Of the eligible youth, all four youth completed the Education Boxing program and none increased their GPA.

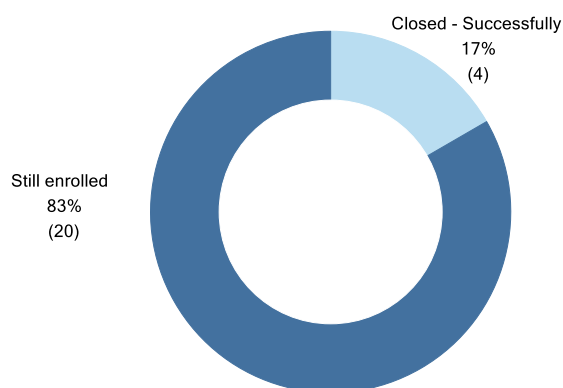
Exhibit 97. Raincross Boxing Academy Youth Outcomes



Youth Participation Status

Of the 24 youth Raincross Boxing Academy served, four (17%) of the cases were closed successfully after completing the Education Boxing program (Exhibit 98). The majority of youth were continuing to receive services by the end of December.

Exhibit 98. Raincross Boxing Academy Youth Participation Status



Referrals

Raincross Boxing Academy did not make referrals to external services and/or resources for the youth they served.

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 which includes designing and developing a community mural. Riverside Art Museum offers the Creative Horizons Program to youth who are involved with Riverside County’s Probation Department, living in group homes, or in foster care. Because of COVID-19, Riverside Art Museum shifted to administering the Creative Horizons Program, a traditionally hands-on program, to a virtual environment. Riverside Art Museum reported challenges in recruiting youth for a virtual arts program and made changes to the program curriculum. Due to COVID-19, the Creative Horizons Program was unable to include the design of a community mural; rather, youth completed personal murals after competing basic art training.

Referral Sources

Due to challenges collecting individual-level youth information in general, Riverside Art Museum was unable to collect referral sources.

Youth Served

Riverside Art Museum only serves youth in the summer. From May to June, Riverside Art Museum tracked services monthly, reporting duplicated youth counts. Riverside Art Museum served 236 duplicated youth through their Creative Horizons Program (Exhibit 99). Riverside Art Museum did not provide direct services to families during this reporting period. Riverside Art Museum did not collect outcomes or referrals.

Exhibit 99. Riverside Art Museum Services Provided and Number of Duplicated Youth Served from May to June

Service	Hours	Number of Clients
Creative Horizons	-	236

Source: Monthly Reports. Reporting Period: RAM offered summer programming that only served youth in May and June.

StudentNest Foundation

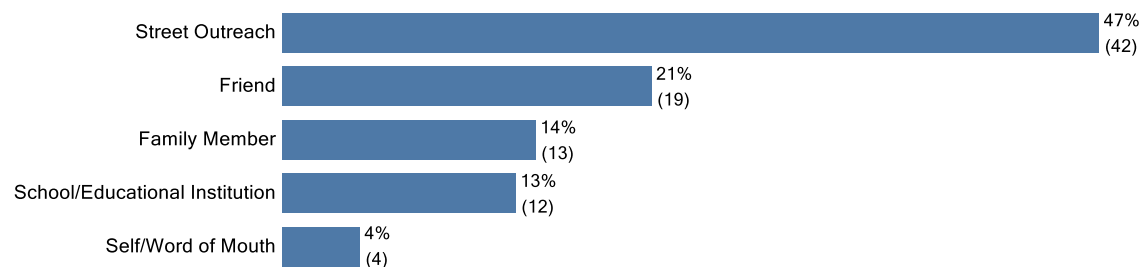
StudentNest Foundation provides mentoring, parenting groups, truancy intervention, and life skills to youth on and off probation. The foundation is primarily virtual, providing services in the home, at schools, and at community partners such as churches and youth centers where youth can access a computer.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

services. Because StudentNest primarily provided services virtually before COVID-19, StudentNest experienced few disruptions due to the pandemic. They provided additional supports to families during COVID-19, such as guidance related to hygiene and community services. StudentNest also increased their mentoring services to provide youth support, such as managing changes in their daily routines.

Referral Sources

StudentNest reported data from May to December using the Client Data Tracker. During this time, street outreach was the largest source of youth referrals to StudentNest, followed by friends, family members, schools and other educational institutions, and self/word of mouth (Exhibit 100).

Exhibit 100. Sources of Youth Referrals to StudentNest



Youth Served

From January to April, StudentNest tracked services on a monthly basis with duplicated youth counts. The most frequently provided services during this period were life skills/character development, pro-social activities, homework assistance, and tutoring (Exhibit 101). Other services include mentoring, educational career planning, SAT prep, college prep, and financial aid support.

Exhibit 101. StudentNest Services Provided and Number of Duplicated Youth Served from January to April

Service	Hours	Number of Clients
Life Skills/Character Development	-	268
Prosocial Activities	-	256
Homework Assistance	-	197
Tutorial	-	179
Mentoring	-	156
Youth Mentoring	-	102
Educational Career Planning	-	101
SAT Prep	-	47
College Prep	-	38
Financial Aid	-	22

Source: Monthly Reports. Reporting Period: January to April.

From May to December, StudentNest served youth primarily through their life skills, mentoring, and tutoring programs, which were provided to all 90 unique youth served (Exhibit 102). StudentNest also provided other supports such as COVID education, anger management, community engagement, and cultural diversity. StudentNest provided 3,374.75 hours of services, the majority (2,999.75 hours or 89%) of which were focused on life skills, mentoring, and tutoring. StudentNest also provided 260 service hours focused on COVID-19 education.

Exhibit 102. StudentNest Services Provided and Number of Unduplicated Youth Served from May to December

Service	Hours	Number of Clients
Total	3374.75	90
Tutorial	840.25	90
Mentoring	960	90
Life Skills	1199.5	90
COVID Education	260	86
Anger Management	59.5	78
Community Engagement	31.25	73
Cultural Diversity	23.5	61
Victim Awareness	0.75	2

Source: Client Data Tracker. Reporting Period: May to December.

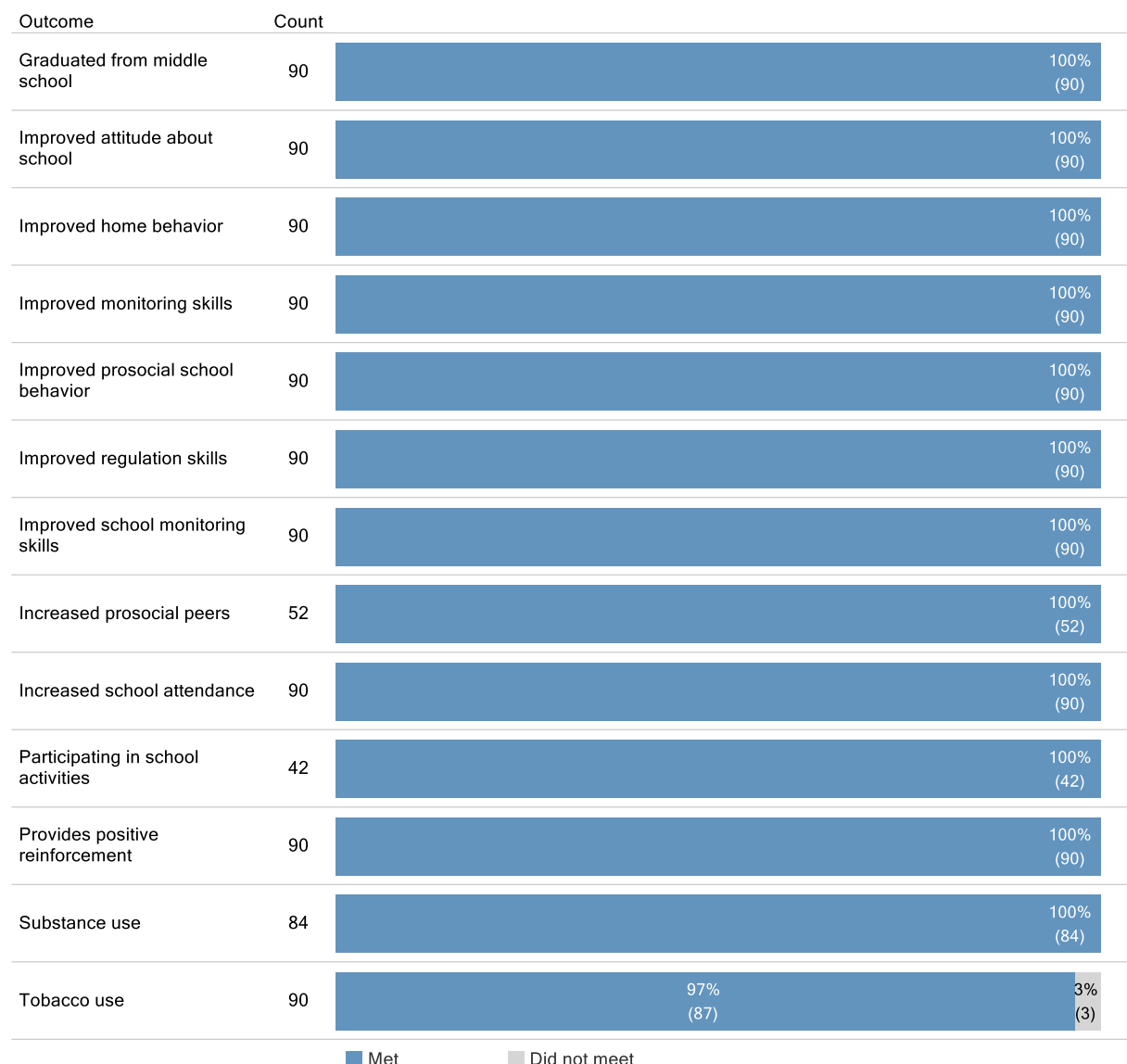
Families Served

From January to April, StudentNest reported providing services to 194 duplicated families in monthly reports. From May to December, StudentNest served the families of all 90 unique youth. During that time, StudentNest provided 683.25 hours of services to families, including weekly check-in calls, technology support, school system registration, and conflict resolution.

CBO-Specific Outcomes

StudentNest tracked improvements in youth’s social, behavioral, and academic outcomes. All youth in the mentoring program reported increased school attendance, improved attitudes about school, and improved behavior at home (Exhibit 103). Additionally, all youth graduated from middle school, before or during 2020. For the life skills training program, all youth reported improved pro-social school behavior (in school and with peers), improved regulation skills, and knowledge about substance use. Almost all youth reported knowledge about tobacco use (97%). Based on parent’s feedback, all youth showed improvement in monitoring and school monitoring skills and reported participating in school activities and providing positive reinforcement.

Exhibit 103. StudentNest Youth Outcomes



Youth Participation Status

All 90 youth served by StudentNest remained enrolled in the program at the end of December.

Referrals

StudentNest made 32 referrals to external services and/or resources for the youth they served. Physical health referrals made up the largest percentage of referrals made, followed by employment and housing referrals (Exhibit 104). StudentNest referred students to clinics/pharmacies for COVID-19 testing and flu shots, the Housing Authority, the Employment Development Department, and local food pantries. All of the youth (100%) contacted the referred agencies.

Exhibit 104. StudentNest Referrals Made and Follow Through with the Referred Agencies

Type of Referral	Total Referrals	Percent Clients Reached Out to Referred Agency
Physical Health	12	100% (12)
Employment	7	100% (7)
Housing	5	100% (5)
Food	3	100% (3)
Mental Health	2	100% (2)
Total	32	100% (32)

Conclusions

During the first year of the new evaluation contract with WestEd (2019), data for the evaluation relied entirely on extant data from the County agencies and the CBOs. During 2020, the evaluation focused on identifying common outcomes across the CBO programs—as assessed by the standardized survey—as well as identifying program-specific outcomes. Further, WestEd worked with the County agencies and CBOs to provide data collection templates to streamline and standardize data collection and reporting.

Based on 2020 data, Riverside County Probation Department served 6,023 youth and reached another 9,524 youth with presentations. Programs offered by the CBOs also reached 1,699 families. Some of the highlights of 2020 programming are:

- All JJCPA-funded programs encountered substantial hurdles due to COVID-19, but in all known cases, the programs were able to pivot and continue providing services to youth.
- Youth who successfully terminated SSTs had a significantly lower expulsion rate, lower IEP rate, and higher GPA compared to youth who unsuccessfully terminated SSTs.
- Youth who successfully terminated SSTs reported a significantly higher number of pro-social activities compared to those who unsuccessfully terminated SSTs.
- Almost all youth reported that the GAME presentations helped them want to stay away from gangs, illegal drugs, and vaping.
- CBO-program participants reported positive SEL outcomes, such as positive social connections and youth resilience, at program exit.
- All JJCPA-funded programs encountered substantial hurdles due to COVID-19, but in all known cases, the programs were able to pivot and continue to provide services to youth.
- For some CBO-program participants, youth reported program completions, improved school attendance, increased GPA, decreased suspensions and expulsions, being in a safe environment, decreases in substance use, and improvements in youth behavior.

Appendix A

Analytic Approach

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 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).

CBO Implementation Data Sources

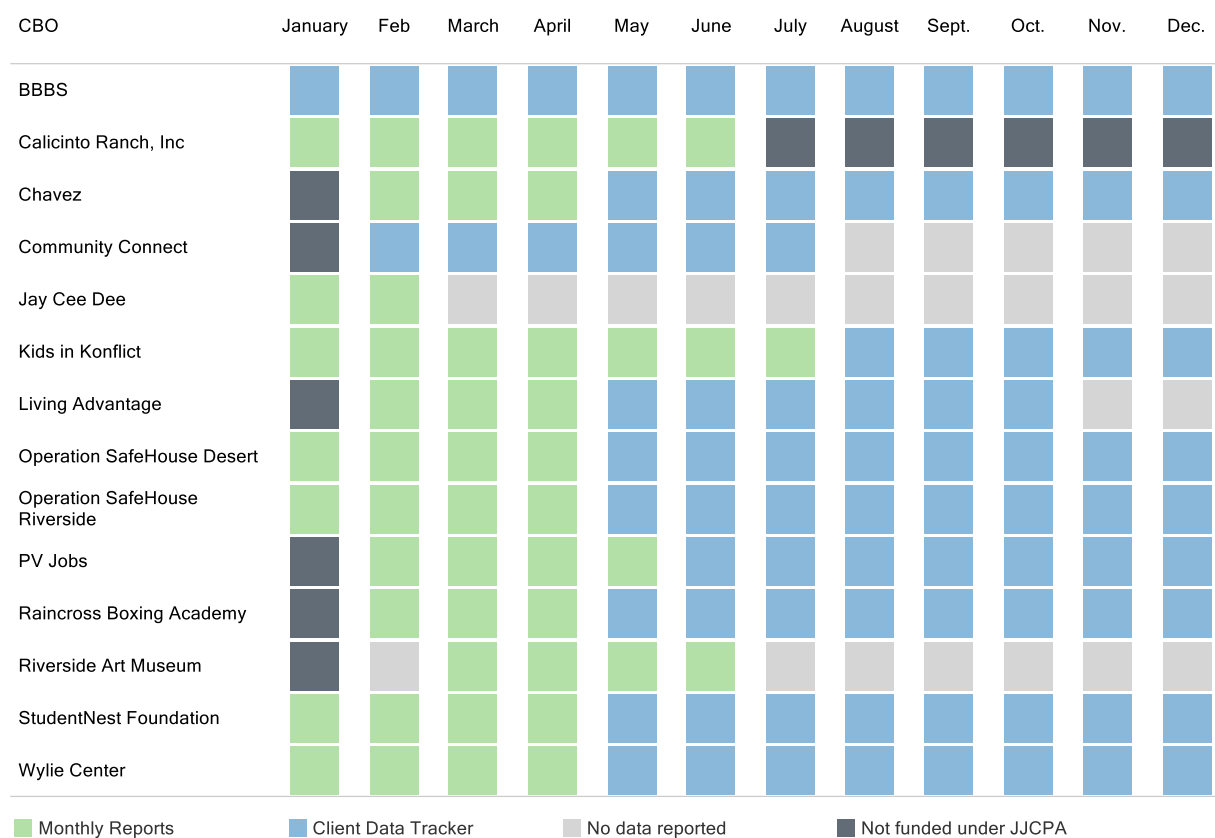
Data on services CBO provided were collected through monthly reports CBOs provided, which included duplicated counts of youth and families and did not provide service provision hours or through the Client Data Tracker which allowed to track unduplicated client services. Beginning in May, WestEd provided CBOs a uniform data collection system ("Client Data Tracker") to report comparable data across CBOs. Thus, the majority of data from January to April were self-reported by the CBOs via the monthly reports, and WestEd was unable to independently verify the data. For the January through April self-reported CBO data, CBO reported duplicated counts of service recipients received. To provide a uniform comparison across CBOs, WestEd reviewed the data CBOs reported on number of youth served by service provided and combined unduplicated counts into a total count. WestEd was unable to calculate unique counts for families served as the CBOs did not provide a breakdown of families served by service provided from January through April.

The implementation timeline of the Client Data Tracker varied by CBO (Exhibit A1). Three CBOs, Calicinto, Jay Cee Dee, and Riverside Art Museum did not provided data through their Client Data Tracker, only through monthly reports. Two CBOs, BBBS and Community Connect exclusively used the Client Data Tracker. Though the Client Data Tracker was implemented in May, some CBOs drew on extant data from case notes and existing data systems to back enter data for months prior to May and some CBOs began using the Client Data Tracker later than May. The majority of CBOs implemented the Client Data Tracker in May through December, including Chavez Education Services, Operation

SafeHouse of the Desert, Operation SafeHouse of Riverside, Raincross Boxing Academy, StudentNest, and Wylie Center. BBBS provided implementation data via the Client Data Tracker for January to December. Community Connect provided data via the Client Data Tracker from February to July. PV Jobs began using the Client Data Tracker in June and Kids in Konflikt began in August. Living Advantage submitted data using the Client Data Tracker for the months of May through October.

Three CBOs stopped providing data. Jay Cee Dee stopped providing in February, Community Connect in July, and Living Advantage in October. Riverside Art Museum did not provide data for February or from July through December, as they operate a summer program.

Exhibit A1. Timeline of CBOs' Implementation Data Sources and Availability



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. Beginning in May, CBOs administered the standardized survey to youth twice—once at baseline and again at program exit. There were three exceptions in the survey administration. 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. RAM did not administer the survey as they experienced challenges collecting participant-level data in general. BBBS began administering the survey in November. Due to the long-term nature of the Big-Little mentorship relationship, BBBS administered the post-survey at 6 and 12 months after youth's enrollment date.

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 standardized survey administered by all CBOs began in the middle of the 2020 calendar year (i.e., May 2020). As such, only newly enrolled youth could take the pre-test survey if they enrolled in the program in May or later. Similarly, only youth who completed the program in May or later could take the post-survey. Given the survey start date, not all CBO-program participants in 2020 had both pre-test and post-test survey data—both of which are needed to examine changes in outcomes over the course of participating in JJCPA-funded programming. Specifically, youth who exited the program in May or later would have taken the post-survey, but they would not have had a chance to take the pre-test survey if they enrolled in the program before May. For these youth, WestEd could only examine a post-test measure of outcomes but not examine changes in the outcomes. Of the 254 youth who took the post-test survey, 106 youth (42%) also had baseline measures of the outcomes from the pre-test survey. Given the survey's start date and the missingness for the pre-test survey data, this year's report will examine post-test outcomes only. Future reports will employ a more rigorous analysis examining pre-post changes in the survey outcomes when more youth will have had the chance to take both the pre- and post-test survey.

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 ($\alpha = .91$).

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 ($\alpha = .91$).

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 ($\alpha = .89$).

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 good internal consistency ($\alpha = .75$).

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 ($\alpha = .93$).

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 ($\alpha = .93$).

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 ($\alpha = .96$).

References

Center for the Study of Social Policy (2018). *Youth Thrive Survey*. Washington, DC: 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).

WestEd (2019). *California Healthy Kids Survey*. San Francisco, CA: WestEd for the California Department of Education.

Appendix B

Exhibit B1. Demographics of Youth Served by CBOs

	BBBS		Chavez		Kids in Konflikt	
	n	%	n	%	n	%
Gender						
Woman/girl	58	35%	28	31%	18	14%
Man/boy	109	65%	62	69%	111	85%
Non-binary (neither, both)	0	0%	0	0%	0	0%
Something else	0	0%	0	0%	0	0%
Missing	0	0%	0	0%	1	1%
Age						
6 to 9	70	42%	1	1%	0	0%
10 to 13	59	35%	14	16%	5	4%
14 to 17	38	23%	70	78%	99	76%
18 to 20	0	0%	5	6%	21	16%
21	0	0%	0	0%	1	1%
Missing	0	0%	0	0%	4	3%
Race						
American Indian or Alaska Native	0	0%	0	0%	1	1%
Asian, Native Hawaiian or other Pacific Islander	2	1%	1	1%	0	0%
Black or African American	13	8%	5	6%	13	10%
Hispanic or Latino	124	74%	71	79%	35	27%
White	11	7%	13	14%	15	12%
More than one race	0	0%	0	0%	18	14%
Other race	6	4%	0	0%	3	2%
Missing	0	0%	0	0%	46	35%
School type						
Alternative learning school	0	0%	0	0%	5	4%
Charter academy school	0	0%	7	7%	7	5%
College	0	0%	0	0%	5	4%
Continuation school	0	0%	1	1%	10	8%
Dropped out of school	0	0%	0	0%	0	0%
Homeschool	0	0%	0	0%	1	1%
Online school	0	0%	0	0%	9	7%
RCOE learning center	0	0%	0	0%	6	5%
Traditional school	136	98%	80	89%	71	55%

	BBBS		Chavez		Kids in Konflikt	
	n	%	n	%	n	%
Private school	3	2%	0	0%	0	0%
Not applicable	0	0%	3	3%	0	0%
Missing	0	0%	0	0%	13	10%

Demographic information were not reported for CBOs that served fewer than 25 youth in order to protect youth's confidentiality. Percentages may not sum to 100 percent due to rounding.

Exhibit B2. Demographics of Youth Served by CBOs (Continued)

	Living Advantage		Operation SafeHouse, Desert		Operation SafeHouse, Riverside	
	n	%	n	%	n	%
Gender						
Woman/girl	15	39%	31	52%	24	15%
Man/boy	23	61%	26	43%	27	29%
Non-binary (neither, both)	0	0%	0	0%	0	0%
Something else	0	0%	3	5%	2	2%
Missing	0	0%	0	0%	0	0%
Age						
6 to 9	0	0%	0	1%	0	0%
10 to 13	6	16%	8	13%	14	15%
14 to 17	32	84%	52	87%	79	85%
18 to 20	0	0%	0	0%	0	0%
21	0	0%	0	0%	0	0%
Missing	0	0%	0	0%	0	0%
Race						
American Indian or Alaska Native	0	0%	1	2%	2	2%
Asian, Native Hawaiian or other Pacific Islander	0	0%	1	2%	3	3%
Black or African American	11	29%	8	13%	26	28%
Hispanic or Latino	22	58%	32	53%	40	43%
White	2	5%	12	20%	16	10%
More than one race	3	8%	6	10%	2	2%
Other race	0	0%	0	0%	0	0%
Missing	0	0%	0	0%	0	0%
School type						
Alternative learning school	0	0%	0	0%	0	0%
Charter academy school	0	0%	4	7%	5	5%
College	0	0%	0	0%	5	3%
Continuation school	3	8%	2	3%	2	3%
Dropped out of school	0	0%	4	7%	0	0%
Homeschool	0	0%	2	3%	5	5%
Online school	0	0%	3	5%	1	1%
RCOE learning center	0	0%	0	0%	0	0%
Traditional school	34	89%	45	75%	67	72%
Private school	0	0%	0	0%	0	0%
Not applicable	0	0%	0	0%	14	15%
Missing	0	0%	0	0%	0	0%

Demographic information were not reported for CBOs that served fewer than 25 youth in order to protect youth's confidentiality. Percentages may not sum to 100 percent due to rounding.

Exhibit B3. Demographics of Youth Served by CBOs (Continued)

	PV Jobs		StudentNest		Wylie Center	
	n	%	n	%	n	%
Gender						
Woman/girl	22	44%	44	49%	25	38%
Man/boy	28	56%	42	47%	39	68%
Non-binary (neither, both)	0	0%	4	4%	1	2%
Something else	0	0%	0	0%	0	0%
Missing	0	0%	0	0%	0	0%
Age						
6 to 9	0	0%	0	1%	0	0%
10 to 13	1	2%	16	18%	8	12%
14 to 17	49	98%	74	82%	53	82%
18 to 20	0	0%	0	0%	3	5%
21	0	0%	0	0%	0	0%
Missing	0	0%	0	0%	1	2%
Race						
American Indian or Alaska Native	0	0%	0	0%	0	0%
Asian, Native Hawaiian or other Pacific Islander	0	0%	0	0%	2	3%
Black or African American	4	8%	34	38%	8	12%
Hispanic or Latino	45	90%	41	46%	47	72%
White	0	0%	15	17%	5	8%
More than one race	0	0%	0	0%	0	0%
Other race	0	0%	0	0%	3	5%
Missing	1	2%	0	0%	0	0%
School type						
Alternative learning school	3	6%	0	0%	2	3%
Charter academy school	1	2%	0	0%	3	5%
College	0	0%	0	0%	0	0%
Continuation school	2	4%	17	19%	5	8%
Dropped out of school	0	0%	0	0%	0	0%
Homeschool	0	0%	4	4%	5	5%
Online school	1	2%	0	0%	0	0%
RCOE learning center	1	2%	0	0%	22	34%
Traditional school	42	84%	69	77%	29	45%
Private school	0	0%	0	0%	0	0%
Not applicable	0	0%	0	0%	1	2%
Missing	0	0%	0	0%	0	0%

Demographic information were not reported for CBOs that served fewer than 25 youth in order to protect youth's confidentiality. Percentages may not sum to 100 percent due to rounding.

Appendix C

Exhibit C1. Social Connections

	n	Mean	SD	Min	Max
<i>Social Connections Scale</i>	246	3.63	0.83	1.12	5
There are people in my life who encourage me to do my best	239	3.78	1.11	1	5
I have someone who I can share my feelings and ideas with	238	3.49	1.30	1	5
I have someone in life who I look up to	238	3.45	1.35	1	5
I have someone in my life who doesn't judge me	239	3.55	1.32	1	5
I feel lonely*	237	3.57	1.32	1	5
I have someone I can count on for help when I need it	237	3.64	1.16	1	5
I have someone who supports me in developing my interests and strengths	239	3.61	1.19	1	5
I have a friend or family member to spend time with on holidays and special occasions	238	3.89	1.18	1	5
I know for sure that someone really cares about me	238	3.95	1.18	1	5
I have someone in my life who is proud of me	239	3.74	1.26	1	5
There is an adult family member who is there for me when I need them (for example, my birth or adoptive parent, spouse, adult sibling, extended family member, legal guardian, non-biological chosen family)	245	3.85	1.22	1	5
There is an adult, other than a family member, who is there for me when I need them	244	3.54	1.33	1	5
I have friends who stand by me during hard times	245	3.51	1.29	1	5
I feel that no one loves me*	245	4.01	1.28	1	5
My spiritual or religious beliefs give me hope when bad things happen	245	3.00	1.34	1	5
I try to help other people when I can	246	4.06	1.06	1	5
I do things to make the world a better place like volunteering, recycling, or community service	244	3.14	1.30	1	5

Missing data: 3%. 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
<i>Youth Resilience Scale</i>	244	3.42	0.86	1.1	5
I learn from my mistakes	244	3.68	1.09	1	5
I believe I will be okay even when bad things happen	243	3.43	1.20	1	5
I do a good job of handling problems in my life	244	3.25	1.18	1	5
I try new things even if they are hard	243	3.42	1.16	1	5
When I have a problem, I come up with ways to solve it	242	3.43	1.13	1	5
I give up when things get hard*	243	3.65	1.20	1	5
I deal with my problems in a positive way (like asking for help)	237	3.02	1.15	1	5
I keep trying to solve problems even when things don't go my way	238	3.30	1.14	1	5
Failure just makes me try harder	238	3.33	1.23	1	5
No matter how bad things get, I know the future will be better	238	3.63	1.17	1	5

Missing data: 4%. 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
<i>General Life Satisfaction Scale</i>	238	3.30	0.92	1	5
My life is going well	238	3.45	1.08	1	5
My life is just right	237	3.21	1.06	1	5
I wish I had a different kind of life*	236	3.16	1.23	1	5
I have a good life	238	3.48	1.08	1	5
I have what I want in life	238	3.19	1.11	1	5

Missing data: 6%. 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
<i>Perceived Stress scale</i>	235	3.02	0.55	1.2	4.8
How often have you been angered because of things that happened that were outside of your control?	235	2.91	0.97	1	5
How often have you felt difficulties were piling up so high that you could not overcome them?	234	2.86	1.06	1	5
How often have you felt that things were going your way?*	233	3.19	0.91	1	5
How often have you been upset because of something that happened unexpectedly?	234	2.95	1.05	1	5
How often have you been able to control irritations in your life?*	235	3.05	0.95	1	5
How often have you felt that you were unable to control the important things in your life?	235	2.85	0.95	1	5
How often have you felt nervous and “stressed”?	235	3.31	1.10	1	5
How often have you felt that you were on top of things?*	235	3.20	0.93	1	5
How often have you found that you could not handle (OR manage) all the things that you had to do?	233	2.99	0.94	1	5
How often have you felt confident about your ability to handle your personal problems?*	235	2.92	0.99	1	5

Missing data: 7%. 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
<i>Emotional Control scale</i>	234	2.91	0.95	1	5
I was in control of how often I felt mad	234	2.93	1.13	1	5
When I felt happy, I could control or change how happy I felt.	232	3.00	1.14	1	5
I was in control of how often I felt excited	232	3.01	1.18	1	5
When I felt sad, I could control or change how sad I felt.	232	2.74	1.17	1	5
I was in control of how often I felt scared	231	2.90	1.20	1	5
When I felt mad, I could control or change how mad I felt	231	2.90	1.20	1	5
I was in control of how often I felt happy	232	3.05	1.21	1	5
When I felt excited, I could control or change how excited I felt	231	3.01	1.18	1	5
I was in control of how often I felt sad	230	2.73	1.23	1	5
When I felt scared, I could control or change how scared I felt	231	2.86	1.21	1	5

Missing data: 8%. 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
<i>Anger scale</i>	240	2.65	0.99	1	5
I felt mad	239	2.78	1.01	1	5
I was so angry I felt like yelling at somebody	239	2.53	1.16	1	5
I felt fed up	237	2.74	1.13	1	5
I was so angry I felt like throwing something	239	2.25	1.27	1	5
I felt upset	238	2.94	1.12	1	5

Missing data: 6% 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
<i>Unhealthy Perceptions of Alcohol and Drug Use scale</i>	230	35%	35%	0%	100%
Makes me more irritable	226	35%	48%	0%	100%
Keeps me from being bored	226	36%	48%	0%	100%
Breaks the ice	226	30%	46%	0%	100%
Helps me enjoy a party more	227	33%	47%	0%	100%
Makes it easier to deal with stress	229	39%	49%	0%	100%
Allows people to have more fun	228	36%	48%	0%	100%
Gives people something to do	230	39%	49%	0%	100%

Missing data: 9%. Youth were asked, "Do you believe that alcohol or other drug use has the following effects?" and responded "yes" or "no" to each statement. Percentages in the exhibit above represent the percentage of youth who responded "yes" to each statement.

Exhibit C8. Social Connections

	n	Mean	SD	Min	Max
<i>Perceptions of Risks From Alcohol, Tobacco, and Drug Use scale</i>	221	2.79	1.03	1	4
Smoke one or more packs of cigarettes a day?	202	3.11	1.24	1	4
Try marijuana once or twice?	200	2.02	1.07	1	4
Smoke marijuana regularly?	198	2.59	1.17	1	4
Use vape products regularly (vape pens, mods, portable vaporizers)?	209	2.88	1.18	1	4
Try one or two drinks of an alcoholic beverage (beer, wine, liquor)?	206	2.13	1.05	1	4
Take one or two drinks of an alcoholic beverage nearly every day?	206	2.75	1.19	1	4
Have five or more alcoholic drinks once or twice each weekend?	202	2.81	1.20	1	4
Take cocaine (powder, crack) occasionally?	190	3.08	1.29	1	4
Use inhalants (such as aerosol spray cans, glue, gases)?	179	2.97	1.30	1	4
Use steroids occasionally?	181	2.98	1.30	1	4
Use club drugs (such as ecstasy, GHB, rohypnol) occasionally?	178	3.05	1.31	1	4
Use heroin occasionally?	184	3.08	1.32	1	4

Missing data: 13%. 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.

Juvenile Justice Coordinating Council (JJCC)
Juvenile Justice Crime Prevention Act (JJCPA)
Estimated Available Funding
Fiscal Year 2021/22

Agenda Item #5

FY2021/22 Estimated Funding (in millions)

	Amount
FY 2021/22 Riverside Co Share of Statewide Allocation (\$107.1M)	\$ 6,624,512
FY 2020/21 Riverside Co Share of Growth Funding	\$ 3,778,208
FY 2020/21 Contingency Funding Balance	\$ 4,880,171
FY 2020/21 JJCC Agency Carry Forward Balances	\$ 1,591,519
Total FY 2021/22 Available Funding	\$ 16,874,410

Riverside County Probation Department**JJCPA Budget Program Narrative****Fiscal Year 2021/2022**

The Probation Department is requesting that the Juvenile Justice Coordinating Council (JJCC) approve the below program which would require a funding level in the amount of \$2.96 million.

Successful Short-Term Supervision (SSTS) consisting of 20 full time equivalent positions and related expenses. These positions will comprise of line-level, supervisory, and administrative personnel assigned to the program. 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.

Juvenile Justice and Delinquency Prevention Commission (JJDCP) which consists of 1 full-time position. The designated staff shall perform administrative, fiscal related services on behalf of the Commission as may be necessary or required.

In addition, it is requested that the JJCC approve continuation funding for the following programs in the amount of \$3.44M:

Restorative Justice/Victim Mediation Services 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. The funding requested for fiscal year (FY) 21/22 is \$161,117.

Tattoo Removal Services have served Riverside County residents up to the age of 21. The main goal has been to remove anti-social tattoos from visible areas, which may prevent an individual from gaining employment, attending school, or feeling confident in oneself. Funding carried over into the new fiscal year will be used to complete current services being provided. The funding requested for FY 21/22 is \$25,000.

Compliance Contracts 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. The funding requested for FY 21/22 is \$859,305.

CBO Youth Outreach Counseling will be provided to every youth participant in the program. These counselors will work directly with the youth to address specific issues identified per assessment, youth, and/or parent. The funding requested for FY 21/22 is \$437,505.

Youth Services Expansion Contracts have extended the litany of available programming and services provided to youth. Such services include but are not limited to: academic and educational services, vocational programming, health, wellness, and nutritional services, self-help programs, and literacy programs. The funding requested for FY 21/22 is \$1,760,399.

Program Evaluation Services are provided by WestEd, as a third-party vendor to assist in the compilation and analysis of data regarding services provided by the Juvenile Justice Crime Prevention Act funded programs. This provider will meet with representatives of each program, develop trackers; and communicate feedback. Outcomes will be provided in ongoing quarterly reports. The funding requested for FY 21/22 is \$200,000.

PUBLIC DEFENDER JJCC-JJCPA PROPOSAL

Public Defender Steve Harmon

March 22nd 1:30pm

SUPPORT, PARTNERSHIPS,
ADVOCACY AND
RESOURCES FOR KIDS
SPARK

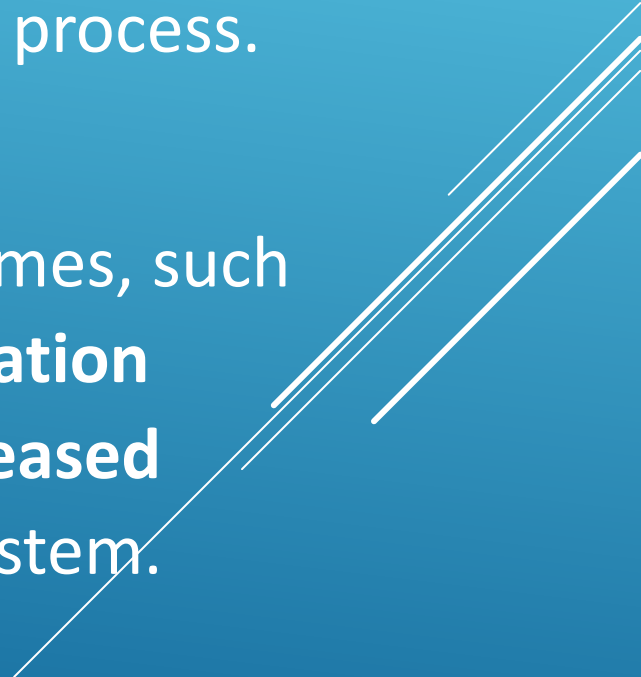


NEED

Juvenile Justice System-Involved Youth Have:

- High rates of unaddressed trauma, mental health and special education needs;
- Disproportionately high rates of truancy, grade retention, suspensions and expulsions;
- Lower high school graduation rates.

GOALS

1. **Prevent** youth from full entry into the juvenile justice system by establishing and utilizing a **coordination of community resources** early in the juvenile court process.
 2. **Reduce** recidivism and promote favorable outcomes, such as **increased academic success, shortened probation terms, limited detention and removal, and increased protective factors** for those who do enter the system.
- 

Teams

Attorney and Social Worker in each Juvenile Court Region, uniquely positioned and trained to screen and identify needs, and collaborate with schools and community-based service providers.

Indio

Riverside

Southwest

Screening, Referrals for Assessments and Connections to Services

For Public Defender Juvenile Clients and Families

Record
Retrieval and
Review

Community-Based
Services Referrals

Referrals to Mental Health
Services

Referrals to Inland
Regional Center

Transition
Planning and
Coordinating

Building
Bridges

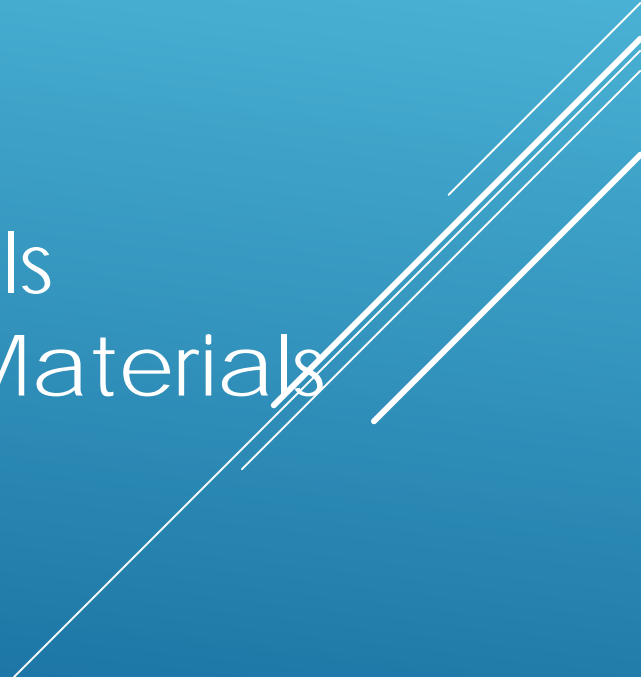
Screenings,
Assessments and
Evaluations

Competency

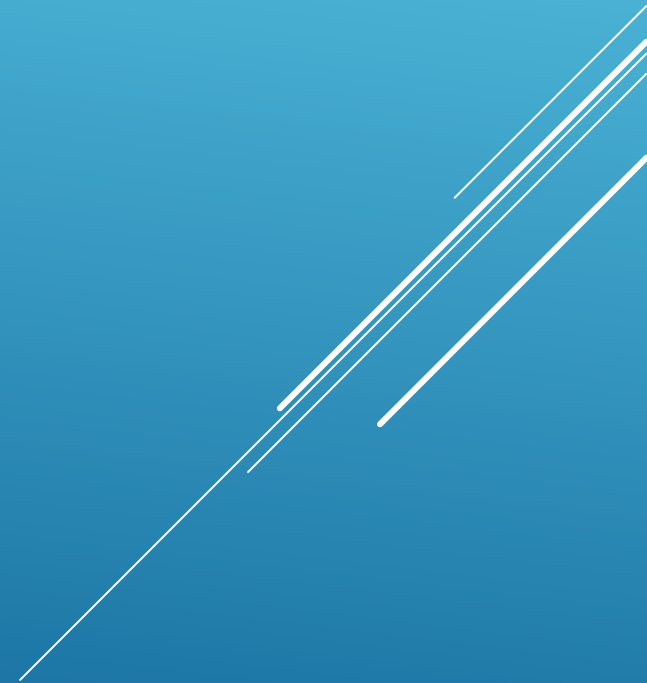
School Connections
and Special
Education
Assistance

Family Support
and Case Planning

Build and Strengthen Partnerships and Collaboration with Schools, Agencies, Community Organizations, Families and Youth

- Comprehensive Trainings
 - Coordinate Screening Resources/Tools
 - Develop Referral Lists and Resource Materials for Families
 - Participate in Stakeholder Events
 - Follow Evidence-Based Practices
- 

Questions?



PD 21-22 JJCPA PROPOSAL

INTRODUCTION

Riverside County's Law Office of the Public Defender proposed program - Support, Partnerships, Advocacy and Resources for Kids (**SPARK**) - is an intervention and prevention program designed to benefit middle and high-school aged youth who are represented by the Public Defender by identifying unaddressed academic and mental health needs and linking them to appropriate resources through collaborative community and education partnerships, as well as legal advocacy. The overarching goal of this program has two vital components: 1) prevent youth from full entry into the juvenile justice system by establishing and utilizing a coordination of community resources early in juvenile court process, and 2) reduce recidivism and promote favorable outcomes, such as increased academic success, shortened probation terms, limited detention and removal, and increased protective factors for those who do enter the system.

There is a vital need for SPARK. It is well documented that there are numerous education risk factors associated with system-involved and/or at-risk youth that contribute to recidivism and unfavorable outcomes.¹ A disproportionate number of youth in the juvenile justice system have special education needs.² These special education needs, which often overlap with mental health conditions, exacerbate delinquent behavior if left unaddressed. As such, the identified youth require additional support to help them navigate and transition within the justice system and community, and to prevent movement into long-term detention and/or placement settings.³ Parents/legal guardians and educational rights holders also need to become familiarized with available services, including how to access and maintain services.

The SPARK Program will employ a team approach, with one team in each of three Riverside County regions, Desert, Mid-County, and Riverside. These teams will be designed to provide coordinated outreach and services to youth represented by the Public Defender's Office throughout Riverside County, including all twenty-three school districts, the Riverside County Office of Education, charter and

¹ Cottle, C. C., Lee, R.J., and Heilbrun, K. 2001. The prediction of criminal recidivism in juveniles: A metaanalysis. *Criminal Justice and Behavior* 28(3):367-394; Cuellar, A.E., and Markowitz, S. 2015. School suspension and the school-to-prison pipeline. *International Review of Law and Economics* 43:98-106

² Foley, R.M. 2001. Academic characteristics of incarcerated youth and correctional education programs. *Journal of Emotional and Behavioral Disorders* 9(4):248-259; Kincaid, A. 2017. Prevalence of youth with disabilities in the juvenile justice system. Unpublished doctoral dissertation. University of Minnesota. Kirk, D.S., and Sampson, R.J. 2013. Juvenile arrest and collateral educational damage in the transition to adulthood. *Sociology of Education* 86(1):36-62; Krezmien, M.P., Mulcahy, C.A., and Leone, P.E. 2008. Detained and committed youth: Examining differences in achievement, mental health needs, and special education status. *Education and Treatment of Children* 31(4):445-464; Krezmien, M.P., Wilson, M., Mulcahy, C., Wells, C., and Travers, J. 2013. Reading performance of incarcerated youth: Understanding and responding to a unique population of readers. *Journal of Special Education Leadership* 26(2):71-81.

³ 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; Zhang, D., Barrett, D. E., Katsiyannis, A., & Yoon, M. (2011). Juvenile offenders with and without disabilities: Risks and patterns of recidivism. *Learning and Individual Differences*, 21(1), 12-18.

private schools, and even outside of Riverside County when a youth is in out of county or out of state placement. Each SPARK team will include a Deputy Public Defender who specializes in education advocacy and a social worker dedicated exclusively to identifying and advocating for unaddressed or under-addressed education and concurrent mental health needs of the youth, thereby supporting the youth and helping them navigate towards more favorable academic and justice system outcomes. SPARK will be led by a Supervising Deputy Public Defender and an experienced senior educational rights paralegal who will assist in the overall training and coordination of the teams as well as provide representation at countywide agency meetings. SPARK teams' advocacy will be done in partnership with parents/legal guardians or educational rights holders, psychology experts, community stakeholders, including school districts, Inland Regional Center, community-based organizations, and mental health professionals.

SCOPE

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

1. **Unaddressed Educational and Mental Health Needs** - There is an ever-increasing push for juvenile courts to focus on education. Rule 5.651(b) of the California Rules of Court requires that education be addressed at every judicial hearing. The reasoning behind this requirement is clear. According to the California Judicial Branch Benchguide and Keeping Kids in School and Out of Court Initiative, it is undisputed that education outcomes for system involved youth lag behind even those of other disadvantaged student populations. As stated, "Causes of poor outcomes include frequent school transfers, gaps in enrollment and attendance, lack of consistent adult support for education, and impact of trauma on learning and behavior." Studies demonstrate a distinct relationship between adverse childhood experiences and academic success, with unaddressed trauma leading to problems with attention skills, reasoning, reading ability, lower grade-point averages and excessive absences. System-involved youth are less likely to receive prompt assessments and adequate special education services, despite having a higher incidence of disabilities and special education needs.⁴ Moreover, the 2019 suspension, expulsion, and truancy rates in Riverside County were all higher than the state average.⁵ Any involvement with the juvenile justice system can make school performance and attendance issues worse, including disproportionate suspension/expulsion rates and increased drop-outs. Truancy, suspension, and expulsion are all top predictors of future involvement in the justice system. As such, identifying disabilities, special education and corresponding mental health needs, as well as trauma factors and collaborating with community education partners to understand the youth's needs will assist in preventing truancy, suspension, and expulsion, as well as mitigate continued involvement in the system.

Based on this data and evidence-based research, the advocacy teams will utilize their unique position of trust and confidence with the youth and their families to engage in extensive screening for unidentified and/or unassessed disabilities, special education and related

⁴ Judicial Branch of California, Understanding Trauma and Supporting Educational Opportunity, 2019.

⁵ Riverside County, 2018-2019 Chronic Absenteeism, Expulsion and Suspension Report, 2020.

mental health needs, as well as trauma factors. Forensic psychology experts will provide consultations, evaluations, and recommendations when necessary. The team will then work with community education partners and mental health agencies to develop appropriate assessment plans for Individualized Education Plans, 504 Plans, and community-based resources, including referrals to Inland Regional Center when deemed appropriate, to remove barriers to the youth's success.

2. **Transitional Issues** - There are significant disruptions in access to continuity of education and mental health services as youth transition during various points in juvenile proceedings, with a lack of coordination between agencies responsible for providing services.⁶ "Transition does not occur only once for these youth; rather, it is an ongoing process that usually involves multiple transitions. Youth move from the community into detention, incarceration, or both—then back to the community," and the transitions do not take a consistent route.⁷ Studies report a substantial decline in school enrollment after youth are released from confinement.⁸ Only about one-third of youth released from residential facilities re-enroll in school.⁹ The SPARK team will provide focused advocacy directed specifically at increasing continuity of education as youth transition within the system. The team will facilitate and promote successful, coordinated transitions, or movements, focusing on educational services and mental health treatment, as soon as the Public Defender's Office is appointed to a youth. The team will work to ensure that the youth have actively involved education rights holders, access to school records, immediate enrollment rights, knowledge of different graduation requirements, and even college financial aid benefits and support programs. The team will provide training to community partners to assist with improving transitions and protective factors for improved outcomes, making sure school districts have the appropriate liaisons for system-involved youth and knowledge of available resources.
3. **Coordination of Services** - There is a lack of coordination between the agencies and community stakeholders, leading to a disconnect in identifying and providing appropriate services to youth with disabilities, education and mental health needs. The three regional SPARK teams will develop and operate a strong training and professional development

⁶ National Research Council. 2013. *Reforming Juvenile Justice: A Developmental Approach*. Washington, DC: The National Academies Press; U.S. Department of Education. 2016b. *You Got This: Educational Pathways for Youth Transitioning from Juvenile Justice Facilities*. Washington, DC: U.S. Department of Education. Retrieved January 15, 2019, from the web: <https://www2.ed.gov/students/prep/juvenile-justicetransition/pathways-transitioning-justice-facilities.pdf>

⁷ NDTAC [The National Technical Assistance Center for the Education of Neglected or Delinquent Children and Youth]. 2016. *Transition Toolkit 3.0: Meeting the Educational Needs of Youth Exposed Office of Juvenile Justice and Delinquency Prevention* www.ojjdp.gov 17 to the Juvenile Justice System. Washington, DC: NDTAC. Retrieved January 15, 2019, from the web: <https://www2.ed.gov/students/prep/juvenile-justice-transition/transition-toolkit-3.pdf>

⁸ Sweeten, G. 2006. Who will graduate? Disruption of high school education by arrest and court involvement. *Justice Quarterly* 23(4):462–480. Sweeten, G., Bushway, S.D., and Paternoster, R. 2009. Does dropping out of school mean dropping into delinquency? *Criminology* 47(1):47–91.

⁹ U.S. Department of Education (2016b); Sweeten et al., 2009.

program both in-house for all deputy public defenders, as well as beyond, designed to promote identification of youth in need of targeted support, collaboration with community stake holders and positive outcomes. The training program will promote awareness of educational and transition programming/services available; develop policies to create and support collaborative relationship and communication with community partners; develop a transition team and/or plan for youth when they enter the juvenile justice system, and track and monitor process and outcomes. In doing, the teams will foster community connections, and build trust with citizens and service providers.

ROLES AND RESPONSIBILITIES

The Public Defender shall:

- Develop and implement screening tools for all youth represented by the Public Defender, to identify disabilities, education and mental health needs, as well as trauma factors.
- Meet with the parents and/or Education Rights Holders to determine if they are willing and able to assist in making education decisions for the youth and/or whether requesting an Education Rights Surrogate is necessary.
- Utilize the results of the screening tool to communicate and coordinate with schools and community partners to develop appropriate assessment plans.
- Utilize forensic psychology experts for consultations, evaluations, and recommendations when deemed appropriate.
- Collaborate with schools and community partners by attending Individualized Education Plan meetings to determine if the youth qualifies for special education services or other community-based resources to remove barriers to success.
- Advocate when necessary for assessments and services the youth is entitled to under the Individuals with Disabilities Education Act, Welfare and Institutions Code and Education Code.
- Attend Manifestation Determination meetings and expulsion hearings and advocate for options that will mitigate collateral consequences and consider the individual needs of the youth.
- Develop a referral list for community advocacy partners for the families and Courts.
- Collaborate with agency and community partners to develop education transition plans for youth moving from detention, placement, or other situations involving changing schools (expulsion/credit deficiency, etc.) and provide continual support during the transition.
- Provide comprehensive training to all attorneys and support staff to become trauma informed, which will assist in building trust and rapport with youth and their families to better identify those in need of targeted support at all stages of delinquency proceedings. Training will also focus on the program referral process and resources offered.
- Provide training to community partners on available resources, as well as strategies for mitigating and preventing justice system involvement.
- Provide trainings and/or resources to parents and youth regarding their education rights, available resources, and how to get support.
- Attend community stakeholder meetings to build collaborations that help further the objectives of the program.
- Follow evidence-based practices in tracking and collecting data on the process and outcomes.

CONCLUSION

The Riverside County Public Defender SPARK Program is:

- Advocacy: informed, targeted, accountability
- Education: equity, assessments, special services, successful transitions
- Identification: disabilities, special needs, trauma
- Referrals: community-based resources
- Partnerships: schools, community stakeholders and services
- Development: screening tools, data collection
- Collaboration: families, agencies, community stakeholders, experts
- Communication: transitions, planning, continuity
- Trauma Informed: trust, confidence, best practices
- Training: coordination, building awareness, networks.

PD SPARK Budget Proposal 2021-2022

Indio Region:

DPD IV	\$245,839
SSP III	<u>\$122,298</u>
	\$368,137

Southwest Region:

DPD IV	\$245,839
SSP III	<u>\$122,298</u>
	\$368,137

Riverside Region:

DPD IV	\$245,839
SSP III	<u>\$122,298</u>
	\$368,137

Senior Paralegal (working with all regions) \$117,073

Total Personnel Request \$1,221,484

Office Supplies: (\$500 per Region) **\$1,500**

Computer Equipment: (\$1500 ea. * 6) **\$9,000**

Professional Services: (\$250 per hour * 40 hours per Region * 3 Regions) **\$30,000**

Personal Mileage Reimbursement: (25 miles round trip * 30 trips per month * 12 months * IRS Mileage Rate \$.575 = \$5,175 per Region * 3 Regions) **\$15,525**

Total Supplies and Services Request: \$56,025

Total Budget Request: \$1,277, 509



MICHAEL A. HESTRIN
DISTRICT ATTORNEY

OFFICE OF
THE DISTRICT ATTORNEY
COUNTY OF RIVERSIDE

March 12, 2021

DISTRICT ATTORNEY JJCPA 21-22 GRANT PROPOSAL

INTRODUCTION

The District Attorney's Crime Prevention Unit (CPU) engages in youth crime prevention services that consist of early intervention and prevention strategies that benefit elementary, middle, and high school at-risk youth. The goal of these services is to enhance public safety and to support youth by promoting education, positive decision-making, and to prevent truancy, chronic absenteeism, delinquency, substance abuse, gang affiliation, and entry into the juvenile justice system.

To significantly improve and increase services toward these ends, and to achieve statistically proven positive outcomes, CPU has partnered with the **SAFE Family Justice Center** (SFJC) and the **DA's Division of Victim Services** (DVS).

The SFJC is a highly respected and successful local non-profit community-based organization established in 1998 and specializes in providing domestic violence and at-risk youth prevention and intervention services to the community. In addition, SFJC provides services from four regional locations within the county of Riverside. These centers are located in the city of Riverside, Indio, Murrieta, and Temecula. SFJC uses a multidisciplinary response framework that provides "one-stop shop" services to youth and adults from both government and community-based partner agencies who work under one roof to support the complex needs of at-risk youth and victims of abuse. Services provided in the centers are trauma informed, client led, confidential, and limit the number of times that individuals must re-tell their story, ultimately creating a safe space for youth and family members to address the underlying causes of truancy and delinquent behavior.

The DVS provides services to victims of crime and participates in special teams throughout the office such as the Crime Prevention Unit. The Division of Victim Services operates a Facility Dog Program to support high risk children and adults who have experienced extensive trauma and other adverse childhood experiences that predispose children to delinquent behavior. For this grant, a DVS Advocate will serve in the role as a K9 facility dog handler in support of the prevention and intervention services provided by the CPU. For example, the facility dog will be used in the DART crisis response, in needs assessment interviews, during counseling and case

management sessions, and as a rapport building tool for vulnerable children who do not feel secure in their school environments due to traumatic events.

PROPOSAL

This proposal requests funding for the continuation and expansion of the DA youth crime prevention services and programs currently funded by the JJCPA. These programs include the Student Attendance Review Board program (**SARB**), the Gang Awareness, Mentorship, and Education program (**GAME**), the Youth Empowerment and Safety (**YES**) program, the De-escalation and Assistance Response Team (**DART**), and additional crime prevention projects and youth support services that prevent youth victimization and delinquency.

As described below, despite the COVID – 19 induced shutdown forcing our local educational institutions to shift from in-person to distance learning instruction, the District Attorney JJCPA funded programs remained active and productive, and achieved positive outcomes.

With the addition of the SFJC to our 21/22 proposal, we anticipate even greater outcomes in the next fiscal year. For each program listed in this proposal, the SFJC advocates will be available to conduct comprehensive needs assessments for youth and families to identify available culturally sensitive and trauma-informed resources. In cases where the youth's or family's challenges are more significant, the SFJC advocates will fill a gap in services related to case management and direct service delivery. SFJC will provide case management services designed to support youth, siblings, and caregivers that are interfacing with CPU programs and provide them with a needs assessment, counseling, education programs, and basic needs assistance. These wraparound services will result in the overall stability of the youth and reduce the barriers to regular school attendance.

1. TRUANCY

A. PROBLEM

Each year there are approximately 150,000 chronically absent and truant youth in Riverside County, and that number is expected to drastically increase because of the pandemic. Additionally, Riverside County has a higher truancy rate than the state average. This is extremely problematic because, statistically speaking, chronically absent and truant students are at a significantly greater risk to struggle academically, drop out of school, and not graduate from high school. This significantly impacts our criminal justice system in that 82% of adults incarcerated in US penal institutions are high school dropouts and over 70% have difficulty reading above a fourth-grade level. Furthermore, truancy is the number one predictor of juvenile delinquency in California and truants are more likely to become victims of a crime. Special focus on attendance and student achievement is therefore imperative to meet the overarching intent and purpose of the Juvenile Justice Crime Prevention Act. Finally, the Education and Welfare & Institutions Codes makes it clear that the DA has a very important, and sometimes exclusive, role in the SARB process.

B. RESPONSE

Therefore, pursuant to this proposal, the DA will engage in extensive truancy prevention efforts with schools, students, and parents or guardians. This will be a countywide effort in association with the County's 23 local school districts and the County Office of Education, which currently enroll approximately 420,000 students. These efforts will include, but not be limited to, meaningful participation in the following ways:

i. Attendance / SART (Student Attendance Review Team) meetings. School districts, recognizing the powerful influence of Deputy District Attorneys (DDAs), request that SARB DDAs attend these school site meetings to inspire students regarding the power and importance of education and to emphasize to parents their crucial role in supporting and protecting their children's education.

ii. SARB meetings. The SARB is designed to bring together district and community resources to help families continuing to struggle with truancy, to identify the causes for the truanancies, and to offer solutions. The role of the District Attorney's Office is particularly important at SARB meetings with students and families because of our legal expertise regarding the SARB process and our knowledge of countywide best practices resulting from our attendance-related work with every school district in the county. Additionally, inclusion of the District Attorney's Office on local SARB boards is specifically listed in Education Code Section 48321(b)(1)(L).

iii. District Attorney Truancy Mediations. These meetings represent the last phase in the SARB process and are authorized per the Education and Welfare and Institutions Codes. At these meetings, truant students and their parents who have not resolved the truanancies after their district SARB meeting meet individually (one family at a time) with the SARB DDA. At these meetings, the DDA emphasizes and explains the compulsory education laws, the potential penalties for non-compliance, and explores untapped resources and strategies to resolve the truanancies. At this meeting, the DDA provides the family an important last opportunity to avoid a potential referral to law enforcement for prosecution. Therefore, the participation of the SFJC advocates to assist and empower families to overcome the challenges that contribute to their children's truanancies is particularly critical at these meetings. The involvement of the SFJC advocates at Mediations will also be critical because the advocates are available to provide case management when needed, and that assistance can continue for several months. This will help provide the necessary long-term stability and resources necessary to combat the most complex cases of truancy.

C. OUTCOMES:

The COVID – 19 pandemic led to school closures and the advent of distance learning which resulted in the disruption and delay of the traditional SARB process. Nevertheless, as of February, the SARB DDAs have participated in a robust 309 attendance related meetings with truant students and their families during the 20/21 school year. Impressively, 78% of these students showed improved attendance 30 days after meeting with the SARB DDA. There is great optimism that the partnership between the DA's Office and SFJC will yield even better results since the participation of the SFJC advocates in the SARB process will provide even greater support and assistance for youth and their families.

D. PROPOSED SARB STAFFING:

- i. Western Region: 2 SARB DDAs; 1 SFJC Advocate
- ii. Southwestern Region: 2 SARB DDAs; 1 SFJC Advocate
- iii. Eastern Region: 1 SARB DDA; 1 SFJC Advocate
- iv. Pass Area Region: 1 SARB DDA (Share the Eastern Region SFJC Advocate)
- v. Countywide: 1 DVS Advocate/Dog Handler

2. YOUTH GANG AND DRUG ACTIVITY

A. PROBLEM

For decades, the vicious scourge of gang violence and drug abuse has plagued our entire nation. Few crimes instill as much fear or create as much death, destruction, or havoc on a community as gang crimes. When young people get involved in gangs or drugs, too often this involvement results in their education becoming derailed, and they are subject to experiencing injury, death, incarceration, or any combination thereof. Unfortunately, nowhere in the nation has this tragic phenomenon been more problematic than in Southern California, and Riverside County has certainly not been exempted. There are approximately 13,000 documented gang members in Riverside County, and no public school district in Riverside County can escape the presence of gang or drug activity in its schools.

B. RESPONSE

The Riverside County District Attorney's Office created the GAME program. The GAME program operates under the very important premise that youth gang and drug participation is preventable and correctable. To that end, GAME provides several important gang, drug, and parent awareness presentations. These presentations include:

- i. The Parent Power presentation which teaches parents how to keep their children away from destructive behaviors and how to develop strong and positive relationships with their children while implementing effective and healthy discipline strategies that do not involve corporal punishment.
- ii. The Gang Awareness and Prevention Presentation for Parents which teaches parents why youth get involved with gangs, gang membership warning signs, and what parents need to know and do to keep their children away from gangs and illegal drugs.
- iii. The Gang Awareness and Prevention Presentation for Youth which teaches junior high and high school students about the realities of gang life and the severe legal penalties associated with gang-related criminal prosecutions. During this presentation, the youth hear from former hardcore gang members that candidly and persuasively relate why youth should avoid gang and prison life.

iv. The Gang Awareness and Prevention Presentation for Educators which is delivered to school staff and administrators and touches on a variety of gang-related topics such as gang territories, signs, clothing, paraphernalia, recent trends, and safety tips.

v. The Drug Awareness Presentation for Youth which teaches students about the harmful consequences of illegal narcotics and prescription drug abuse. During this presentation, former drug abusers share their harrowing personal stories of addiction to discourage youth from the ravaging effects of substance abuse. A similar presentation is also available for parents.

C. OUTCOMES

Despite the ongoing COVID-related shutdowns, the GAME DDAs managed to provide an impressive 222 presentations to approximately 11,017 people from January 2020 to February 2021. With schools transitioning back to in-person instruction, these numbers are expected to significantly increase in the next fiscal year. Furthermore, an anonymous online survey system was developed in October 2020. As of January 2021, 99% of the students surveyed indicated that the GAME presentation helped them want to stay away from illegal drugs, and 97% of the students surveyed indicated that the GAME presentation helped them want to stay away from gangs.

The current success and popularity of the GAME program comes as no surprise because it has been very highly regarded over the years. For example, in 2013 and 2014, the GAME program was recognized by an international White House initiative (the Central American Community Impact Exchange) as an innovative and effective gang prevention program that positively impacts the community. In 2015, Harvard University's Kennedy School of Government selected the GAME program as one of the most effective, innovative, and cost-effective government programs in the nation. In 2016, the GAME program won the very prestigious and highly coveted Challenge Merit Award by the California State Association of Counties (CSAC). This award designated the GAME program as one of the most effective, innovative, and cost-effective programs in the state. Lastly, the GAME presentation was the highest rated presentation at the 2018 National Innovative Communities Conference, and it received excellent reviews at the 2019 and 2020 National Youth At-Risk Conferences.

D. PROPOSED GAME STAFFING

i. Western and SW Regions: 1 GAME DDA

ii. Eastern and Pass Area Regions: 1 GAME DDA

iii. Countywide: the 3 SFJC advocates and the DVS advocate/dog handler listed in the SARB section will also participate in and support this program.

3. RISKS TO YOUTH SAFETY

A. PROBLEM

Under current social, technological and criminogenic climates and conditions, our schools, parents or guardians, and students are expressing grave concern regarding a wide variety of issues that negatively impact youth decision making and jeopardizes their safety such as peer pressure, unsupervised internet use, improper youth/adult relationships, unhealthy teen relationships, and the over sexualization and exploitation of vulnerable youth.

B. RESPONSE

The District Attorney's Office developed the YES program. The presentations offered through the YES program educate the general public, parents or guardians, educators and youth about the dangers associated with the activities described above, the social and penal consequences associated with voluntary involvement in risky and illegal activities, and where to go for help, resources, and potential solutions. These presentations are even more essential now that mental health issues, substance abuse, and unmonitored youth internet usage have all increased during the pandemic. The presentations address the following essential topics:

- i. Bullying and Cyber-Bullying
- ii. Internet Safety
- iii. Human Trafficking
- iv. Domestic Violence and Healthy Relationships
- v. Hate Crimes
- vi. Juveniles and the Law
- vii. The Power of Education

Additionally, the SFJC will coordinate the implementation of One Circle Foundation Curriculums. This includes structured support groups called Girls Circle and Boys Council for girls, boys, and gender-expansive youth from 9-18 years of age which integrates relational theory, resiliency practices, and skills training. It is designed to increase positive connection, strengths, and competence in girls/boys. Girls Circle is an evidence-based program that has demonstrated effectiveness in reducing delinquency/reducing recidivism for girls. In fact, according to a rigorous evaluation sponsored by the OJJDP, Girls Circle is the first ever gender-specific program to have demonstrated success in reducing delinquency. Boys Council is a recognized promising practice with an evaluation underway at the University of Oregon and the Center for Disease Control in partnership with the State of New York Health Department.

C. OUTCOMES

Despite the COVID-related shutdown, the YES program provided a hearty 128 presentations to approximately 6,803 people from August 2020 to February 2021. With schools transitioning back to in-person instruction, these numbers are expected to significantly increase in the next fiscal year.

D. PROPOSED YES STAFFING (Note: no additional personnel requested)

- i. Western and SW Regions: 1 YES DDA (same DDA listed in GAME section)
- ii. Eastern and Pass Area Regions: 1 YES DDA (same DDA listed in GAME section)
- iii. Countywide: the 3 SFJC advocates and the DVS advocate/dog handler listed in the SARB section will also participate in and support this program.

4. SCHOOL VIOLENCE AND TRAUMATIC INCIDENTS

A. PROBLEM

School staff and students routinely struggle with the fallout proceeding school-related traumatic incidents like racially motivated fights, hate speech, student or faculty deaths, on-campus overdoses, and serious crime arrests. Social and emotionally informed resources and trauma-informed restorative programming are essential to combat the negative impacts on school climate, campus safety and student emotional wellbeing after a traumatic incident has occurred.

B. RESPONSE

In response, the DA will continue to develop and grow a comprehensive and efficient response team called DART. The purpose of this team will be to: a) help de-escalate tension, fears, stress and anxiety; b) prevent violence and retaliation; c) provide education regarding penal consequences that can occur if students respond in a manner that violates the law; d) suggest healthy, helpful, and appropriate responses to incidents of hate, anger, violence, or injustice; and e) provide resources to help students deal with anger, depression, fear, or anxiety. DART may include partners such as Probation, local law enforcement, the Department of Behavioral Health, counseling organizations, drug and alcohol recovery organizations, youth shelter and safety organizations, and other public and private organizations that specialize in the issues described above.

C. OUTCOMES

This program will be piloted in the Moreno Valley Unified School District when schools re-open. Upon developing a successful template, the program will be expanded in other school districts throughout the county. With SFJC's partnership, potential success metrics include the number of referrals into pro-social and therapeutic services, the number of repeat traumatic incidents at a school site, and positive response rates to post-services surveys.

D. PROPOSED STAFFING:

i. 1 DART DDA

ii. The 3 SFJC advocates and the DVS advocate/dog handler listed in the SARB section will also participate in and support this program.

5. TOTAL STAFFING SUMMARY

A. District Attorney's Office

i. 1 Managing Deputy District Attorney (Project Manager)

ii. 6 Deputy District Attorneys (SARB)

iii. 2 Deputy District Attorneys (GAME / YES)

iv. 1 Deputy District Attorney (DART)

v. 1 DVS Advocate/Dog Handler

vi. 1 Legal Support Assistant (Administrative / Clerical Support)

B. SAFE Family Justice Center

i. 3 Advocates

ii. 1 Project Analyst

6. FUNDING REQUEST

The District Attorney's Office is requesting \$2,750,336 to cover the costs of salary, benefits, and training for the positions listed above. Please see the itemized budget spreadsheet for details.

7. CONCLUSION

Comprehensive juvenile crime prevention and intervention efforts from a prosecutorial agency generally do not exist in the United States. Riverside County is a striking exception that provides a stellar model of the positive outcomes that can be achieved when prosecutors join community partners to assist at-risk youth in being successful and staying out of the criminal justice system. The Riverside County District Attorney's Office crime prevention initiative uses the strategies described above in a concerted effort to significantly enhance public safety by motivating and empowering the youth to overcome challenges, develop positive and healthy mindsets, and achieve personal, educational, and professional or vocational success.

Our visionary and cutting edge crime prevention model has generated national interest, earned prestigious awards (such as the California School Board Association's Golden Bell Award which has never before been awarded to a prosecutorial agency), and provides a special pathway for

criminal justice reform for other prosecuting agencies to follow. The Riverside County District Attorney's Office is very grateful to the Riverside County Juvenile Justice Coordinating Council for its past, present, and future support in developing this unique model that positively invests in youth and prevents their entry into the Juvenile Justice System.

BUDGET CATEGORY AND LINE ITEM DETAIL

FY21/22 District Attorney's Office JJCPA			
A. Personnel Services – Salaries/Employee Benefits			COST
<u>Salaries:</u>			
	FTE		
Managing Deputy District Attorney	1.00		\$214,000
Deputy District Attorney IV-S	1.00		\$181,524
Deputy District Attorney IV GAME	2.00		\$340,875
Deputy District Attorney III SARB	5.00		\$691,323
Deputy District Attorney III DART	1.00		\$138,265
Victim Services Advocate II	1.00		\$64,026
Legal Support Assistant II	1.00		\$54,425
OVERTIME - None			
<u>Benefits:</u>			
Managing Deputy District Attorney	Unemployment	0.202%	\$ 432.28
	Retirement	24.473%	\$ 52,372.22
	Social Security	4.035%	\$ 8,634.90
	Medicare	1.450%	\$ 3,103.00
	LGTD Ins	0.604%	\$ 1,292.56
	Health Ins	4.182%	\$ 8,949.48
	Def Comp	0.614%	\$ 1,313.96
	Life	0.043%	\$ 92.02
	Optical	0.062%	\$ 132.68
	OPEB	3.900%	\$ 8,346.00
	Worker's Comp	1.231%	\$ 2,634.34
		40.80%	\$ 87,303.44
			\$87,303
Deputy District Attorney IV-S	Unemployment	0.202%	\$ 366.68
	Retirement	24.473%	\$ 44,424.32
	Social Security	4.703%	\$ 8,537.06
	Medicare	1.450%	\$ 2,632.10
	LGTD Ins	0.604%	\$ 1,096.40
	Health Ins	4.895%	\$ 8,885.59
	Def Comp	0.992%	\$ 1,800.72
	Life	0.510%	\$ 925.77
	Optical	0.112%	\$ 203.31
	OPEB	3.900%	\$ 7,079.43
	Worker's Comp	0.988%	\$ 1,793.46
		42.83%	\$ 77,744.83
			\$77,745
Deputy District Attorney IV GAME	Unemployment	0.202%	\$ 688.57
	Retirement	24.473%	\$ 83,422.23
	Social Security	5.008%	\$ 17,071.00
	Medicare	1.450%	\$ 4,942.68
	LGTD Ins	0.604%	\$ 2,058.88
	Health Ins	5.319%	\$ 18,131.12
	Def Comp	0.772%	\$ 2,631.55
	Life	0.054%	\$ 184.07
	Optical	0.119%	\$ 405.64
	OPEB	3.900%	\$ 13,294.11
	Worker's Comp	1.052%	\$ 3,586.00
		42.95%	\$ 146,415.84
			\$146,416

BUDGET CATEGORY AND LINE ITEM DETAIL

FY21/22 District Attorney's Office JJCPA								
Deputy District Attorney III	SARB	Unemployment	0.202%	\$	1,396.47			
		Retirement	24.473%	\$	169,187.56			
		Social Security	5.966%	\$	41,244.35			
		Medicare	1.450%	\$	10,024.19			
		LGTD Ins	0.604%	\$	4,175.59			
		Health Ins	7.018%	\$	48,517.07			
		Def Comp	0.935%	\$	6,463.87			
		Life	0.069%	\$	477.01			
		Optical	0.152%	\$	1,050.81			
		OPEB	3.900%	\$	26,961.61			
		Worker's Comp	1.343%	\$	9,284.47			
				46.11%	\$		318,783.02	\$318,783
Deputy District Attorney III	DART	Unemployment	0.202%	\$	279.29			
		Retirement	24.473%	\$	33,837.51			
		Social Security	5.966%	\$	8,248.87			
		Medicare	1.450%	\$	2,004.84			
		LGTD Ins	0.604%	\$	835.12			
		Health Ins	7.018%	\$	9,703.41			
		Def Comp	0.935%	\$	1,292.77			
		Life	0.069%	\$	95.40			
		Optical	0.152%	\$	210.16			
		OPEB	3.900%	\$	5,392.32			
		Worker's Comp	1.343%	\$	1,856.89			
				46.11%	\$		63,756.60	\$63,757
Victim Services Advocate II		Unemployment	0.202%	\$	129.33			
		Retirement	24.473%	\$	15,669.08			
		Social Security	6.200%	\$	3,969.61			
		Medicare	1.450%	\$	928.38			
		Health Ins	16.843%	\$	10,783.90			
		Trng/Pen	0.361%	\$	231.13			
		Life	0.095%	\$	60.82			
		SHTD Ins	0.832%	\$	532.70			
		OPEB	3.900%	\$	2,497.01			
		Workers' Comp	4.518%	\$	2,892.69			
				58.87%	\$		37,694.66	\$37,695
		Legal Support Assistant II		Unemployment	0.202%		\$	109.94
Retirement	24.473%			\$	13,319.49			
Social Security	6.200%			\$	3,374.37			
Medicare	1.450%			\$	789.17			
Health Ins	17.571%			\$	9,563.06			
Trng/Pen	0.463%			\$	251.99			
Life	0.101%			\$	54.97			
SHTD Ins	0.889%			\$	483.84			
OPEB	3.900%			\$	2,122.59			
Workers' Comp	4.831%			\$	2,629.28			
				60.08%	\$	32,698.70	\$32,699	
PERSONNEL SECTION TOTAL					\$2,448,836			

BUDGET CATEGORY AND LINE ITEM DETAIL

FY21/22 District Attorney's Office JJCPA	
B. Operating Expenses	COST
Vehicle Expenses county vehicle costs, fuel, maintenance, canine build out	\$10,000
Canine Care and Upkeep Costs Associated with the DA Victim Advocate Service Dog veterinarian costs, harnesses, bedding, food, grooming, etc.	\$5,000
Travel/Training	\$30,000
SAFE Family Justice Center 3 Victim Services Advocate @ \$67,500 each (Salary & Benf) to provide wrap-around program services to at-risk youth	\$202,500
1 Victim Services Project Analyst - Salary and Benefits	\$54,000
OPERATING TOTAL	\$301,500
C. Equipment	COST
None	
EQUIPMENT SECTION TOTAL	\$0
TOTAL PROJECT COST	\$ 2,750,336



Aware to Care Exchange

Riverside County

RIVERSIDE COUNTY DISTRICT ATTORNEY and
RIVERSIDE COUNTY OFFICE OF EDUCATION

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Aware to Care Exchange System

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 them 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 will use the ACE App to submit the following for each child: Child's name, DOB and school. The school designee will then ensure the ACE notification is provided to the appropriate staff. School staff will follow their process to respond to child's exposure to trauma and utilize trauma sensitive interventions as deemed appropriate based on the resources in their district. The district will be 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 will provide points of contacts, name, email address, and affiliation as a school, district, agency, or technology contact. RCOE will create an account for each user and provide a user logins to the designated point of contact of each agency. RCOE will create the database associations to ensure that the proper email notifications are sent to the appropriate contact. RCOE will assume the maintenance of the contacts and their associations as staffing changes.

Budget

ACE Budget Proposal	
July 1, 2021 - June 30, 2022	
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 SB 439 Protocol 2021-2022

Coordinated by
Riverside County Office of Education

Please direct questions about the SB 439 Protocol to the following administrators from the Riverside County Office of Education:

Dr. Charles Fischer
Executive Director, Alternative
Education, Riverside County Office of
Education
cfischer@rcoe.us
951-826-6464

Mr. Brian Sousa
Administrator of Student Data and
Achievement,
Riverside County Office of Education
bsousa@rcoe.us
951—826-6435

Riverside County SB 439 Protocol

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Riverside County SB 439 Protocol

I. Introduction

California State Senate Bill 439 mandated that effective January 1, 2020, Riverside County develop a process for determining the least restrictive response to minors under 12 years of age who come to the attention of law enforcement for behaviors or offenses as described in the existing law. With the exception of certain categories of offenses (murder, rape, sodomy oral copulation, or sexual penetration by force, violence or threat of great bodily harm) these minors are no longer under the jurisdiction of the juvenile court nor will they be involved in the juvenile justice system.

II. Purpose of Protocol

This protocol is a guide for referring children under 12 years of age who have committed offenses as described in the existing law for intervention services. The protocol is to aid law enforcement, schools, and community-based organizations in referring participant children who qualify under SB 439 for assessment and services.

Students who have committed the following offenses do not qualify for services under the SB 439 Protocol:

- Murder
- Rape
- Sodomy oral copulation
- Sexual penetration by force
- Violence or threat of great bodily harm

III. Protocol Agreement

The members of the Multi-Agency Team (MAT) have agreed that:

Law Enforcement will notify parents of minors under 12 years of age who come to the attention of law enforcement for behaviors or offenses as described in the existing law. Law enforcement will complete/upload the referrals for youth who qualify to RCOE's Secure ShareFile system.

Schools in Riverside County will access referrals from RCOE's Secure ShareFile system and upon receipt of the referral will screen the referral for assessment and services to be conducted by a multidisciplinary team (MDT). The schools will also keep a record of referrals.

Riverside University Health System-Behavioral Health (RUHS-BH) will access referrals from RCOE's Secure ShareFile system and will participate as one of the MDT assessment and services and serve as an alternative assessment location. RUHS-BH will also provide services for the SB 439 participant youth and families.

Participating Community-Based Service Providers will access referrals from RCOE's Secure ShareFile system, and upon notification, will participate as part of the MDT assessment and services. CBOs along with RUHS-BH will provide services for the SB 439 participant youth and families.

IV. Protocol Responsibilities

Law Enforcement

- Notification of parent
- Complete/Upload the referrals for youth who qualify to RCOE's Secure ShareFile system.

Riverside County Office of Education (RCOE)

- Manage Secure ShareFile System

Riverside County SB 439 Protocol

- Serve as fiscal agent in partnership with Riverside County Probation for contracted service providers

Riverside Schools

1. Access referrals from RCOE's Secure ShareFile system
2. Screen student referral
3. Develop with Multidisciplinary Team (MDT) a student/family service plan
4. Monitor and assess case plan progress
5. Track referrals

Riverside University Health System-Behavioral Health

1. Access referrals from RCOE's Secure ShareFile system
2. Participate in the MDT
3. Develop with participant MDT members a student/family service plan
4. Provide services for student/family
5. Monitor and assess service plan progress
6. Serve as an alternative assessment location if needed

Participating Community-Based Service Providers

1. Access referrals from RCOE's Secure ShareFile system
2. Participate in the MDT
3. Develop with participant MDT members a youth/family service plan
4. Provide services for student/family
5. Monitor and assess service plan progress
6. Serve as an alternative assessment location if needed


Riverside County SB 439 Protocol

V. Riverside County Office of Education Secure ShareFile System

All approved users will receive a notification from RCOE's ShareFile system. This is a secure cloud environment where matters pertaining to SB 439 will be facilitated through a secure information exchange.

Each agency partner will upload referrals to the secure ShareFile system and access student information/referrals from the secure ShareFile.



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SB 439

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Riverside County SB 439 Protocol

SB 439 Referral

Please use this form to refer a child under the age 12 for services. A review of this form will be conducted by authorized agencies in order to provide youth with supports as defined in SB 439. With the exception of certain categories of offenses (murder, rape, sodomy oral copulation, or sexual penetration by force, violence or threat of great bodily harm) these minors are not under the jurisdiction of the juvenile court nor will they be involved in the juvenile justice system.

Law enforcement will notify parents of minors under 12 years of age who come to the attention of law enforcement for behaviors or offenses as described in the existing law. Law enforcement will complete and upload this referral for youth who qualify to RCOE's secure electronic data platform.

Referral Date: _____

Referral Name and Agency: _____

Referral Phone Information: _____ Email: _____

Child Name: _____ Date of Birth: _____

Age: _____ Gender: _____

Residing with (name and relationship): _____

Address: _____

Contact Phone: _____ Alternate Phone: _____

School: _____ Grade: _____

Ethnicity:

- Caucasian
- African American
- Hispanic
- Asian
- Other*

Language other than English: _____

Reason For Referral: _____

Riverside County SB 439 Protocol

SB 439 Budget Proposal

July 1, 2021 - June 30, 2022

RCOE Costs as Fiscal Agent (Working with Probation Processing Invoices and Payments and Managing Secure ShareFile System)	
Admin costs to manage Secure ShareFile System Data Management for 12 months (16 hours total at \$106.66 per hour)	\$ 1,707.00
RCOE Total Estimated Costs	\$ 1,707.00

Student Nest	
Student Hourly Rate=\$60.00	
Family Hourly Rate=90.00	
Cost of 20 students receiving 4 hours of service	\$ 4,800.00
Cost of 20 families receiving 4 hours of service	\$ 7,200.00
Student Nest Total Estimated Costs	\$ 12,000.00

Wylie Center Counseling	
Mid and West County Assessments = \$75 per assessment x 10 students	\$ 750.00
Desert County Assessments = \$150 per assessment x 10 students	\$ 1,500.00
Mid and West County Counseling Session = \$50 each/6 sessions x 10 students	\$ 3,000.00
Desert County Counseling Session = \$100 each/6 sessions x 10 students	\$ 6,000.00
Wylie Center Total Estimated Costs	\$ 11,250.00

Grand Total \$ 24,957.00

Riverside County SB 439 Protocol

**Submittal to the Juvenile Justice Coordinating Council
March 22, 2021**

Agenda Item #6

Subject: FY 2021/22 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 2021/22, Riverside County is expected to receive an estimated State allocation of \$6,624,512 in JJCPA Operating Funds. Riverside County is also estimated to receive \$3,778,208 in FY 2020/21 state growth allocation, which is anticipated to be distributed in October of FY 2021/22. Using the estimated state allocation, estimated growth allocation and the anticipated carryover balance (resulting from projected unexpended funds in FY 2020/21) the proposed JJCC budget for FY 2021/22 is as follows:

1. Distribute the baseline state allocation of \$6,624,512 based on the requested allocations for all agencies.

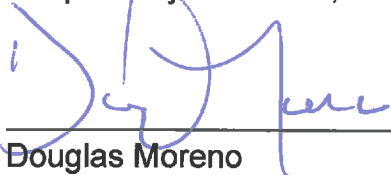
2. Fund any additional budget gaps with available one-time funding, i.e. anticipated carryover balance and the FY 2020/21 available contingency funds.

3. Deposit any remaining funds and the FY 2020/21 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 2021/22.

Respectfully submitted,



Douglas Moreno
Chief Deputy Probation Administrator

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 2021/22

Agenda Item #6

Agency Name	FY 2020/21 Approved Budget	FY 2021/22 Estimated State Allocation Base Distribution	FY 2021/22 One-time Funds	FY 2021/22 Requested Operating Budgets	FY20 vs. FY21 Increase/(Decrease) Requested Funding
<u>Youth Accountability Team (YAT):</u>					
Probation Department	\$ 4,374,032	\$ 1,873,879	\$ 1,086,582	\$ 2,960,461	\$ (1,413,572)
Juvenile Defense Panel	\$ 720,000	\$ -	\$ -	\$ -	\$ (720,000)
YAT Contracts:					
CBO-Youth Outreach Counseling	\$ 873,600	\$ 276,927	\$ 160,578	\$ 437,505	\$ (436,095)
Program Evaluation Services	\$ 200,000	\$ 126,594	\$ 73,406	\$ 200,000	\$ -
Compliance Contracts	\$ 1,489,305	\$ 543,913	\$ 315,392	\$ 859,305	\$ (630,000)
<u>Other Funded Programs, Services and Contracts:</u>					
Youth Services Expansion Contracts (Round 1&2)	\$ 1,565,424	\$ 1,114,277	\$ 646,122	\$ 1,760,399	\$ 194,975
Restorative Justice: Victim Mediation Services	\$ 161,117	\$ 101,982	\$ 59,135	\$ 161,117	\$ -
Tattoo Removal Program	\$ 25,000	\$ 15,824	\$ 9,176	\$ 25,000	\$ -
Riverside Office of Education (ACE, SB439)	\$ 34,150	\$ 21,616	\$ 20,618	\$ 42,234	\$ 8,084
District Attorney	\$ 2,565,108	\$ 1,740,877	\$ 1,009,459	\$ 2,750,336	\$ 185,228
Public Defender	\$ -	\$ 808,623	\$ 468,886	\$ 1,277,509	\$ 1,277,509
Subtotal	\$ 12,007,736	\$ 6,624,512	\$ 3,849,353	\$ 10,473,866	\$ (1,533,871)
Contingency Funds	\$ 4,880,171	\$ -	\$ 6,400,545	\$ 6,400,545	
Total Budget Amount	\$ 16,887,907	\$ 6,624,512	\$ 10,249,898	\$ 16,874,411	\$ (1,533,871)

(1) Estimated One-Time Funds includes:

FY 20/21 Estimated Carryover (3.17.21)	\$ 1,591,519
FY 20/21 Approved Contingency (11.05.20)	\$ 4,880,171
FY20/21 Contingency Carryover	\$ 6,471,690
One Time Funds Distributed to Agencies	\$ (3,849,353)
Total Remaining Contingency Amount	\$ 2,622,337
FY2021 Estimated Growth Alloc (October 2021)	\$ 3,778,208
FY21/22 Total Estimated Contingency Balance	\$ 6,400,545

SB823 JJCC Subcommittee's Vision

