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SUMMARY OF INITIAL DATA COLLECTED BY THE JJCC PLANNING WORKGROUP

Youth Data

Survey of youth at DAAC

*Does it feel safe and comfortable seeking help (outside your family)?* 84% yes

- Open ended responses indicated more of a mix of feelings on this topic including some youth who were scared to ask for help.

*Do you know where to find help? What resources have you used? Could you use?* 89% yes

Several responses stated they did not know where to find help. Others mentioned DAAC, ACT, friends, family and counselors.

*Do you actually have access to the service? (i.e. transportation, etc.)* 90% yes

- Most responses specified types of transportation. A few indicated that access could be better.

*Do you feel safe in your neighborhood, when you walk home from school, etc?* 88% yes

- Many said yes or did not provide detail. A few no responses seemed to be clustered by zip code.

*What are some of the main reasons kids get in trouble with the law?*

- Drugs/ alcohol, lack of parenting/ family environment, police/ strict enforcement, stupidity, want to seem cool/ peers

*Do you have a grownup you can talk to when you are having a hard time? Someone who believes in you and encourages you to be successful?* 90% yes

- Mentioned parents, other family, and counselors.

*What is one fun or interesting activity that you wish kids in your neighborhood had access to?*

- Common responses included parks, skate parks, water park/ pool, and several different types of sports.

Interviews with youth at Volunteer Center

- Some youth seemed to be aware of programs that were available to help them, especially if they had participated in some type of program. Other youth seemed not to know about programs or did not engage—reasons were unclear.

- Almost all youth said they felt safe in their neighborhood but several mentioned that they know “stuff” happens. One youth did say that he feels targeted in his neighborhood because of his heritage. He felt that heritage and who you choose to “kick it” had an impact on safety.

- Common reasons cited for why kids get into trouble included “hanging with the wrong crowd,” trying to be cool or being bullied by cool kids and making poor decisions.

- Youth said they have adults they can talk to—most mentioned family members. They felt these family members were supportive of them.

- Several youth suggested that there could be more pro-social options available. They made some suggestions for what that might look like.

- Youth who discussed school or probation had positive attitudes about both. Reasons cited for liking probation were related to a sense of accomplishment, having someone to talk to and feeling more independent.
Interview with Social Advocates for Youth

What is your organization doing to keep kids out of the juvenile justice system?

- Employment opportunities for youth’ SCYEC and Sunflower Community Garden.
- Clean Slate Tattoo Removal Program,
- Mentoring Program,
- Court-ordered Community Service and
- Pro-social Activities.

What do you need to continue or enhance your efforts?

- Adult Mentors
- Funding for expansion of developing new positions at the garden,
- Clean Slate Tattoo Removal and our Mentor Program.

What do your clients need?

- Mentors,
- Job opportunities within local businesses.

What are your doing to get kids connected to mental health services earlier?

- Refer Youth to SAY Counseling Program and
- Provide outreach at the school informing them.

What are your doing to provide family supportive services?

- Refer Youth throughout the city & county.
- Promote other CBO events, classes and trainings here on-site and off-site.

Interview with Salvation Army-Tutoring and Mentoring Program

What is your organization doing to keep kids out of the juvenile justice system?

We provide free tutoring and mentoring to at-risk students in 5 elementary schools: Brook Hill (students come from South Park); JX Wilson (students come from W. 3rd street region); Lincoln (students come from W. 9th Street); Monroe (students come from Apple Valley); and Schaeffer (students come from Coffey Lane area). We pair each student up with an adult tutor/mentor who develops a relationship and works with the same child for 2 hours each week, first hour focuses upon academics - reading, math and basic homework support, second hour is spent in a mentoring capacity - playing sports, board games, working on computers, learning to play a musical instrument, conversing with their student, etc.

Additionally, during the month of July each summer we offer a low cost ($55 per week per child) summer day camp for youth ages 6-12. We incorporate many fun activities into Day Camp such as ice skating, swimming, Howarth Park days which include archery, boating and animal husbandry. We also incorporate arts and crafts, health classes, write thank you letters and talks will be given by Lt. Ray Navarro about making wise choices and Esther Lemus, Deputy DA about gang prevention. Most of our youth come from South Park and the W. 9th Street areas and for the last two years we have had youth who have aged out of the program sign up to become student leaders.

What do you need to continue or enhance your efforts?

Support in the way of funding from Measure O would be very much appreciated and would greatly enhance our efforts. Support in the way of encouraging qualified adults to become volunteer tutor/mentors for at-risk students. The TAM Program is volunteer driven in that the number of volunteers we have directly impacts the number of students we can help.

What do your clients need?

More volunteer tutor/mentors who are willing to spend the two hour commitment each week making a difference in the lives of their students.

What are you doing to get kids connected to mental health services earlier? This is out of my area of expertise.
What are you doing to provide family supportive services?
The Salvation Army does provide many services for families - we have a Food Pantry where individuals and families can receive food for their families. Additionally, we provide rental assistance through SOS and PG&E assistance through REACH.

Interview with Recourse Mediation
What is your organization doing to keep kids out of the juvenile justice system?
RE COURSE has two programs that are designed to keep children out of the juvenile justice system:

1. **Victim-Offender Mediation:** We use this evidence-based restorative justice practice to bring juvenile offenders and their victims together in a mediation session to discuss how juveniles can be accountable for their actions, recognize the harm they have caused their victims, their families and themselves, and make agreements to repair the harm. This is a fee-based 3-month program where the fee is considered restitution payable by juveniles to their parents. Referrals are from Juvenile Probation and police departments.

2. **Project SAM:** This new program for K-6 truancy prevention is an early intervention to correct school attendance problems by using problem-solving mediation to surface the underlying causes of early grade truancy. Because truancy is a lead indicator of juvenile crime, this program is a prevention-oriented upstream effort to keep children engaged in school and help resolve causal factors of family dysfunction and disruption through connecting families to needed services.

What do you need to continue or enhance your efforts?
Because our Victim-Offender program is fee-based, we have to locate additional funding to serve indigent families. Our funding for this purpose will be cut in the next financial year (from July 1, 2014). We are currently seeking new sources of funding so that we won’t have to turn families and youth away because they cannot afford the $300 fee. What would enhance our efforts in this program is more consistent victim information from Juvenile Probation. Since the CA Realignment when staffing for juvenile diversion was cut at Juvenile Probation, we rarely receive victim information and often have to track it down ourselves.

Project SAM is the only program in the County to address early grade truancy and we are happy that Judge Marcoida and her Truancy Summit group are willing to provide a letter that will encourage school districts to include Project SAM in their LCAP plans. With the support of this group, RE COURSE will be better positioned to negotiate contracts with local school districts to fund an expansion of this program for the 2014-2015 academic year to 34 schools. The goal is to develop the program for County-wide implementation and find sustainable funding, given that truancy relates directly to school revenue.

What do your clients need?
All clients in both programs need a lot of communication from RE COURSE during the time they are in the program. Case management is particularly intense in Project SAM.

Some of our juvenile clients need anger management classes. At the moment there are no low-cost anger management classes for youth although there are plenty of anger management therapy and Aggression Replacement Therapy options. To meet this need, RE COURSE is currently developing a class for youth to help them with anger expression that doesn’t lead to conflict with others. We are hoping to launch this program by mid-year 2014.

Clients who are victims of juvenile crime need evidence that the youth has emerged from the program with a better understanding of how to make things right and how to make better choices. We let the victim know that the youth has successfully completed the program, but in cases when the youth does not successfully complete the program, victims often want to know what else is being done so that the young person doesn’t subject someone else to a similar crime. We are not able to answer this question for them and refer them back to Probation.

What are you doing to get kids connected to mental health services earlier?
Mental health problems are a common driver of early grade truancy: childhood depression, anxiety and somatic disorders often arise from school phobia, bullying and family dysfunction and disruption. Pilot funding for Project SAM
from SCOE came from a fund for K-8 mental health so we track our clients mental health needs carefully. We also ask parents about mental health needs when family chaos is causing truancy.

During Victim-Offender mediation, once the victim has left the session, we continue with the parents and young offender and examine what additional services might be required for the youth to foster better choices and improved pro-social behavior. Mental health concerns are often surfaced at that time and families connected to low-cost or free counseling services.

What are your doing to provide family supportive services?
Same answer as above.

Interview with LifeWorks of Sonoma County

What is your organization doing to keep kids out of the juvenile justice system?

We are the only in-home mental health therapy provider in Sonoma County for at/risk and gang impacted youth ages six to 19. El Puente provides accessible, culturally competent preventative mental health, and mental health care coordination services, LifeWorks respected El Puente program builds a connection between at-risk youth, their families, and the community. El Puente’s bi-lingual therapists use Brief Strategic Family Therapy, and proven referrals to community groups, to improve family relationships, address mental health indicators, and decrease risks for mental, emotional and behavioral disorders among these high-risk families. We have seen an increase in alcohol and marijuana use with the youth we are seeing who admit to using six or more times in the past 30 days. These students are given four weeks of substance abuse classes as a part of our program. We also refer to local community agencies for aftercare.

El Puente staff monitors the effectiveness of its gang education/awareness by monitoring the gang activity of the clients through client and family sessions and self-reports, displays of clothing, hand signs, symbols, tattoos, or graffiti associated with criminal street gangs, and the monitoring of ongoing relationships with gang affiliated individuals. This information is also disseminated by the youth’s probation officer and school personnel.

El Puente also has a Transitions class at Piner High School serving truant and failing freshman students by providing group counseling. El Puente is a Tier II program listed in the Sonoma County Upstream Portfolio.

What do you need to continue or enhance your efforts?
We would like to have our Transitions class at more schools. It has proven successful at Piner High School and could assist in the fight against suspensions and expulsions in the school districts. Just like everyone we need more funding so we can provide more services.

What do your clients need?
We have found that most of our clients have underlying problems that need to be addressed before improvement can happen at school and home.

What are your doing to get kids connected to mental health services earlier?
LifeWorks El Puente program makes presentations to the community to educate them on our services. These presentations are made at service clubs, parents and school meetings. Educating the community about our services is how we can be referred and start providing services earlier. We have a close relationships with law enforcement, school districts and leaders in the community who are aware of our services and refer our program.

What are your doing to provide family supportive services?
Our program is providing direct family supportive services in the family home.

Interview with La Luz

How are you working with youth? What do they need? What are you doing to connect youth with mental health services? How do you work with families to provide supportive services?

I. Youth (Community/Families, and High School)
   a. Education
      i. GED program
SONOMA COUNTY COMPREHENSIVE MULTI-AGENCY JUVENILE JUSTICE PLAN APPENDICES

ii. ESL program

iii. Scholarships to college

b. Employment
   i. Volunteer opportunities

c. Safe Communities
   i. Referrals to Sonoma Valley Teen Center
      1. Teen Center referrals youth to County Behavioral health
      2. They have a mobile health clinic and have been working to have behavioral health be included
      3. Family planning services
      4. Apx 5-10% of their youth who have mh needs
      5. Bi-lingual services

ii. Boys & Girls Club

II. Family (Family Development Matrix Model assessment)
   a. Education
      i. GED program
      ii. ESL program

b. Employment
   i. Job coaching & prep

   c. Safe Communities
      i. Referral to So. Co. Behavioral Health (apx. 10%)

   d. Healthy and Stable Families
      i. Parenting Workshops
         1. Triple P – Positive Parenting Program
         2. CPI – CA Parenting Institute
            a. Coping with stress
            b. Supportive parenting

      ii. Cal-Fresh

   e. Community Infrastructure / Systems Improvements
      i. Social gatherings / Community pot-lucks

      ii. Cultural events
         1. Cinco De Mayo
         2. Dia De Los Muertos
         3. Cesar Chavez

   f. Services for Latino kids and families (all)
      i. Legal aid & advocacy

Context: Latino families come here expecting to go back to their mother country so they don’t always invest in the systems we have to offer. When the father/family decides to stay, there is already an inherent developmental obstacle. The cycle continues with the family remaining disenfranchised, the youth is behind and so is the family because they weren’t expecting to stay. The youth then acts out because they may not feel they belong and don’t have many opportunities. They are often targeted by law enforcement rather than social services/human services.

Interview with NAMI

How are you working with youth? What do they need? What are you doing to connect youth with mental health services? How do you work with families to provide supportive services?

I. Youth (2600/year)
   a. Education
      i. High Schools (17 high schools in 6 school districts, inc continuation)
         a. Project Success Plus / SCOE prevention of substance use
b. NAMI-trained peer-based guest speakers who have experienced mental health or family mental health issues
c. Referrals
d. Anonymous Q &A
e. NAMI-trained peer-based support group
f. Culturally appropriate
g. De-stigmatize mental health issues

ii. On-site NAMI
   1. Peer to peer support and education regarding mental health experience
   2. 10 week class

b. Safe Communities
   i. On-line referral guide
      1. Free or low cost counseling / LOMI
      2. 2-1-1
      3. Access to PES
      4. Severe and persistent to Access Team / Youth and Family Behavioral Health
      5. Food
      6. Shelter

c. Community infrastructure / system
   i. SSU & SRJC
      1. presentations for students who wish to go into mental health field.

II. Family
a. Education
   ii. Group classes
      1. Parents of younger children who have mental health diagnosis
      2. Teacher and parent allies - focus on early identification of mental health issues in schools which sometimes are traditionally seen as behavioral issues. Early warning signs.
      
   iii. Family to family class. Parents of young adults who have mental health diagnosis
   iv. De-stigmatize mental health issues

b. Safe Communities
   i. On-line referral guide
   ii. On-line referral guide
      1. Free or low cost counseling / LOMI
      2. 2-1-1
      3. Access to PES
      4. Severe and persistent to Access Team / Youth and Family Behavioral Health
      5. Food
      6. Shelter

Context: Mental health diagnoses cross culture and economics. It doesn’t matter where the people come from, they don’t escape the issues [including criminal]. It does help though if you have more resources. There is a disparity with people who have very little against a very wealthy/affluent Sonoma County backdrop. This can be tough for young people of Sonoma County. The culture of accessibility of cannabis, meth, and prescription medication also contribute to the pressures that youth face.

Recommendations: People of color are not just underserved here, but wholly NOT served. Intentions are good, but programs are constrained by budgets. Stigma in particular communities and geographic accessibility to services can be barriers to early detection. We need more outreach. Indian Health, Southwest Community Clinic, and Vista have made
a difference. We need more bi-cultural, bi-lingual outreach into homes to make referrals. We could also benefit from more linkages with churches for the Latino community.

Planning, delivery, and evaluation of programming has to be done by youth, brought TO youth. Give them decision making power. Those who have lived it are the experts. Services should be on campus. Interested student leaders should lead. No one should use the words “mental health” – for services or programs for youth on campus. Should use other vernacular: emotional wellness group; feeling good group. In order to create a safe space, we should have individual groups for younger girls based on potential issues: body image, sexual assault, etc.
DATA ON PLACE-BASED ISSUES

Portrait of Sonoma: Southwest and Southeast Santa Rosa have the County's lowest human development levels (measured in terms of health, education and living standards), Northwest Santa Rosa also has relatively low scores. The Springs (Fetters Springs and Agua Caliente West) and East Cloverdale are areas of concern outside of Santa Rosa.

Sonoma County Communities; Cumulative Risk and Educational Outcomes: Two communities with the highest cumulative risk in Sonoma County are Roseland and Bellevue. Recommend designing interventions for these areas to improve education, health and economic indicators.

CONNECTION TO EDUCATION AND ACADEMIC ACHIEVEMENT

Upstream Investments Indicators of Success

- Graduation rate (76.6%) for 2011 is in the bottom 25% for comparable counties, and is nearly 15% below the top rate of comparable counties. Disparities seem to exist for race/ethnicity and gender
- School connectedness includes being treated fairly, feeling close to people, feeling happy, feeling part of, and feeling safe at school. The percent of students feeling a high level of connectedness to school in Sonoma County has increased by 31% since 2004. In 2011, the percent of Sonoma County students reporting high connectedness to school was among the top 50% of comparable counties. There are some racial/ethnic disparities for this indicator. The percent of students reporting high connectedness to school decreases with age.

EMPLOYMENT SKILLS AND OPPORTUNITIES

Upstream Investments Indicators of Success:

- Since 2004, the percent of Sonoma County residents living above 300% of the Federal Poverty Level, which is generally considered a self-sustaining level, has decreased 12%. In 2011, just over half of Sonoma County residents live above 300% of the Federal Poverty Level. This puts Sonoma County in the top 50% of comparable counties. There are significant racial/ethnic disparities that exist in Sonoma County, with almost twice as many Whites living above 300% of the Federal Poverty Level than Hispanic/Latinos.

SAFE AND SUPPORTIVE COMMUNITIES

Upstream Investments Indicators of Success

- Sonoma County was in the top 50% of comparable counties for rates of juvenile arrests. Although there are disparities between Hispanic/Latinos and Whites, the difference between the two groups has decreased by 72% since 2004. Males also have significantly more arrests than females, by about threefold.
- In 2011, Sonoma County’s rate of domestic violence calls to law enforcement was in the middle 25% of comparable counties. Sonoma County’s rate of domestic violence calls to law enforcement is consistently below the California average.
- Since 2006, Sonoma County’s percent of 7th, 9th, and 11th graders reporting currently being a member of a gang has decreased 5%. In 2011, Sonoma County had the lowest rate of gang membership among comparable counties. Racial/ethnic disparities exist for gang membership, with Hispanic/Latinos, African-Americans, and Native Americans having higher rates of gang membership than Whites. Males also have higher rates of gang membership than females.
HEALTHY YOUTH

*Upstream Investments Indicators of Success*

- Since 2002, the percent of youth who report not participating in binge drinking in the past 30 days has remained stable. In 2011, Sonoma County a higher percentage of students reporting binge drinking than 50% of comparable counties, yet the differences between counties are small. Although disparities do not exist between Hispanic/Latinos and Whites, the percent of students not participating in binge drinking differs across grades, with participation in binge drinking increasing with age.

- Since 2002, the percent of Sonoma County students who report any AOD use, including alcohol, marijuana, inhalants, cocaine/crack, LSD or other psychedelics, methamphetamines, and any other drug or pill, in the past 30 days has increased by 73%. In Sonoma County racial/ethnic disparities exist for AOD use, and until 2010, more Whites were reporting AOD use than Hispanic/Latinos. Disparities also exist between grades, and a majority of the increase in AOD use over the years has been seen in 7th graders.

- Since 2002, the percent of 7th, 9th, and 11th graders reporting sad or hopeless feelings in the past 12 months has not changed. In 2011, Sonoma County was in the top 50% of comparable counties for youth depression. Disparities exist by race/ethnicity and gender. Hispanic/Latinos experience sad and/or hopeless feelings more often than Whites, and nearly one third of females report depressive feelings in the past 12 months compared to less than 25% of males.

STRONG FAMILIES

*Upstream Investments Indicators of Success:*

- Since 2004, the percent of Sonoma County residents living above 300% of the Federal Poverty Level, which is generally considered a self-sustaining level, has decreased 12%. In 2011, just over half of Sonoma County residents live above 300% of the Federal Poverty Level. This puts Sonoma County in the top 50% of comparable counties. There are significant racial/ethnic disparities that exist in Sonoma County, with almost twice as many Whites living above 300% of the Federal Poverty Level than Hispanic/Latinos.

- In 2011, Sonoma County’s rate of domestic violence calls to law enforcement was in the middle 25% of comparable counties. Sonoma County’s rate of domestic violence calls to law enforcement is consistently below the California average.
Juvenile Justice Coordinating Council Survey Summary

At the Juvenile Justice Coordinating Council meeting on June 25, 2014, the Council acknowledged that a full community assessment is not necessary or feasible but that we need to capture what strategies and services are taking place in what part of the continuum of prevention, intervention, suppression and incapacitation. The Council charged staff with the creation of a survey. They stated that a survey of the member organizations of the council would provide a wealth of information about what is available and the group agreed to fill out some form of survey about what services they offer to at-risk or system involved youth. The Council further requested that staff provide definitions to guide the accurate completion of the survey. Below is a summary of the results of that survey and the definitions and vision statements that were developed as part of that process.

DEFINITIONS AND GOALS

Prevention – For kids at risk of entering the justice system.
    Goal: Identify kids at risk. Provide information and services to help kids and families develop positive skills and connections so kids avoid delinquent behavior and stay out of the justice system.

Intervention – For kids who have entered the justice system.
    Goal: Provide services and supervision to help kids and families develop positive skills and connections so kids will be able to successfully exit the justice system.

Suppression – For kids in the act of or just before the act of breaking the law.
    Goal: Partner with schools and neighborhoods in a community policing approach. Gather and respond to intelligence to keep crime from happening, and catch people who commit crimes.

Incapacitation – For kids who require temporary confinement to assure community safety.
    Goal: In a safe and secure environment, provide behavior change programming and transition planning with a strong emphasis on reentry, to assure youth do not return to the justice system after release, and assure that the appropriate developmental opportunities are in place during the entire period of confinement.
**THEME: CONNECTION TO EDUCATION AND ACADEMIC ACHIEVEMENT**

<table>
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<th>Vision statement</th>
<th>Sample of programs/ strategies available to achieve the vision in Sonoma County</th>
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| Prevention: School staff and partners know who is at risk of entering the justice system. They make sure that these youth and their families aren’t missing out on opportunities to be positively engaged in school and that they have access to academic opportunities and support that will keep kids achieving in school. | • A variety of tutoring and mentoring programs exist. Many partner directly with schools to provide services to youth.  
• Youth centers provide pro-social activities and a safe environment for youth during non-school hours. Some centers host family engagement events.  
• Community schools provide a small, supportive school environment for students expelled from their school district. They also provide support services including on-site mental health counseling, community service caseworker, restorative justice programs, academic tutors, and bilingual outreach to parents.  
• Services offered to families in the child welfare system may help increase school-home communication and mitigate barriers to participation in pro-social activities in the school setting.  
• School resource officers act as positive role models to students and teach lessons on bullying, decision making and life skills. They also teach government classes and speak at assemblies.  
• Restorative justice programs are available in several schools.  
• There are family literacy programs, including some focused on Latino families.  
• Teachers and school administrators are able to refer youth to supportive programming through the Mayors Gang Prevention Task force and other community resources.  
• Truancy Court and Adult Truancy Court allow for addressing issues related to school connection.  
• Daily homework help, literacy intervention programs, and Science Technology, Engineering and Math (STEM) programs.  
• Specialized tutoring services to students throughout the county.  
• Increased support for English Language learners.  
• Back to School nights and parent conferences happen once per semester.  
• Programs that encourage and support youth applying for college.                                                                                                                                                                                                                                           |

| Intervention: Kids in the justice system and their families are receiving help to stay engaged or re-engage with school so they can successfully exit the justice system. They are receiving the help they need to stay on track or get back on track and achieve their academic aspirations. | • Community schools offer academic support services, English Language Development support, and Special Education services/support.  
• Youth and families in the justice system receive support related to connecting to education. Officers develop case plans with youth and families that include goals related to improving behavior and attendance at school, School-Court Education Liaison services are available.  
• Intervention services offered to youth on probation may target risk behaviors (truancy, elopement from school, oppositional behavior, etc.) and build replacement behaviors. This may include one-on-one coaching and intervention in the school setting to reduce elopement, aggression, etc.  
• Gang Officers and School Resource Officers work with CBO and Education partners to refer youth to needed services.  
• Minors have frequent reviews in the truancy court to monitor their school attendance. Youth on probation are requested to bring in weekly school reports and Enforcement of probation conditions that they attend school and do school work daily.  
• School Resource Officers in Middle & High Schools allow officers to work with probation and schools to address issues upon release from custody.                                                                                                                                                                                                                      |
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<tr>
<th>Vision statement</th>
<th>Sample of programs/ strategies available to achieve the vision in Sonoma County</th>
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<tbody>
<tr>
<td>**Suppression: Enforcement efforts make schools safe and keep kids from making</td>
<td>• Probation officers monitor behavior and attendance at school and impose sanctions for those exhibiting risky</td>
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<tr>
<td>mistakes that disrupt learning or result in exclusion from school, and don’t</td>
<td>behaviors and/or noncompliance with conditions of supervision.</td>
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<td>unnecessarily push kids into the justice system.</td>
<td>• School Resource Officers in Middle &amp; High Schools provide greater public safety for youth on campus. Officers on</td>
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<td></td>
<td>campus provide general deterrence to criminal activity to allow for a better learning environment.</td>
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<td></td>
<td>• The court can impose fines and delay their eligibility to get their driver’s license.</td>
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<td>**Incapacitation: The education entitlement is fully upheld in institutions and youth are able to meet or make</td>
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<td>progress towards academic aspirations. There is well-planned continuation of appropriate education upon release.</td>
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<td>• Youth in the Hall or at Camp receive educational programming that meets title XV educational standards. RSP and</td>
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<td>IEP services are available. A full educational assessment is conducted by the educators, and services are offered</td>
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<td>based on the needs of the students. Students work toward their HS diploma, toward GED completion, and/or are given</td>
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<td>the opportunity for on-line higher education if they graduated or received their GED. They may access tutoring and</td>
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<td></td>
<td>use career exploration tools to identify educational steps needed upon release.</td>
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<td>• Probation staff and partners work to ensure enrollment in the appropriate school when released.</td>
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<td>• Parents may be involved in enrollment in schools and may transport youth to SRJC placement tests or GED prep classes</td>
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<td>prior to release.</td>
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1. What is working well?

- **Strong collaborative relationships** between the school districts, SCOE, CBOs, court and County departments around education.
- **The availability of a School/Court Liaison** for youth in the child welfare and juvenile justice systems—helps staff stay connected and address educational needs. The liaison ensures and advocates for their connection to school. This is often in the form of gathering relevant education history, assisting with educational meetings and ensuring the best placement and resources for youth. The new social worker at the JJC could also prove to be helpful.
- **Well planned education transitions out of custody and/or off probation.** Probation officers are connected with school officials and regularly collaborate in efforts to address educational needs. They are frequently on school campuses, working with youth on supervision and coordinating with officials. Some provide assistance with academic achievement and help youth obtain a high school diploma and assist them in advancement to junior college/college. Probation Camp is working to transition youth to either mainstream school, the new Gateway program or the SRJC. We often involve the parents to do the transports to the various schools for enrollment or testing.
- The overall educational program in institutions with **well-trained tutors.**
- **Onsite services described above are working well** and there are plans to expand the restorative justice programs. Some schools are planning to hire **Family Engagement Specialists to address truancy.**
- Positive role modeling, family literacy, academic support and social skills programs are showing positive results.
- **SRO program improving safety** in middle and high schools and creating positive interactions with youth.
- **Collaboration with non-profits work well** with ongoing meetings and referrals.
- **More funding for programming and supportive services has been made available to school districts recently.**
- **SART and truancy at JJC.** Prosecuting parents in rare but appropriate cases with the goal of gaining their assistance and compliance with school attendance. There is now a weekly “truancy calendar” in adult court dedicated to holding parents accountable and assisting parents with their truant children.
- **A shift in the schools away from expulsion.**
- **Fairly good attendance at parent-teacher conferences.**
- **Juvenile Truancy Court will have an MFT Intern.**

2. What is not working?

- **Meeting return-to-district criteria** and successfully re-entering district following expulsion continues to be challenging for most students. Criteria are extremely difficult for many youth in the juvenile justice system to meet, making it nearly impossible to return to a district school.
- **Some information about educational services in the community is not widely available.** Can increase the efficiency of referrals to programming. Sometimes the loop is not closed for youth who have been referred.
- **Many youth transitioning out of Juvenile Hall do not have a well-structured educational transition plan.** For youth on probation, some officers coordinate with school officials and focus on connecting youth to educational goals more than others. **We can improve by creating more consistency among educational transition plans and assistance with academic achievement.**
- **Parent engagement** in school continues to be a challenge.
- **Lack of access to technology** for youth in institutions.
- **Changing GED standards have made it difficult/impossible for incarcerated youth to get their GED.** The new standards are much harder and more computer-based.
- **Some intensive intervention services described above are not available to youth** without a mental health diagnosis or significant impairment, so these programs are limited in their ability to serve youth/families where school connection is the only issue. They may also be limited by MediCal eligibility.
- Programs on bullying, decision making and life skills are more difficult to implement in middle school due to youth being established in core groups.
- **Adult prosecution of truancy needs to be handled differently.** It is in a busy misdemeanor calendar where it doesn’t get the attention it needs to be effective.
- Limited success with parent attendance at back to school – looking for way to **improve outreach to families and increase engagement.**
- We have not seen much success out of the minors who are on probation and attend *Amarosa.* Drug use, especially spice seems to be prevalent there.

### 3. What is missing?

- **Ensure that students are being treated respectfully,** and given all the tools to feel good about themselves, what they can achieve, and what they are learning. Potentially more training and support for parents to be more effective and involved in educational priorities.
- **Probation officers assigned to campuses** to make them more readily available for prevention, intervention and suppression needs.
- A probation officer assigned to oversee the **educational plan for all kids released from juvenile hall. Access to computer/internet for incarcerated youth.**
- Adequate support for students outside of school. Need light case management and/or **programs focused on supporting and motivating caregivers/parents in connecting with schools and collaborating** with educators, probation officers, and school personnel consistently and in a strength-based way.
- **Increased referrals from law enforcement to non-profits.**
- Programs that support youth and family prior to the need resulting in intensive interventions. **Additional prevention** and interaction with youth at a younger age by positive role models to increase pro social skills and better life choices. Expand successful programs.
- A centralized coordinator of referrals for the MGPTF, as well as with **cross-jurisdictional referral systems.** With several referral systems in place, streamlining the process(s) would better serve the individual(s) being referred, as well as for the service providers who deliver the services.
- Teen Courts in the schools so they can **deal with low level violations within the schools** and avoid expulsion from the district. More restorative resources and **alternatives to expulsion.** Uniformity within the county.
- School **resource officer and more on site services at Amarosa,** to assist with substance abuse, gang abatement, counseling and tutoring. **Linkage to existing tutoring/mentoring programs**
- **More help for returning to district.** Work with districts to change policies that keep kids excluded or out of school.
- **More discussion of bullying.**
## THEME: EMPLOYMENT SKILLS AND OPPORTUNITIES

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<tr>
<th>Vision statement</th>
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| **Prevention:** School staff and partners know who is at risk of entering the justice system and make sure that these youth and their families are engaged in meaningful job skill development and employment opportunities. | - Youth who participate in community service may be offered employment and attain job readiness skills and contacts through volunteer work.  
- Career days and career fairs at local schools.  
- Many programs provide workshops, positive role modeling, decision making, skill-building, resume support and professional development.  
- Other programs connect youth to community leaders to expose them to career opportunities in our community.  
- Diversion youth and families may be referred to community-based services that address job skills and employment opportunities.  
- Partnerships with local non-profits who offer youth internships, job searching and skill development assistance.  
- Career technical education services are available on school campuses or through local school agencies. |
| **Intervention:** Youth in the justice system and their families are engaged in meaningful job skill development and employment opportunities. | - Youth who are required to complete community service work are provided workshops, 1-1 skill building, resume support, and professional development. They may be offered employment and attain job readiness skills and contacts through volunteer work.  
- Vocational education is available to some youth in the juvenile justice system. Advisory Committee for Camp helps youth with job placement; CBO connected to Camp help with job placement and developing skills for interviews. Youth on community supervision are referred to agencies to assist in obtaining employment. Probation officers and partners work with youth and family on skills to improve their employability.  
- Career Education Specialist, transition goals and services for students with IEPs  
- Partnerships with local non-profits who offer youth internships, job searching and skill development assistance. |
| **Suppression:** | - Officers are encouraged to engage youth and other local residents regarding public safety opportunities at job fairs. |
| **Incapacitation:** In-custody and aftercare programming focuses on skills and connections for youth and families so that youth are positioned for successful workplace participation and continued career development. | - In Juvenile Hall youth learn resume and cover letter writing skills, how to fill out an application; dress for success; interview skills; how to keep the job once they obtain employment. They also participate in Trade Talks - Guest speakers from the community present information about educational requirements, what the job entails, etc.  
- Some youth in Juvenile Hall have a probation officer and case counselor assigned who work closely to monitor and support career goals before and after release. This includes developing skills needed to obtain employment, referral to vocational training programs and/or connection with prospective employers.  
- Camp works on "soft skills” for a job throughout their stay. They also provide connection to jobs programs in the community; attending Job Fairs, etc. to expose youth to opportunities. |
1. What is working well?

- **Programs described above** that expose youth to employment options, create connections with local businesses/mentors, provide information and/or instruction in soft skills, have internship/volunteer components and courses that provide technical, hands-on experience and certifications. These programs help minors who are transitioning back into the community become employable.
- **Strong partnerships** with organizations that provide employment programs.
- **Employment programs that specialize** in serving foster youth or youth with high needs and barriers to employment.
- Grants that can pay for youth to work for a local business.

2. What is not working?

- **Improve employment preparation programs** and increase connections to local employers who want to hire youth exiting the system. Minors at JJC lack the necessary job skills to obtain and maintain meaningful employment. Make sure we are training in the right skills. There are not enough employment opportunities for youth - more effort needs to be made to develop more job opportunities and supports for employers.
- Youth have **little exposure to technology**.
- **Expand existing programs to more youth in the system**.
- **Probation youth have additional barriers that prevent them accessing available programs** and there aren’t enough spots in the community so at-risk kids don’t get spots — transportation limitations, citizenship requirements, complex applications, etc. Better partnerships with job programs may help reduce barriers and boost program success for system youth/at-risk youth. This might mean additional case management, etc.
- **Underutilization and lack of awareness** of available programs.
- **Societal youth entitlement culture** around work, money, and jobs.
- **Requiring youth on probation to obtain employment without support**.
- Standards that don’t allow for growth/individual development for the youth to build skills without failing. **Job retention is not happening because there is not enough time/quality training for readiness.**

3. What is missing?

- **Connection to a diversity of employment and college options** — not just SRJC. More job fairs on school campuses.
- **More employment opportunities for youth.** Paid internships for older youth in the system. There is a large gap in providing employment services, namely the job acquisition itself.
- **More community-based services that focus on job readiness** and more career/employment support for youth released from JH. Programs that help youth identify a path to a career. Flexible, short term opportunities to build youth’s skill and success with strong individualized mentors to help facilitate learning skills in a way that youth can understand.
- **Streamline the existing referral system**, while providing work readiness, case management, and job opportunities for youth — build upon the existing programs.
- **Technology**, computers etc.
- **Scholarships for higher education**.
### Theme: Safe and Supportive Communities

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| **Prevention:** Kids at risk of entering the justice system because of gang involvement or violence are identified and youth and families are developing skills and connections to help kids resist gang activity and solve problems without violence. | - Youth centers provide a safe space and relationships with caring adults.  
- Programs provide pro-social activities and positive role-modeling, teach life skills, decision making, good citizenship, de-escalation, relationship building and community responsibility, promote and celebrate diversity, help youth appreciate themselves as unique individuals.  
- Programs are focused on developing safe and healthy relationships by addressing peer pressure, strengths/ weaknesses, adolescence and puberty, teen pregnancy, STD, healthy/unhealthy relationships, ways to reduce stress and anxiety, decrease destructive behavior, gain confidence, and improve self-control.  
- Mentoring programs provide support to youth.  
- Restorative Justice Programs help resolve conflicts before youth enter the system.  
- Some programs offer bilingual outreach and support for parents of at risk youth.  
- Probation Intake Officers assess cases referred by law enforcement to the juvenile justice system and determine which youth should be diverted from the system. They refer youth and families to community-based services/resources and pro-social activities to address these risky behaviors.  
- Child welfare offers services to youth/families at risk of crossing over into the juvenile justice system. This includes wraparound services, Individual, couples, family and group therapy, some intensive intervention services and Triple P parenting education.  
- Presentations to youth groups and families through CBO and school partners regarding life skills and gang awareness. Conduct training for educators/CBO partners regarding gang/drug awareness to provide them with resources and knowledge for their services.  
- Esperanza Resource Center.  
- Teachers and school administrators are able to refer youth to supportive programming through the Mayors Gang Prevention Task force and other community resources.  
- Victim assistance programs |
| **Intervention:** Kids in the justice system and their families are developing skills and connections to resist gang activity and solve problems without violence so they can successfully exit the justice system. | - Probation officers develop case plans with youth affiliated with criminal street gangs and/or involved in acts of violence. They refer youth to community-based programs that address risky behaviors or recommend they be removed from the community based on public safety factors. Officers also work with youth on skill development to improve attitude, values and beliefs. They refer youth to pro-social activities to reduce exposure to risky neighborhoods or anti-social peers.  
- A variety of contracted intervention programs are available to youth/ families in the juvenile justice system. Programs provide skills development, behavioral and therapeutic intervention, education and specialized case-management.  
- Designated court staff assigned to specialty mental health court at JJC. |
Vision statement | Sample of programs/strategies available to achieve the vision in Sonoma County
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**Suppression:** Reliable intelligence focuses enforcement efforts to effectively prevent gang activity, gang-related crime, and violence, when there is a threat. Enforcement is balanced so that intervention efforts are not missed, and so that kids are not unnecessarily pushed into the justice system. | • Designated positions that work with the Multi-Agency Gang Enforcement Team (MAGNET) to suppress gang activity in the community.
• Officers monitor youth’s compliance with court orders and implement sanctions that address risky behavior and community protection factors.
• School Resource Officers provide greater public safety for youth on campus, providing general and specific deterrence of criminal activity on campus.

**Incapacitation:** Incarceration and aftercare programming focuses on skills and connections for youth and families so that youth are positioned to resist gang activity and violence as they reenter the community. | • A variety of intervention programs are offered to incarcerated youth. Programs provide conflict resolution, skills development, behavioral and therapeutic intervention, education and pro-social skill development.
• As part of camp youth families have access to Parent Group; Family Counseling; Aftercare/Re-entry support for families and youth; Furloughs; Caseworker/Parent meetings; Connection of youth and families to CBOs; Tattoo removal; Parents transport youth to support these activities.
• Incarcerated youth and their families may receive support for a transitional plan and participate in continued programming, linkage to the community programs and services and case plan monitoring.

1. What is working well?

• **Programs and aftercare offered through institutions.** They aim to reduce recidivism by addressing risks and needs, and changing attitudes and values and at the same time provide practical tools to deal with daily life.
• **Support services at community schools** working well, would like to expand.
• **Connecting youth to community based programs and members of the community** that can help support them during their transition.
• **Linking youth to pro-social activities**—there are funds available to pay for these activities.
• **Multi-agency suppression efforts** hold gang involved youth accountable within community.
• **Therapies and parenting education programs** available to family and youth through child welfare.
• **Collaboration** with schools and non-profits throughout the year. Partners regularly discuss the needs of our youth to help determine positive alternatives to incarceration and participation in gang activity.
• Above described programs are **culturally competent and mostly bilingual**, which are important characteristics to encourage successful service delivery and positive outcomes.
• **Wraparound services** for the minor and the minor’s families and **day reporting centers** seem to be successful with minor’s involved in gangs.

2. What is not working?

• **Not all the residents get to participate** in all services or have any aftercare.
• **Building support for students when outside of school** is a challenge.
• Mentoring program has yet to be successful making a match with a mentor and a youth as our **mentors are not appealing to the youth we have.**
• It can take too long for youth to be assigned a CASA.
• **Can do better ensuring fidelity to EBP programming.**
Compliance-based supervision of youth involved in gangs has little impact on behavior change. Interventions with at-risk population should increase.

There are necessary areas of improvement in order to increase the efficiency of referrals systems. Often times, the loop is not closed for youth who have been referred by the schools.

Returning gang entrenched kids who successfully complete probation back into the same environment. For youth who go back, look at our re-entry programs. That should be part of something bigger going on in those communities that is making them safer places—we need to build partnerships with Promotoras, churches, etc. in those communities. It is not our job to invent it, we just need to provide support for the positive things going on in the community.

Parent engagement with school and court process--address alienation. Family Support Organization model? Could build off existing models or expand them to address family engagement.

Probation officers are assigned to work in specific communities. They do/should know the communities they serve. Probation officers could be more involved with the community they work in.

3. What is missing?

- Aftercare services for more of the incarcerated youth.
- Engaging after-school activities that students will be interested in.
- Could do better in involving parents in the youth’s release plan.
- More community outreach.
- There is a greater need for “intensive” behavior modification skill building and experts who know this intervention to do in-home treatment.
- Public safety contacts in elementary schools for increased access for youth.
- A centralized coordinator of and cross-jurisdictional referral systems. With several referral systems in place, streamlining the process(s) would better serve the individual(s) being referred, as well as for the service providers who deliver the services.
- Transitional housing for minor’s who successfully complete camp, placement, DJJ and are returning back to the community.
- An anti-bullying campaign in schools. We see cases involving bullying over social media which don’t necessarily qualify as a “crime” but are devastating to the victim’s. Also many fights in school and carrying knives on campus for “protection” can be traced back to bullying.
- Day reporting Centers for minors in their own neighborhoods. Kids need a safe place to go that offers pro social activities and positive role models. Needs to be age appropriate for teens—many parks and recreation programs are focused on younger children.
- Teen Court where kids can be held accountable by their peers.
- Regionalize programs: Measure-O programs are only available in Santa Rosa, which does not include unincorporated areas such as Roseland. Many other programs are available only in certain schools.
- Broader commitment to community ownership: Ask people to share their ideas on how to fix problems and ask them to get involved. Neighborhood watch meetings, etc.—How can we help? What’s missing? What can you provide?
- Comprehensive gang approach: There is already a good start but Probation could do more. We are already doing suppression but could boost intervention. It is a collaborative approach—OJJDP Comprehensive Gang Model.
- Wraparound for gang-involved youth—collaborative, comprehensive. Includes prevention, intervention and suppression
**THEME: BEHAVIORAL HEALTH**

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| Prevention: Kids at risk of entering the justice system are assessed for mental health and substance abuse when needed, and are engaging in appropriate, individualized, effective mental health and substance use disorder services. Their families are engaged and supportive of the services, and this is happening without the intervention of the court. | • Education programs expose youth to various activities designed to hone their decision-making and critical-thinking skills to learn how to avoid and/or resist alcohol, tobacco, other drugs, premature sexual activity, and other harmful behaviors.  
• Some schools have on site mental health and/ or substance abuse counseling or EBP prevention programs.  
• Divert low risk cases and make mental health/ substance abuse referrals as needed.  
• Early Childhood Collaborative (0-5 years) provides navigation services, evidence based assessments, Triple P, case management and treatment for perinatal mood disorder and consultation to daycare providers. There are a variety of programs for pregnant and delivering women to reduce the negative impact of prenatal tobacco, alcohol and other drug exposure.  
• Prevention programs are offered in a variety of methods for the purpose of early identification and intervention. Programs are carried out by schools, community organizations and churches to target specific populations. Some of these programs include a mentoring component for youth transitioning to adulthood.  
• A variety of physical/ mental health screening programs in order to initiate appropriate interventions early. Many are in schools but others are at community clinics, etc.  
• Dependency Drug Court court-supervised case management and referral to treatment program for parents and guardians whose children have been or are in danger of being removed from the home due to substance use issues. Child welfare offers specialized mental health and substance abuse services to youth/families in dependency court.  
• Behavioral Health Pilot in Santa Rosa City Schools.  
• Community resource guides provide information about services for substance treatment and mental health clinics. Teachers and school administrators are able to refer youth to supportive programming through the Mayors Gang Prevention Task force and other community resources. |
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| Intervention: Kids in the justice system are assessed for mental health and substance abuse when needed, and are engaging in appropriate, individualized, effective mental health and substance use disorder services. Their families are engaged and supportive of the services, and the services prepare youth to successfully exit the justice system. | • When entering the system or upon presentation of suspected mental health issues, psychological evaluations are ordered.  
• Youth on probation who present mental health or substance abuse issues are referred to programming to address these needs. This is achieved through partnerships with County Behavioral Health, independent contractors and community based organizations. There is a dedicated caseload for youth with mental health disorders. Parents are also referred to services if needed. If home removal is needed, placement officers refer youth to group home that addresses identified need areas and work with program, youth and family to develop reunification plan.  
• Some programs are available for free to youth on probation via MGPTF or other funding sources.  
• Sonoma County Juvenile Competency Restoration Pilot Project helps restore accused juvenile offenders who are deemed incompetent to stand trial back to competency so they may actively and meaningfully participate in their own defense. Through collaboration between the Juvenile Court, Probation, Behavioral Health, and SCOE, juveniles are educated on court proceedings. The program ensures that each individual is referred to all necessary services that may impact his or her capacity.  
• Police officers work with Mobile Support Team to provide crisis and intervene on behavioral health issues in order to prevent incarceration and assess for treatment. MST integrates mental health consumers and family members to provide ongoing support.  
• Prosecution of Minors for drug offenses so they and their families can receive the services available to them through the juvenile court system. |
| Suppression: Mental health crisis response effectively assures the safety of those in crisis and the community, and assures connection to mental health triage. Drug and alcohol enforcement reduces substance availability, and appropriately and safely deals with people illegally using substances. Officers are aware of available resources in their community and work closely with partners to connect youth to services. | • Probation officers monitor youth with mental health conditions, to include medication compliance. If a youth presents a danger to self or others, officers can take youth to detention or psych emergency services. Officers also monitor youth’s use/possession of illicit substances and will detain youth in secure setting and confiscate contraband if needed.  
• Police officers conduct regular patrols of schools, parks and events to provide general deterrence of criminal activity.  
• School Resource Officers for all middle and high schools in the Santa Rosa City Schools District  
• The DA aggressively prosecutes all drug-related offenses involving adults, especially where the drug use or sales endangers children. |
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<tr>
<td>Incapacitation:</td>
<td>Youth in institutions who present mental health or substance abuse issues are</td>
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<tr>
<td>Kids in institutions are assessed for mental health and substance abuse when needed, and are engaging in appropriate, individualized, effective mental health and substance use disorder services. Their families are engaged and supportive of the services, and careful transition planning is done to assure continuity of care upon reentry.</td>
<td>referred to programming to address these needs. This is achieved through partnerships with County Behavioral Health, independent contractors and community based organizations. Local community-based organizations may provide re-entry services upon release.</td>
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<td>All the residents of juvenile hall receive a physical exam. Medical, dental and mental health needs are assessed and addressed while in custody. Throughout their stay, medical and mental health services are available to them. Juvenile Hall specialty mental health services, include assessment, crisis intervention and stabilization, and medication monitoring. Upon release, kids that need it have follow-up appointments in place, and all kids are given a copy of their physical exam results and immunization records.</td>
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<td>Youth are released from Probation Camp with their medication and a prescription; Those eligible for MediCal have paperwork filled out prior to release to Aftercare.</td>
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1. What is working well?

- Programs described above are working well.
- On-site counseling provides support for interested students while at school.
- Having a MFT on-site to do family and individual therapy for 32 hours a week is working nicely. They work closely with the psychiatrist/ nurse practitioner for medication management. We also have an excellent bilingual therapist who works with the Spanish speaking parents in family counseling.
- Many youth are referred to substance abuse services.
- Youth with mental health disorders are benefitting wraparound type programs—team, strength-based in which whole family participates in services.
- Good working relationship with Sonoma County Behavioral Health who provides intensive therapeutic intervention for youth. The Behavioral Health Division employs a comprehensive approach to prevention services.
- With the advent of the Affordable Care Act (ACA), youth will now have coverage under their health plans.
- Providers are aware of services available.
- DUI awareness has increased.
- MST works with police on crisis situations.
- The restoration program in Juvenile Hall.

2. What is not working?

- Would like to see an assigned therapist in JH rather than just crisis intervention.
- Once they transition into the community, no personnel in charge of making sure behavioral health follow-up is taking place.
- Schools/SELPA should be responsible for staying connected to students who are truant or do not attend school in order provide appropriate resources to youth and their parents
- Little leverage for students who are not on probation and/or being drug tested.
- Hard to get the parents involved. More consistency among officers to include entire family in case plan development and increase referrals to community-based services for parents/guardians that address substance abuse and mental health issues.
- Would be nice to have the bilingual therapist for more hours.
While there is a comprehensive approach to prevention, providers, particularly schools, are not aware of services that exist, even those in their own schools.

Community stakeholders need to understand coverage options under ACA. Funders need to ensure that services they fund community providers to administer aren’t being duplicated by what is available through health plans.

Youth who have complex mental health diagnosis may spend too long in juvenile hall and learn behaviors from peers. Families of youth with complex mental health issues need respite or diversion programs.

Providing no services when minors are found incompetent and not restorable.

3. What is missing?

- Expand programs.
- More monitoring and support for transition out of custody and a therapist to do treatment with the long term boys and girls.
- Focused, impactful drug awareness education; intervention services and support for students struggling with drug/alcohol use. Substance abuse treatment programs that implement evidenced-based curriculum. More intensive education on the effects of THC on the developing brain.
- Transitional housing for homeless youth exiting the system!
- Funding is limited for prevention and early intervention services (which are less costly). Prevention and early intervention services are not available at all public schools.
- Hospital diversion programs
- Strengths based safety planning with families and ongoing support to maintain youth with mental health issues safely in the community when possible.
- There is not enough service intervention and capacity with Sonoma County Behavioral Health.
- When a minor is found not competent to proceed in the criminal justice system, but does not qualify for services under North Bay Regional there needs to be another agency / program that steps in and offers services.
- Education to combat teen pregnancy or provide education for this population. An alarming number of kids on probation are pregnant or are parents. Programs that discusses sex ed, legal responsibilities of parents, financial responsibilities of parents, parenting classes, etc.
- Communication between all agencies. Often we don’t know what services MH/CPS is providing and their support is often crucial.
- Systems to address intergeneration problems.
### THEME: STRONG FAMILIES

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| **Prevention:** Families of kids at risk of entering the justice system know how to access needed services and are comfortable in doing so. They develop skills, connections and capacity for effective parenting, economic stability and reduced family distress. | • Community resource guides provide information about services for parents and youth, information on parenting classes, sign families up for food stamps, etc.  
• Youth-serving programs in the community offer family social events, celebrations and parent education or literacy programs. They may work with families to identify needs and develop healthier behavior management for their children.  
• Child welfare offers services to youth/families at risk of crossing over into the juvenile justice system. This includes wraparound services, Individual, couples, family and group therapy, some intensive intervention services and Triple P parenting education.  
• Families are able access programming through the Mayors Gang Prevention Task force and other community resources. Programs include Triple P, Padres Unidos, and others.  
• Presentations to youth groups and families through CBO and school partners regarding life skills and gang awareness.  
• The DA often refers parents of at risk minors to parenting classes, such as those offered by CPI, when parents become involved in the justice system themselves. |
| **Intervention:** Families of kids in the justice system know how to access needed services and are comfortable in doing so, and develop skills, connections and capacity for effective parenting and reduced family distress to support youth and family, including placement youth, in successfully exiting the justice system. Enforcement efforts initiate the interruption of new and intergenerational domestic violence, sexual offending and gang involvement. Officers are aware of available resources in their community and work closely with partners to connect youth to services. | • Officers develop case plans and make referrals that focus on families’ needs. Officers work with youth on skills to assist them in handling conflicts in the home. Placement officers develop reunification plans for youth in group homes, to include engaging parents and preparing them for youth’s transition home. Wraparound programs available to probation provide a variety of intervention services to the family. These services are used for youth who are at risk of home removal.  
• Officers work with the Mobile Support Team to refer youth for mental health triage, and CBO partners to refer individuals for services. |
### Vision statement

**Suppression:** Enforcement efforts initiate the interruption of new and intergenerational domestic violence, sexual offending and gang involvement. Officers are aware of available resources in their community and work closely with partners to connect youth to services.

- Officers monitor youth on community supervision and will remove youth from home if family dysfunction results in danger to self or others.
- Officers conduct regular patrols of schools, parks and events to provide general and specific deterrence of criminal activity.
- The DA has specialized gang, domestic violence, and narcotics prosecution teams and work closely with law enforcement to break the cycle of violence and drug abuse.

**Incapacitation:** Families of kids in institutions know how to access needed services and are comfortable in doing so. They develop skills, connections and capacity for effective parenting and reduced family distress to support successful reunification upon release.

- Case Managers or probation officers engage some families for ongoing support and accountability during transition out of the Hall. Through case work and evidence-based practice programming all the JH kids develop skills aimed to make their stay in JH and their transition into the community a more successful one. Family finding and case planning may be used for youth stepping down from placement/juvenile hall. Ensures youth who are in placement or Juvenile Hall maintain connections with safe, supportive adults.
- Parent group for youth at camp. Caseworkers and Therapists educate the parents on services and work with them when the youth is transitioning home to create connections to CBOs and resources in the community.

### 1. What is working well?

- **Families to participate in counseling and Parents Group** are more successful as youth transition home.
- Probation officers focus on familial needs when developing case plans and try to engage families to improve readiness for youth returning home from group home setting. Wraparound programs are doing a good job treating the whole family.
- **Providers taking responsibility to engage families in services** by making services accessible and flexible to meet the needs of the family-providing services in the community at times that work for the family.
- **Family and other therapy programs and parent education programs.**
- **Collaboration** with schools and non-profits throughout the year.
- **Successful parenting program** has created an alumnae group to continue supporting each other. This has also led to a parent leadership group within the alumnae group to empower parents to take more of a leadership role in their community.
- **Programs that offer wraparound services and provide services in the home.**
2. What is not working?

- Lack of aftercare planning for many youth.
- Difficulty engaging parents who feel disenfranchised from the education system. Other barriers to using services.
- Many families do not have transportation or cancel their counseling sessions and this makes the transition home more challenging for the youth.
- More consistency among officers to include entire family in case plan development and increased referrals to community-based services for parents/guardians.
- Some services are limited to youth with mental health diagnosis or significant impairment and who qualify for MediCal.
- The language barriers make communication with parents difficult (mostly Spanish but other languages as well).
- Not much offered for families particularly early in probation.
- Lack of awareness of resources/programs.
- For CPS referrals that are unfounded, what services are provided? See multiple unfounded reports when the family gets to court. Engagement in services may also be part of the issue.
- Case plans focus solely on the youth, not on the family. Courts have authority to order parents to services but don’t currently. Similarly, SARBS suggest but don’t require things for parents.

3. What is missing?

- Transitional aftercare program for juvenile hall residents.
- Option to continue services after youth are off probation.
- Need for “Intensive” behavior modification skill building and experts who know this intervention to do in-home treatment.
- More partnership with public safety, schools, non-profits in elementary school ages for increased pro social skills in youth.
- Gap in representation is from the “parent” and “community member” categories in community collaborations. A parent voice at the table would enhance the group’s ability to serve our youth, parents, and families.
- More quality parent support programs. Adequate support for families prior to the need resulting in intensive interventions. More resources are needed to expand parent programs which enhance their knowledge of how to best support their youth. Family focused empowerment.
- Programs focused on supporting and motivating caregivers/parents in connecting with supportive services to ensure they can maintain safety of their family without further involvement in the justice system.
- Often we are dealing with the surface level stuff and miss the root concerns until a family is deeply entrenched in the justice system.
- More family finding, foster options. New law would allow/encourage relative placements.
- Intergenerational crime and sub abuse etc. could have more attention from “the system.”
### THEME: EVALUATION

<table>
<thead>
<tr>
<th>Vision statement</th>
<th>Sample of programs/strategies available to achieve the vision in Sonoma County</th>
</tr>
</thead>
</table>
| **Prevention:** We know the extent to which we are diverting the right youth from the justice system, based on risk to reoffend and seriousness of criminal behavior, and we know how effective prevention activities are in keeping youth from entering the justice system, and the extent to which these diversion practices are equitable. | • Probation Officers assess youth referred to Juvenile Court and identify their risk to reoffend. This assessment is then used to determine if a youth should be diverted from the system. DA diverts low level crimes back to probation so minors can obtain services in attempt to avoid entry into the Juvenile Court system.  
• Data is collected on many intervention strategies in the child welfare system.  
• Several prevention programs in the community have a program evaluation and/or quality assurance component.  
• Several prevention programs in the community are part of a strategic plan.  
• Measure O CHOICE Grant Program has made it a requirement for all funded programs to become certified on the Portfolio of Model Upstream Programs by the end of the contract term. |
| **Intervention:** We know the extent to which our assessment and interventions with youth and families are done with fidelity to design; we know which interventions are effective; we understand how engagement issues may affect the success of our interventions; and we know the extent to which our interventions prevent or address inequities. | • Several intervention programs in the community have a program evaluation and/or quality assurance component.  
• Several intervention programs in the community are part of a strategic plan.  
• JUVENILE PROBATION: Youth have validated risk/needs assessment, are monitored according to risk level, and receive interventions to address need areas.  
• EBP TIPS evaluation project will analyze the effectiveness of Probation intervention services. |
| **Suppression:** We know the extent to which sanctions comply with a graduated response system; we are aware of disparities in how different groups experience enforcement; and we understand the complex set of causes contributing to the disparity. | • Probation officers understand the concept of graduated sanctions and attempt to employ these principles in their work with youth on community supervision.  
• Local law enforcement evaluates statistics of criminal activity involving youth crimes as it relates to alcohol, drugs, violence and gang violence to determine staffing levels and balance of prevention, education and intelligence and suppression. |
| Incapacitation: We understand the reasons for commitment to detention and Probation Camp, whether other alternatives could have been used, and the extent to which commitment practices are equitable. | • The screening process is a great tool to understand the reasons for the variety of commitments. Keeping the court informed of the many options and open communication between all parties involved in recommendations and sentences is key.  
• Probation officers attempt to address youth needs through the least restrictive means, taking into consideration risk level and community safety factors. Alternatives are explored prior to removal from community. |
1. What is working well?

- **The Screening Committee**
- **We have the proper ingredients for an excellent program;** we just need to work on fidelity and consistency.
- Have **many systems in place that assess the effectiveness** of services being delivered.
- **CBO/Non-profit communications**
- **Restorative Justice programs.** There has been a significant increase in the number of pre court diversions of low level cases.

2. What is not working?

- There are times when we feel that other alternatives could have been used, but we work for the courts and the **bench issues orders that some of us in the field do not understand.**
- We need more **time in our program for outings, field trips, and pro-social activities** for youth and engagement in the community. We are very heavy in necessary programming, but in order to take trips, we need to cancel programming. It would be nice to have more consistency in our program delivery, and more fidelity. We get too many last-minute cancelations.
- **Statistical information can be difficult to accumulate** due to several partnerships and specific information. Specific Data needs are different for each entity.
- There is a **need to enhance the evaluation system to ensure we are asking the appropriate questions** and collecting the right data to achieve the desired outcomes. Furthermore, there is a need to **clarify the exact outcomes to track.**

3. What is missing?

- **Booster training** for some of our program delivery staff.
- **Some instructors need to be trained on group management.**
- **Better data collection and tracking of “cross-over” youth** – currently there is no way to cull youth involved in the child welfare system that may be at risk for criminal behavior.
- **Universal data to share between partners.**
- **Quicker response for requests.**
- A **logic model** is needed to enhance the evaluation system.
INCLUDING YOUTH AND FAMILY VOICE IN THE PLANNING PROCESS

Background
The Juvenile Justice Coordinating Council, in developing the comprehensive multi-agency juvenile justice plan, wanted to ensure that the voices of key stakeholders were included in the planning process. Data was collected from youth who are either involved in the juvenile justice system or at risk of becoming so and from the families of those youth. Data was collected using group discussion or individual interview format about the topics listed below. Agencies who participated in the data collection include Boys and Girls Clubs of Central Sonoma County, Sunny Hills Services, VOICES and the Santa Rosa Violence Prevention Partnership.

The Boys and Girls Club spoke with 67 participants from three elementary school sites in Santa Rosa via a series of focus groups. This included both Club members (youth) and their parents. The schools sites were Lincoln Elementary in south Santa Rosa, Steele Lane Elementary in the Santa Rosa Junior College Neighborhood, and Brook Hill Elementary near Memorial Hospital. Sunny Hills Services interviewed 15 juveniles involved in the Assertive Community Treatment (ACT) program, and 14 of their parents. VOICES staff interviewed five youth who were in the juvenile justice system (some of whom were also involved in the foster care system) as well as two families of youth involved in the juvenile justice system. The Santa Rosa Violence Prevention Partnership (SRVPP) conducted a focus group with 41 parents of youth involved in SRVPP programs. This focus group was conducted mainly in Spanish.

Resources and support - Youth Responses

1. When you would like help with your problems (at school, with your friends, with your family) who do you go to?
2. Do you have a grownup you can talk to when you are having a hard time? Someone who believes in you and encourages you to be successful? Who is it?
3. Does it feel safe and comfortable seeking help when you need it? Why or why not?
4. If you or one of your friends needed help with something, do you know where you might find services that would help? Have you or a friend tried to find some help in the past and couldn't find anyone? Where did you or your friend look?
5. (If they name specific services) — Did you have any trouble using those services? What was difficult?

<table>
<thead>
<tr>
<th>Responses</th>
<th>Possible Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Many youth had a supportive adult in their life. Then mentioned parents, other family and counselors.</td>
<td>First four inform engagement work in goal 1.4.</td>
</tr>
<tr>
<td>• Many youth said they felt safe seeking support. Reasons stated for NOT being comfortable included feeling vulnerable, fear of judgment, concerns about confidentiality, fear of discipline, fear of being seen as a snitch, or feeling that they should just “suck it up.”</td>
<td></td>
</tr>
<tr>
<td>• Most youth did not describe seeking supportive services or stated that they didn’t know where to find this type of help. A few said they would seek help from counselors or family/friends. One youth mentioned that seeking services was difficult because “we didn’t feel comfortable speaking to people we just met.”</td>
<td>This comes up again in a couple places, suggesting a need for education system navigation support under academic achievement priority 15. Could mean promoting a Tier 2 goal: Increase resources to address academic struggles.</td>
</tr>
<tr>
<td>• Some youth indicated that transportation or other access issues existed related to service utilization.</td>
<td></td>
</tr>
<tr>
<td>• Youth who had some connection to the juvenile justice system didn’t remember having gotten extra help for their family. Some found difficulty accessing educational services.</td>
<td></td>
</tr>
</tbody>
</table>
Safe and supportive communities/ neighborhoods-Youth Responses

6. Do you feel safe in your neighborhood, when you walk home from school, etc.?
7. What is one fun or interesting activity that you wish kids in your neighborhood had access to?
8. What are some of the main reasons kids get in trouble with the law?

Responses | Possible Goals
---|---
**Several youth said they didn’t feel safe in their neighborhoods or they feel safe but they know “stuff” happens. They see the cops often, making them think something bad is happening. They see strangers every night, some looking in houses. They can see and smell drug use every day, and they don’t walk alone at night. These youth made references to known gang members or drug dealers in their neighborhoods and several said they wish their community’s parks were safe.**

**One youth said that he feels targeted in his neighborhood because of his heritage. He felt that heritage, and who you choose to “kick it” with, had an impact on safety.**

**Youth were interested in sports and recreation opportunities in their neighborhood. They also mentioned they would like to see a better playground, be able to ride bikes in their apartment complex.**

**Respondents thought that youth got in trouble with the law because of drinking or using marijuana. Other reasons included lack of parenting, strict enforcement, making poor decisions, snitching, not having friends or hanging with the wrong people, trying to be cool, boredom or due to a troubled past.**

Along with parent input below, this could suggest a need to elevate the “address gang activity” Tier Two priority under Safe & Supportive Communities.

Fairness/ equity-Youth Responses

9. When you interact with service providers or people from the system (school, justice, etc.), does it feel like they listen and care about what you have to say?
10. Does it feel like you are included in decisions about what will happen to you?
11. Does your experience with the justice system feel fair? What would help?

Responses | Possible Goals
---|---
**Youth felt that service providers cared about what they had to say.**

**In terms of feeling included in making decisions that affected them, youth were divided. Some felt they were included and some did not.**

**Most youth felt their experience in the juvenile justice system seemed fair. Some felt that though they had done wrong, the punishment they received was not fair. One youth said it was not fair they had been punished when other youth who committed similar crimes (and weren’t caught) were not. Another youth stated that some Probation staff treated him like a person and some treated him like a criminal.**

More information to shape engagement goal 1.4.

Addressed via EBP-TIPS evaluation which has a focus on procedural justice and inclusion of youth voice in the planning process.

Resources and support-Family Responses

1. Does it feel safe and comfortable seeking help when you need it? Why or why not?
2. If you or one of your friends needed help with something, do you know where you might find services that would help? Have you or a friend tried to find some help in the past and couldn’t find anyone? Where did you or your friend look?

3. (If they name specific services)—Did you have any trouble using those services? What was difficult?

4. What support type of support would you find helpful? /

5. What do you do or would you like to do to help your child be successful?

6. What type of problems with your child, if any, would you like to have help with?

7. Do you know where to find services that might help families like yours? What are they? Are there difficulties using those services?

8. Do you have anyone in your community groups (church, etc.) who can help you with problems when they come up?

9. Have you gotten help from anyone in your family or community groups (church, etc.)? (if you are doing a one-one-one interview ONLY, use this follow up question) Do you mind sharing what kind of help they provided?

<table>
<thead>
<tr>
<th>Responses</th>
<th>Possible Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>• In terms of comfort with seeking support, parents were divided. Sources</td>
<td>Again suggests a need for education system navigation support under academic</td>
</tr>
<tr>
<td>of support mentioned were churches, schools, the Club, friends and family.</td>
<td>achievement priority 15. Could mean promoting a Tier 2 goal: Increase</td>
</tr>
<tr>
<td>Parents in one group said they didn’t always feel supported by the school</td>
<td>resources to address academic struggles.</td>
</tr>
<tr>
<td>if they were asking for help with their kids’ behavior or homework, and</td>
<td>More to shape 1.4 engagement goal.</td>
</tr>
<tr>
<td>they didn’t know who else to go. Parents in another group said the</td>
<td></td>
</tr>
<tr>
<td>school’s secretary is a great resource for anything, including legal help,</td>
<td></td>
</tr>
<tr>
<td>housing help or help with food.</td>
<td></td>
</tr>
<tr>
<td>• Barriers to accessing services included long wait lists, low income</td>
<td></td>
</tr>
<tr>
<td>requirements, discomfort disclosing personal information to providers,</td>
<td></td>
</tr>
<tr>
<td>language barriers, lack of cultural sensitivity, lack of awareness of</td>
<td></td>
</tr>
<tr>
<td>services and service locations, and scheduling difficulties.</td>
<td></td>
</tr>
<tr>
<td>• Services could be improved by having a bilingual, culturally competent</td>
<td></td>
</tr>
<tr>
<td>case worker, professional staff and higher income limits to qualify for</td>
<td></td>
</tr>
<tr>
<td>services. Also, it is important to spread the work about services in</td>
<td></td>
</tr>
<tr>
<td>health clinics, on the radio and at businesses.</td>
<td></td>
</tr>
<tr>
<td>• Several families in the group had gotten help from the community.</td>
<td></td>
</tr>
<tr>
<td>Families received help with food, counseling, and therapy.</td>
<td></td>
</tr>
<tr>
<td>• SRVPP parents ranked parenting classes and programs most highly in</td>
<td></td>
</tr>
<tr>
<td>terms of services that would best support parents in their neighborhood.</td>
<td></td>
</tr>
<tr>
<td>• In order to encourage success, parents wanted services that motivate</td>
<td></td>
</tr>
<tr>
<td>youth to learn and that would occupy their time by sparking their</td>
<td></td>
</tr>
<tr>
<td>interests. Suggestion included art, music and science. SRVPP parents</td>
<td></td>
</tr>
<tr>
<td>ranked school based programs (such as tutoring, afterschool or reading</td>
<td></td>
</tr>
<tr>
<td>programs) most highly.</td>
<td></td>
</tr>
<tr>
<td>• In terms of other desired resources, parents said they would like</td>
<td></td>
</tr>
<tr>
<td>something similar to the Club for summer. Other families desired</td>
<td></td>
</tr>
<tr>
<td>support for food, anger management, mentoring, employment services,</td>
<td></td>
</tr>
<tr>
<td>immigration counseling and tax information. Some just</td>
<td></td>
</tr>
<tr>
<td>someone to talk to and ask questions of.</td>
<td></td>
</tr>
<tr>
<td>• In supporting their child’s success, parents were concerned about</td>
<td></td>
</tr>
<tr>
<td>school success, behavioral health/ substance use, anger and self-</td>
<td></td>
</tr>
<tr>
<td>control, motivation and self-confidence. They would also like help</td>
<td></td>
</tr>
<tr>
<td>with communication.</td>
<td></td>
</tr>
</tbody>
</table>
Safe and supportive communities/ neighborhoods - Family Responses

10. Do you feel safe in your neighborhood?
11. What are some of the main reasons kids get in trouble with the law?
12. What is one fun or interesting activity that you wish youth in your neighborhood had access to?
13. What are you most worried about for your kids?
14. What are the biggest problems facing youth?

<table>
<thead>
<tr>
<th>Responses</th>
<th>Possible Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Some of the parents said they don’t always feel safe in their neighborhood. They hear yelling and screaming coming from neighbors’ houses and they are afraid of gang members.</td>
<td>These concerns could suggest a need to elevate the “address gang activity” Tier Two priority under Safe &amp; Supportive Communities. Provides closer alignment with the YVPP strategic plan.</td>
</tr>
<tr>
<td>Parents associated gangs in their neighborhood with vandalism and graffiti, robberies and burglaries, fear for lack of safety, drug and alcohol use and negative presence in public places.</td>
<td></td>
</tr>
<tr>
<td>When asked to rate reasons why they think people join gangs, parents from the SRVPP group rated family problems and peer pressure most highly followed by drugs and lack of youth activities.</td>
<td></td>
</tr>
<tr>
<td>Parents would like to know how to help their kids not get mixed up with the wrong group, especially known gang members.</td>
<td></td>
</tr>
</tbody>
</table>

Fairness/equity - Family Responses

15. When you interact with service providers or people from the system (school, justice, etc.), does it feel like they listen and care about what you have to say?
16. Does it feel like you are included in decisions about what will happen to your child?
17. Does your child’s experience with the justice system feel fair? What would help?

<table>
<thead>
<tr>
<th>Responses</th>
<th>Possible Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents would like to speak with law enforcement in group settings where they can ask questions about their own rights as parents, what they’re allowed to do to prevent their kids from joining gangs, and what rights they have in general. Many aren’t completely bilingual and are afraid.</td>
<td>Supports increased community engagement by POs in 1.2, but suggests broader law enforcement involvement.</td>
</tr>
<tr>
<td>Most parents said they had been treated fairly by the system though one parent said, “I wish they would hear me out more. I know my child and sometimes I feel what I say doesn’t matter.” Another said, “I sometimes do not understand clearly and feel out of the loop.”</td>
<td>Informs engagement goal 1.4.</td>
</tr>
</tbody>
</table>
Juvenile Crime Data

JJCC Meeting April 22, 2015
Sonoma County Population Ages 10-17
Juvenile Arrest Rate Per 1,000

The graph shows the juvenile arrest rate per 1,000 for various racial groups from 2004 to 2013. The groups include White, Black, American Indian, Asian, and Hispanic. The rate fluctuates over the years, with Black arrests generally being the highest among the groups shown.
Relative Rate Index for Juvenile Arrests

**Percentage**

- White
- Black
- American Indian
- Asian
- Hispanic

**Relative Rate Index for Juvenile Arrests**

<table>
<thead>
<tr>
<th>Year</th>
<th>White</th>
<th>Black</th>
<th>American Indian</th>
<th>Asian</th>
<th>Hispanic</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004</td>
<td>3.5</td>
<td>3.0</td>
<td>0.5</td>
<td>0.4</td>
<td>0.3</td>
</tr>
<tr>
<td>2005</td>
<td>3.0</td>
<td>2.5</td>
<td>0.5</td>
<td>0.4</td>
<td>0.2</td>
</tr>
<tr>
<td>2006</td>
<td>2.5</td>
<td>2.0</td>
<td>0.5</td>
<td>0.4</td>
<td>0.1</td>
</tr>
<tr>
<td>2007</td>
<td>2.0</td>
<td>1.5</td>
<td>0.5</td>
<td>0.4</td>
<td>0.0</td>
</tr>
<tr>
<td>2008</td>
<td>1.5</td>
<td>1.0</td>
<td>0.5</td>
<td>0.4</td>
<td>0.0</td>
</tr>
<tr>
<td>2009</td>
<td>1.0</td>
<td>0.5</td>
<td>0.5</td>
<td>0.4</td>
<td>0.0</td>
</tr>
<tr>
<td>2010</td>
<td>0.5</td>
<td>0.0</td>
<td>0.5</td>
<td>0.4</td>
<td>0.0</td>
</tr>
<tr>
<td>2011</td>
<td>0.0</td>
<td></td>
<td>0.5</td>
<td>0.4</td>
<td>0.0</td>
</tr>
<tr>
<td>2012</td>
<td></td>
<td></td>
<td>0.5</td>
<td>0.4</td>
<td>0.0</td>
</tr>
<tr>
<td>2013</td>
<td></td>
<td></td>
<td>0.5</td>
<td>0.4</td>
<td>0.0</td>
</tr>
</tbody>
</table>
Juvenile Misdemeanor & Felony Arrests

![Graph showing the number of juvenile arrests from 2004 to 2013, categorized by race/ethnicity.](image-url)
Juvenile Misdemeanor & Felony Arrest per 1,000
Juvenile Arrest Counts

Arrests

- ALL OTHER OFFENSES
- DRUG / ALCOHOL OFFENSES
- PERSON
- PROPERTY
- PUBLIC ORDER
- WEAPONS

YEAR
2010 2011 2012 2013 2014
Crime Location by Year

- **Arrests**
  - **2010**: 600
  - **2011**: 500
  - **2012**: 400
  - **2013**: 300
  - **2014**: 200

- **Crime Locations**
  - BUSINESS
  - GROUP HOME/SHELTER
  - NO ID
  - OTHER PUBLIC PLACE
  - PARK
  - RESIDENCE
  - SCHOOL
Crime Type by Location

![Crime Type by Location Chart]

- **Arrests**
- **Crime Types**:
  - ALL OTHER OFFENSES
  - DRUG / ALCOHOL OFFENSES
  - PERSON
  - PROPERTY
  - PUBLIC ORDER
  - WEAPONS

**Locations**:
- BUSINESS
- GROUP HOME/SHELTER
- NO ID
- OTHER PUBLIC PLACE
- PARK
- RESIDENCE
- SCHOOL
- (blank)

**Period**: JANUARY 2016
Crime Type by Ethnicity

- ALL OTHER OFFENSES
- DRUG / ALCOHOL OFFENSES
- PERSON
- PROPERTY
- PUBLIC ORDER
- WEAPONS
Crime Type by Crime Category

- **Arrests**

  - **ALL OTHER OFFENSES**
  - **DRUG / ALCOHOL OFFENSES**
  - **PERSON**
  - **PROPERTY**
  - **PUBLIC ORDER**
  - **WEAPONS**

**Crime Types**
- Felony
- Infraction
- Misdemeanor

**Data for**
- **JANUARY 2016**

**Graph Details**
- Y-axis: Arrests
- X-axis: Crime Types

**Crime Category Breakdown**
- **ALL OTHER OFFENSES**
- **DRUG / ALCOHOL OFFENSES**
- **PERSON**
- **PROPERTY**
- **PUBLIC ORDER**
- **WEAPONS**
Ethnicity by Location Type

- American Indian/Alaskan Native
- Asian/Pacific Islander
- Black
- Hispanic
- Other/Unknown
- White

<table>
<thead>
<tr>
<th>Location Type</th>
<th>Arrests</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUSINESS</td>
<td>1200</td>
</tr>
<tr>
<td>GROUP HOME/ SHELTER</td>
<td>1000</td>
</tr>
<tr>
<td>NO ID</td>
<td>800</td>
</tr>
<tr>
<td>OTHER PUBLIC PLACE</td>
<td>600</td>
</tr>
<tr>
<td>PARK</td>
<td>400</td>
</tr>
<tr>
<td>RESIDENCE</td>
<td>200</td>
</tr>
<tr>
<td>SCHOOL</td>
<td>49</td>
</tr>
<tr>
<td>(blank)</td>
<td>0</td>
</tr>
</tbody>
</table>

- Ethnicity: American Indian/Alaskan Native, Asian/Pacific Islander, Black, Hispanic, Other/Unknown, White
Maps Showing Concentrations of Juvenile Crime
In Sonoma County 2010 - 2014

• Maps compare concentrations of juvenile crime incidents between the years 2010 and 2014, in parts of the county where these concentrations existed during those years.

• Incidents include arrests and citations for Felonies, Misdemeanors, and Infractions.

• Data come from the I/LEADS system, which includes data from Police agencies in Sonoma County, except for Cloverdale and Sebastopol. Because of this, juvenile crime data for these agencies is not present on the maps.

• Each incident is mapped once, regardless how many youth were involved. Race/ethnicity, sex and age are given for one juvenile attached to each incident. This presents a limitation when examining incidents by race/ethnicity, sex and age if more than one juvenile is involved in the incident.
### Juvenile Arrests & Citations: 2010 Compared to 2014

#### Year | Infraction | Misdemeanor | Felony | Total |
--- | --- | --- | --- | --- |
2010 | 160 | 1610 | 493 | 2263 |
2014 | 129 | 926 | 322 | 1377 |
Change | -19% | -42% | -35% | -39% |

- **Infraction**
- **Misdemeanor**
- **Felony**
Sonoma and Boyes Hot Springs
Offenses per Square Mile 2010
Sonoma and Boyes Hot Springs
Offenses per Square Mile 2014
Santa Rosa
Offenses per Square Mile 2010
Santa Rosa
Offenses per Square Mile 2014
Rohnert Park & Cotati

Offenses per Square Mile 2010

- Walmart
- Lawrence Jones MS
- Rancho Cotati HS
Rohnert Park & Cotati
Offenses per Square Mile 2014

Lawrence Jones MS
Rancho Cotati HS
Petaluma
Offenses per Square Mile 2010
Petaluma
Offenses per Square Mile 2014
Windsor
Offenses per Square Mile 2010
Windsor
Offenses per Square Mile 2014
Guerneville
Offenses per Square Mile 2010
Guerneville
Offenses per Square Mile 2014
Sebastopol and Cloverdale
Data Not Available
## Sonoma County Comprehensive Multi-Agency Juvenile Justice Plan – Strategies Aligned with Other Sonoma County Plans

### Safe and Supportive Communities

Increase community outreach/engagement in communities where probationers live.

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<thead>
<tr>
<th>Plan name/organization name</th>
<th>Strategies/Action Steps</th>
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<tbody>
<tr>
<td><strong>JJCC possible actions</strong></td>
<td>• Prioritize communities and engage these communities at multiple levels, building existing community strengths and resources. Continue and build on existing efforts.</td>
</tr>
</tbody>
</table>
| **Youth Violence Prevention Partnership—Strategic Plan 2012-2016** | • Communications plan to: 1) Raise general awareness and support of at-risk youth and families; and 2) Educate at-risk and gang-involved youth and their families about the MGPTF resources available to them.  
  • Educate the community on how they can support law enforcement efforts to reduce gang violence and maintain safe neighborhoods.  
  • Strengthen community-oriented policing practices to increase the support and partnership of the public in insuring safe and healthy neighborhoods. |
| **Community Action Partnership of Sonoma County 2013-2015 Strategic Plan** | • Support diverse community members living in high-need communities to gain a more influential voice to address community issues and support their children’s academic achievement.  
  • Develop Community Family Resource Center Model.  
  • Engage residents through parent education, leadership training and other activities. |
| **Cradle to Career** | • Engage and mobilize community to create safe environments, support families, and promote youth achievement |
| **Health Action** | • Sonoma County residents are connected to their communities and participate in community life  
  • Facilitate social connectedness and community engagement across the lifespan  
  • Promote positive social interactions and support healthy decision making  
  • Engage and empower people and communities to plan and implement prevention policies and programs |
| **Title IV-E Waiver Plan** | • Develop good working relationship across and among all stakeholders involved with the family |
| **Sonoma County System Improvement Plan: 2014 – 2019** | • Proactively educate and engage the community in a child abuse prevention campaign in order to build a wider safety net for families at risk of recurrence of maltreatment. |
**Safe and Supportive Communities**

Ensure that pro-social opportunities are accessible and engaging.

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<tbody>
<tr>
<td>JJCC possible actions</td>
<td>• Work with City recreation and parks programs and service providers to increase programs and find relevant events to engage youth. Streamline the referral and engagement process.</td>
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</tbody>
</table>
| Youth Violence Prevention Partnership—Strategic Plan 2012-2016 | • Increase opportunities for appropriate socialization for youth through recreational and other after-school programming: Recreation & Parks staff will conduct annual needs assessments to ensure adequate programming is provided in high-needs neighborhoods.  
  • Identify and offer positive role-modeling services and social recreational activities to engage youth in pro-social behaviors including sports/recreation, education, community service, and mentoring. |

For youth who lack support, increase access to engaging and supportive mentors and provide transitional housing opportunities.

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| JJCC possible actions       | • Probation is currently working on increasing family finding efforts in order to create lifelong connections for youth exiting placement.  
  • Create a sustainable, evidence-based mentoring program for youth reentering the community.  
  • Work with local housing agencies to explore existing transitional housing options and adding housing resources for the reentry population. |
| Cradle to Career            | • Engage and mobilize community to create safe environments, support families, and promote youth achievement  
  • Increase access to community support programs that provide positive peer, family, and adult connections |
| Sonoma County System Improvement Plan: 2014-2019 | • Increase concurrent planning activities for placement youth.  
  • Develop policy and procedures regarding utilizing family finding services  
  • Officers to use family finding early on in the case to identify extended family members to establish lifelong connections and provide alternatives to reunification with custodial parent/guardian.  
  • Officers will establish contact with extended family identified through family finding and engage them throughout the youth’s placement.  
  • Officer will assess the appropriateness of these family members for potential step down from group care should reunification efforts fail with parent/guardian. |
### Safe and Supportive Communities

#### Address bullying in schools.

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| JJCC possible actions       | • All schools and districts in the County are working towards improving school climate as evidenced in their Local Control and Accountability Plans (LCAP), state mandated Comprehensive School Safety Plans, and Education Code/school board policies to address hate crimes, harassment (with specific criteria for dealing with sexual harassment), intimidation, and bullying. More recent legislation and policies address cyberbullying.  
• All county schools address bullying, intimidation and harassment. Schools must document this in their Comprehensive School Safety Plans each year requiring staff, student and parent community input.  
• An array of programs and strategies are used to address bullying and positive student interaction which include: Building Effective Schools Together (BEST), Safe Schools Ambassadors, restorative justice, Caring School Communities, "No Kidding about Bullying", Second Step, and "Bullyproofing Your School: A Comprehensive Approach to Middle School".  
• The Keeping Kids in Schools Project will assist with situations in which students are missing school due to conflicts at school. |
| Santa Rosa City Schools—School Climate Grant |  |
| SCOE-LCAP: Eight State Priorities | • Priority number six is school climate |
System Approaches

Improve collaboration between the County, schools, law-enforcement and on-profits around strategic and program planning, funding applications, etc.

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<tr>
<td>JJCC possible actions</td>
<td>Develop and commit to a meaningful protocol for information sharing across systems related to program development activities.</td>
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</table>
| Youth Violence Prevention Partnership—Strategic Plan 2012-2016 | • Involve and support school staff that are on the front lines working with youth, including teachers, resource officers, counselors, principals, and others.  
  • Sustain the partnerships between law enforcement and local schools to maintain an effective School Resource Officer Program.  
  • Develop information and referral services to increase access to available programs and services.  
  • Strengthen partnerships between the community and the Police Department working together to reduce the tolerance and acceptance of criminal gangs, drugs, and violence.  
  • Align MGPTF efforts with Sonoma County Public Safety Realignment Interim Plan, 2011  
  • MGPTF will strengthen the already established relationship with Sonoma County Job Link and Workforce Investment Board, and expand opportunities for youth to find and retain employment.  
  • Align MGPTF efforts with the Sonoma County Upstream and Health Action initiatives.  
  • Continue to coordinate our efforts with Sonoma County and our neighboring communities. |
| SCOE Foster Youth Services Goals | • Strengthen relationships with partner agencies serving foster youth, including county departments, VOICES Sonoma, and Santa Rosa Junior College. |
| First 5 Sonoma County Strategic Plan 2011-2020 | • Inform and engage the private sector to understand and value the high return on investments in early childhood.  
  • Increase integration of systems and effect policy change to fill gaps and better serve children and families. |
| Title IV-E Waiver Plan | • Develop an outreach and communication plan to engage key partners (Juvenile Court, district attorney, defense counsel) |

Address issues of equity in the juvenile justice system and in schools – related to ethnicity, gender and other characteristics.

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| JJCC possible actions        | • Regularly produce a decision point analysis on the Sonoma County Juvenile Justice system and share it with system partners.  
  • Regularly produce exclusionary discipline reports for schools or districts that break down suspensions/ expulsions by characteristics—to inform the work of the Partners in Keeping Kids in School group. |
Evaluate programs in order to ensure that we are making progress towards our goals.

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<td>JJCC possible actions</td>
<td>• EB-P-TIPS evaluation project findings will direct future efforts in this area.</td>
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</table>
| Youth Violence Prevention Partnership—Strategic Plan 2012-2016 | • Develop a standard statistical reporting format for the MGPTF and community decision makers to quickly and easily understand and interpret gang-related criminal data and trends.  
  • Identify and quantify key outcome variables for prevention, intervention and enforcement efforts; establish a baseline; design an appropriate measurement system; build the capacity to collect, input and analyze data; provide the technical assistance required for stakeholders to benefit and participate fully in the evaluation process; and report accomplishments and best practices to community.  
  • Establish a mechanism where youth and parents can provide feedback to the MGPTF about the needs of the community. |
| Sonoma County Juvenile System Improvement Plan 2014-2019 | • Ensure the consistency of the Practice by checking that expectations and practice are consistently understood and implemented.  
  • Develop a local practice model framework.  
  • Enhance supervisory effectiveness  
  • Implement a Quality Assurance system |
| Sonoma County Juvenile Justice System Study 2009 | • Development evidence-based criteria upon which to measure a child’s progress in Placement. |
| Cradle to Career | • Engage and mobilize community to create safe environments, support families, and promote youth achievement  
  • Develop policy that supports system change |
| Title IV-E Waiver Plan | • Monitor program outcomes and work on continuous quality improvement. |
Increase fidelity and consistency of programs and strategies.

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<td>• EBP-TIPS evaluation project findings will direct future efforts in this area.</td>
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<tr>
<td>Youth Violence Prevention Partnership—Strategic Plan 2012-2016</td>
<td>• MGPTF will seek to strengthen a partnership with Sonoma County and blend the Evidence-Based Practices with the established efforts of the MGPTF</td>
</tr>
<tr>
<td>Community Action Partnership of Sonoma County 2013-2015 Strategic Plan</td>
<td>• Embed a culture of learning, innovation and continuous quality improvement in agency programming and infrastructure.</td>
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<td></td>
<td>• Utilize data to analyze and improve internal program efficacy and community collective impacts.</td>
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<tr>
<td>Sonoma County Juvenile Justice System Study 2009</td>
<td>• Develop protocols for recidivism data collection</td>
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<td>• Discuss how to continue to collect data presented in Report</td>
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<td>• Adopt best practice review protocols for interventions.</td>
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<td></td>
<td>• Adopt evidence-based criteria as a measure of program quality</td>
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<tr>
<td>Title IV-E Waiver Plan</td>
<td>• Identify trainings to improve service delivery.</td>
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<td>• Develop fidelity assessment to ensure model is being implemented correctly and consistently</td>
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<td>• Implement a peer review quality improvement process.</td>
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<td>• Create regular monitoring and communication feedback loops between leadership and those implementing</td>
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<td>• Oversee the process of implementation; receive regular input from all stakeholders</td>
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<td>• Monitor benchmarks and other indications of challenges or success</td>
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## Behavioral Health

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| JJCC possible actions       | • Increase access to family and individual counseling for system-involved youth, especially Spanish counseling.  
• Educate the community about new benefits available under the Affordable Care Act (ACA).  
• Increase prevention efforts and behavioral health resources for youth being diverted from the system.                                                                                             |
| First 5 Sonoma County Strategic Plan 2011-2020 | • Increase the availability of high quality, accessible health care for children.  
• Increase the capacity of early care and education providers to link their client families to appropriate health, mental health, substance abuse and developmental services.  
• Reduce child abuse and neglect and promote early childhood mental health through collaboration with community partners to support families with substance abuse, mental health, or domestic violence issues |
| Sonoma County Department of Health Services MHSA Integrated Plan 2014-2017 | • Develop a consumer-operated warm line  
• Expand mental health services to additional high schools  
• Expand mobile support team into additional communities  
• Hire consumers to be employed by Sonoma County Behavioral Health  
• Increase bilingual/bicultural services  
• Strengthen homeless outreach  
• Strengthen support services to family members  
• Support college-level mental health peer programs  
• Support public education campaigns  
• Support the suicide prevention hotline  
• Increase outreach and engagement to increase access |
| Cradle to Career            | • Engage and mobilize community to create safe environments, support families, and promote youth achievement  
• Increase access to programs that support the overall health and well-being of students and their families                                                                                      |
Increase quality and consistency of behavioral health resources for youth in the system.

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| **JJCC possible actions**                        | • Increase transition planning efforts for youth exiting juvenile hall.  
• Focus on supporting the family and using cognitive behavioral interventions.  
• Revamp the assessment process for youth in need of behavioral health interventions so that assessments inform case planning and referrals to behavioral health services.  
• Increase integration of mental health and substance abuse treatment in a co-occurring disorder framework.                                                                                                                   |
| Sonoma County Juvenile System Improvement Plan 2014-2019 | • Develop Internal Review and Monitoring Processes for all Psychotropic Medication  
  • Ensure that prescriptions of Psychotropic medication are prescribed only to youth with a clinical need for it.  
  • Provide ongoing monitoring at the individual and aggregate levels.                                                                                                                                                                                                                  |
| Sonoma County Department of Health Services MHSA Integrated Plan 2014-2017 | • Increase the use of full service partnerships (Intensive Treatment Services).  
• Use consumer and family driven programs                                                                                                                                                                                                                                                                                                   |
| County of Sonoma System Improvement Plan 2014-2019 | • Develop data system to track children’s mental health and developmental assessments.                                                                                                                                                                                                                                                                                       |
Increase family engagement to promote better outcomes for youth.

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| JJCC possible actions        | • Through Title IV-E, probation will expand the use of wraparound services to youth in the system and their families.  
• Take into account intergenerational trauma, substance abuse and crime. To address trauma, Probation is currently training officers and community-based partners in trauma-informed care.  
• Provide families with needed education and counseling opportunities via early referral, case planning and wraparound case coordination. Streamline referral and engagement process where needed.  
• Address barriers to family participation. Move towards increased family engagement based on evaluation results and literature on effective family engagement strategies. Possible strategies include family peer support models or ordering parents to services when necessary. |
| First 5 Sonoma County Strategic Plan 2011-2020 | • Increase support for parents to strengthen their parenting capacity and their family’s literacy skills.  
• Reduce child abuse and neglect and promote early childhood mental health through collaboration with community partners to support families with substance abuse, mental health, or domestic violence issues  
• Increase parent parent engagement as partners in education and increase families’ connection to related resources |
| Cradle to Career             | • Provide academic and social support, especially during key transition years (elementary school to middle school, middle school to high school, high school to postsecondary)  
  • Increase family engagement directly with learning activities  
  • Increase the use of student led parent teacher conferences  
  • Implement co-location of services and programs for children and families on school campuses  
  • Engage and mobilize community to create safe environments, support families, and promote youth achievement  
  • Increase access to family support and intervention programs that provide assistance in and out-of-school |
| Health Action                | • Increase family engagement so that every child is supported in and out of school |
| Sonoma County System Improvement Plan: 2014 – 2019 | • Increase family engagement  
  • Increase monthly contact with custodial and non-custodial parent/guardian for reunification cases.  
  • Create and implement a monthly parent education and support group.  
  • Increase concurrent planning activities for placement youth by utilizing family finding services  
  • Effectively and consistently engage families in contracted prevention services  
  • Engage families, youth and their support system in the decisions and management of their case. |
| Title IV-E Waiver Plan       | • Improve the array of service for children and families and engage families through more individualized approach that emphasizes family involvement  
• Expand the use of Wraparound services to transition youth out of placement, with the intention of reducing the duration of placement stays.  
• Implement policies and guidelines that would require staff to begin the family finding process early on for all probation cases where a risk of out of home placement is identified.  
• Improve the array of service for children and families and engage families through more individualized approach that emphasizes family involvement  
• Improve permanency outcomes and timelines |
Employment Skills and Opportunities

Increase paid employment and internship opportunities that meet the needs of youth.

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<tbody>
<tr>
<td>JJCC possible actions</td>
<td>• There are many resources available in the county, including new ones. Identify and connect to appropriate programs. Streamline the referral and engagement process.</td>
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</tbody>
</table>
| Youth Violence Prevention Partnership—Strategic Plan 2012-2016 | • Fund gang intervention services that work with gang-impacted and gang-involved youth to assist them to succeed in school and job training.  
• Identify job skills training and employment opportunities to move youth away from a life of crime toward self-sufficiency by building pro-social employment skills to earn money and contribute to our community. |
| Cradle to Career            | • Expand training and work-linked learning opportunities for students and youth, beginning with age-appropriate options for secondary students and culminating in paid internships and “education-friendly” job opportunities for post-secondary students  
• Develop a comprehensive system of age-appropriate work-based learning opportunities  
• Provide resources and support to help employers increase internship opportunities |

Connection to Education and Academic Achievement

Provide additional support to youth trying to re-enter district schools.

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| JJCC possible actions       | • Communication continues to improve and SCOE now works with Restorative Resources to arrange for restorative conferences for students returning to district. This not only works to repair some of the harm that may have been caused at the time of the expulsion but also provides for additional support for the students as they re-enter district.  
• Provide school re-connection case management.  
• Find other ways to deal with expulsions to keep kids in school, including restorative justice processes. Develop effective ways for Probation Officers to engage with schools. |
| SCOE Foster Youth Services Goals | • Implement the Foster Focus software, which allows for the transfer of student information to expedite school enrollment.  
• Reach out to foster youth and their families and provide education-related support, such as helping them make contact with school districts and access educational resources. |
### Connection to Education and Academic Achievement

Provide more support for youth to achieve academically and increase transition planning around education.

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<tr>
<td>JJCC possible actions</td>
<td>• Plans are in the works to increase support through SCOE’s partners for students coming out of Juvenile Hall.</td>
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<tr>
<td>Youth Violence Prevention Partnership—Strategic Plan 2012-2016</td>
<td>• Identify a range of ongoing educational opportunities (GED, community college, work/study apprentice programs) to those at risk of school and career failure.</td>
</tr>
<tr>
<td>SCOE Foster Youth Services Goals</td>
<td>• Coordinate, support, and expand foster youth tutoring programs</td>
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</tbody>
</table>
| Cradle to Career            | • Provide academic and social support, especially during key transition years (elementary school to middle school, middle school to high school, high school to postsecondary)  
  • Support bridge programs that improve transitions to address the needs of the whole student  
  • Support collaboration and articulation efforts between teachers, counselors, and administrators from different levels of education  
  • Encourage the development of long-range academic and career plans  
  • Provide support to help students succeed in college or other postsecondary training  
  • Provide continuing academic and social support  
  • Address remediation needs of struggling students  
  • Develop and support “college-friendly” employment options  
  • Expand mentoring and other community-based supports for college access  
  • Develop innovative financial aid options  
  • Create alternative pathways to postsecondary education, training, and careers  
  • Ensure low-income youth have access to an individual education or training account |
| Health Action               | • Every young adult is prepared to achieve life and career goals  
  • Promote better coordination and alignment between the pre K-12 and postsecondary education systems  
  • Help students begin to connect to careers and develop career-ready skills  
  • Help students plan for, access, and pay for college or other postsecondary training  
  • Provide support to help students succeed in college or other postsecondary training  
  • Provide alternative pathways to graduation and postsecondary training for disconnected youth and those with special needs |
### Connection to Education and Academic Achievement

Prevent or intervene in disconnection using an assertive engagement, wraparound approach.

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<td><strong>JJCC possible actions</strong></td>
<td>• Keeping Kids in School Project will address this in high-priority schools around the county.</td>
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<tr>
<td><strong>First 5 Sonoma County Strategic Plan 2011-2020</strong></td>
<td>• Increase parent parents engagement as partners in education and increase families’ connection to related resources</td>
</tr>
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</table>
| **Cradle to Career**        | • Re-engage dropouts in school  
  • Support the development of dropout recovery programs  
  • Support multiple pathways to graduation |
Youth exiting the system are returning to environments that are not conducive to continued success. Increase community outreach/engagement in those communities by working closely with CBOs and existing community groups, by encouraging community ownership (ask residents to share ideas about how to fix neighborhood problems). Provide youth with alternatives to returning to those environments via family finding efforts or transitional housing.

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<td>25%</td>
<td>19%</td>
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Pro-social activities can help provide safe space and occupy a youth's leisure time. Ensure that these opportunities are accessible and engaging for youth at risk of or already involved in the system.

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Youth need support from parents or other positive adults in order to be successful. Increase efforts to engage parents by implementing the Family Support Organization model or expanding existing, successful models such as Padres Unidos. Increase access to engaging and supportive mentors.

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<td>44%</td>
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<td>25%</td>
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Improve existing collaboration between schools, law-enforcement and non-profits with cross-jurisdictional referrals systems, a streamlined referrals process and centralized coordination of referrals. There is already a good start on a comprehensive gang approach but Probation could do more.

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<td>56%</td>
<td>13%</td>
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A variety of intensive programs are currently available to youth involved in the system. Increase the use of these interventions and increase fidelity to established models. Decrease the use of compliance-based interventions and supervision.

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<td>25%</td>
<td>63%</td>
<td>13%</td>
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Increase prevention/suppression efforts including school-based programs such as public safety contacts on school campuses, anti-bullying campaigns and teen courts.

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<td>56%</td>
<td>31%</td>
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While evaluation systems are in place and functioning well, there are still improvements that could be made in order to have more high quality and accessible data on at-risk and system-involved youth. Possible improvements to Measure O evaluation efforts, better integration of probation and available child welfare data; more clarity about what data is needed and more regular outcomes reporting for juvenile recidivism and the treatment effect of programs. Include the consumer voice in the evaluation process.

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<td>40%</td>
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The quality assurance and outcomes process that probation has been implementing is working well. Continue to move towards more accountability and clarifying our criteria for treatment programs.

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<td>20%</td>
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The screening committee, Restorative Resources and other diversion programs are going well. For programming that is delivered by Probation, improve the fidelity and consistency, monitoring programs and providing booster training.

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<td>20%</td>
<td>67%</td>
<td>13%</td>
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Data can be difficult to accumulate due to several partnerships and differing needs for data between entities. Establish universal data to share between partners and provide quicker responses to data requests.

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Increase access to family and individual counseling for system-involved youth, especially Spanish counseling.

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Many youth who enter the system have unaddressed mental health issues. Educate youth, families and services providers about new behavioral health benefits available under Affordable Care Act (ACA). Increase knowledge of and access to resources available for youth being diverted from the system; do not push youth into the system simply so that they can receive services.

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Parent engagement may be difficult. A team approach and a wraparound-type model to services seems to be effective but these interventions are not available to all youth who could benefit from them.

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Youth receive services while on probation and in juvenile hall but they may not always have a transition plan in place for when they are no longer on probation. Increase transition planning efforts.

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Increase alcohol and other drug (AODS) education and prevention efforts. Include information about pregnancy prevention and other life skills such as personal finance management.

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Address barriers to family participation such as lack of awareness, language, culture, scheduling and transportation issues. Consider parent support groups such as Family Support Organization or others.

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Develop new strategies for working with difficult to engage families if needed. Take into account intergenerational trauma, substance abuse and crime when working with youth and families.

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Increase family engagement with the court process and SARBs by increasing communication with them, including them more in case planning and ordering parents to services when necessary.

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Provide more family finding and foster options when placement with parents is not possible.

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Provide families with needed education and counseling opportunities. Ensure that these services meet the needs of the families and are engaging. Expand existing effective models and add new ones.

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Increase paid employment and internship opportunities available in the community by creating partnerships with local businesses interested in hiring system-involved and at-risk youth.

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Ensure that job skills training programs meet the needs of system-involved and at-risk youth. They need to train in the right skills and should facilitate placement and retention in jobs that have a career path. Expand or replicate existing, successful programs.

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Increase awareness of available job skills training programs and provide better support for at-risk youth who are applying for such programs. Remove barriers to accessing job skills training programs available in the community by partnering with these programs and providing more support to system-involved and at-risk youth.

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Once youth are expelled, it is very difficult for them to return to a district school but their outcomes are better when they are able to. Encourage loosening of return to district criteria, provide additional support to youth trying to re-enter district schools and improve the quality of alternative schools.

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Ensure that students are being treated with respect and given the tools they need to feel good about themselves and what they can achieve. Encourage parent/family engagement in educational priorities.

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For youth in the system, increase education focused on career exploration and what educational attainment is required for various careers. Provide more access to internet and other technology.

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Disconnection from school (truancy) is a problem for youth at risk of entering the system. Improve connection to school by providing case management, targeted interventions, and by working with SART and the court. There is now a weekly truancy calendar in adult court. Juvenile truancy court will have an MFT intern soon. SRCS will be hiring Family engagement specialists to address truancy.

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Expulsion diversion programs are increasing and should continue to do so. Implement teen courts where youth are held accountable by their peers.

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Probation monitors attendance and grades but should increase consistency with helping youth to achieve academically and transition planning around education. Current programs for academic support are working well but more resources (or better linkages to existing resources) are needed in order to address academic struggles. This may include tutors, mentors, after-school programs, more technology, GED prep and testing.

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The school-court liaison position, other SCOE partnerships and SRPD collaboration with non-profits is working well. Increase inter-agency coordination efforts by improving cross-jurisdictional referral systems, improving 211, increasing consistency of probation officer collaboration with school staff and increasing referrals from law-enforcement to CBOs.

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School-based prevention programs are working well and should be expanded. Law enforcement and Probation should be on school campuses for prevention, intervention and suppression purposes.

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Tier 1 Priorities

Safe and Supportive Communities
- Increase community outreach/engagement in communities where probationers live.
- Ensure that pro-social opportunities are accessible and engaging.
- For youth who lack support, increase access to engaging and supportive mentors and provide transitional housing opportunities.
- Address bullying in schools.

System Approaches
- Improve collaboration between the County, schools, law-enforcement and non-profits around strategic and program planning, funding applications, etc.
- Address issues of equity in the juvenile justice system and in schools—related to ethnicity, gender and other characteristics.

Evaluation
- Evaluate programs in order ensure that we are making progress towards our goals.
- Increase fidelity and consistency of programs and strategies.

Behavioral Health
- Increase access to behavioral health resources.
- Increase quality and consistency of behavioral health resources for youth in the system.

Strong Families
- Increase family engagement to promote better outcomes for youth.

Employment Skills and Opportunities
- Increase paid employment and internship opportunities that meet the needs of youth.

Connection to Education and Academic Achievement
- Provide additional support to youth trying to re-enter district schools.
- Prevent or intervene in disconnection using and assertive engagement, wraparound approach.
- Provide more support for youth to achieve academically and increase transition planning around education.
Notes on Tier 1
Just a few places where there was detail lost that would ideally be added back in when we start action steps:

**Behavioral Health**
- Increase access to behavioral health resources
  - Increase access to family and individual counseling for system-involved youth, especially Spanish counseling.
  - Educate the community about new benefits available under the Affordable Care Act (ACA).
  - Increase prevention efforts and behavioral health resources for youth being diverted from the system.
- Increase quality and consistency of behavioral health resources for youth in the system
  - Increase transition planning efforts for youth exiting juvenile hall.
  - Focus on supporting the family and using CBT interventions.

**Strong Families**
- Increase family engagement.
  - Address barriers to family participation.
  - Take into account intergenerational trauma, substance abuse and crime.
  - Expand the use of wraparound models.
  - Provide families with needed education and counseling opportunities.
  - Order parents to services when necessary.
Tier 2 Priorities

Safe and Supportive Communities
- Improve existing collaboration between the County, schools, law-enforcement and non-profits in order to address gang activity in the County.
- Provide youth information about pregnancy prevention and other life skills such as personal finance management.

System Approaches
- Increase inter-agency coordination in order to improve service delivery.

Evaluation
- Provide more high quality and accessible data on at-risk and system-involved youth.
- Include the consumer voice in evaluation processes.
- Continue to move towards more accountability and clarifying our criteria for Probation programs.

Behavioral Health
- Do not push youth into the system simply so that they can receive services.

Strong Families
- Increase efforts to engage parents.

Employment Skills and Opportunities
- Increase awareness of available job skills training and remove barriers to accessing job skills training programs available in the community.
- Expand or replicate existing, successful programs.

Connection to Education and Academic Achievement
- Encourage loosening of return to district criteria.
- Improve the quality of alternative schools.
- Increase education focused on career exploration.
- Implement teen courts where youth are held accountable by their peers.
- Increase resources to address academic struggles.
Notes on Tier 2
Just a few places where there was detail lost that would ideally be added back in when we start action steps:

System Approaches
- Increase inter-agency coordination in order to improve service delivery.
  - Improve 211, increase consistency of probation officer collaboration with school staff and increase referrals from law-enforcement to CBOs.
  - Create cross-jurisdictional referrals systems, a streamlined referrals process and centralized coordination of referrals.

Evaluation
- Provide more high quality and accessible data on at-risk and system-involved youth.
  - Possible improvements include improvements to Measure O evaluation efforts, better integration of probation and available child welfare data; more clarity about what data is needed and more regular outcomes reporting for juvenile recidivism and the treatment effect of program.
  - Establish universal data to share between partners and provide quicker responses to data requests.

Employment Skills and Opportunities
- Increase awareness of available job skills training and remove barriers to accessing job skills training programs available in the community.
  - Partner with these programs and providing more support to system-involved and at-risk youth.

Strong Families
- Increase efforts to engage parents...
  - Implement the Family Support Organization model or expand existing, successful models.
  - Encourage parent/family engagement in educational priorities.

Connection to Education and Academic Achievement
- Ensure that students are being treated with respect and given the tools they need to feel good about themselves and what they can achieve.
- For youth in the system, increase education focused on career exploration and what educational attainment is required for various careers.
  - Provide more access to internet and other technology.
- Increase resources (or provide better linkages to existing resources) in order to address academic struggles.
  - This may include tutors, mentors, after-school programs, more technology, GED prep and testing.
Sonoma County Comprehensive Multi-agency Juvenile Justice Plan

First Priorities and Goals

Introduction
This document shows possible goals related to the top priorities for the Sonoma County Comprehensive Multi-Agency Juvenile Justice Plan (CMJJP), as identified by the Planning Subcommittee of the Juvenile Justice Coordinating Council (JJCC). The priorities and goals are not listed in order of importance. Once reviewed and shaped by the JJCC, the approved goals will form a set of goals for the Plan. Yearly action plans will focus on just a few goals at a time, depending on the capacity of the responsible organizations.

Community Issue: Safe and Supportive Communities


1.1. **INCREASE COORDINATION AND SERVICES:** Reduce drugs at school. Develop a collaborative approach to intervene effectively with students with drugs at school. Focus on schools with high incidences of drug offenses, working directly with principals & vice principals. Also addresses Priority 9: Increase access to behavioral health resources. *(Schools, CBOs, Behavioral Health, Probation, faith community, police, SRVPP)*

1.2. **INCREASE A PRACTICE:** Increase Probation Officer community engagement. Increase PO interaction in their assigned geographical areas, with community members at community meetings, CBOs and schools, representing Probation and listening, relaying information back to Probation about community perspectives and concerns. *(Probation)*

1.3. **INCREASE A PRACTICE:** Increase community policing. Work with police to increase efforts to engage with community and solve problems collaboratively. The practice is in place in most agencies, but expansion would be beneficial. Engagement events should be collaborative efforts that include multiple partner, possibly led by community groups or community based organizations. *(Law Enforcement Partners, CBOs, Faith and other community groups, County Agencies)*

1.4. **CREATE A LEARNING COMMUNITY:** Learn and share effective engagement strategies. Set up a learning community to increase effective engagement capacity in the County. Focus on ongoing information sharing about effective engagement strategies, sharing resources and expertise, including the voices of youth and families to shape strategies, and employing various assertive engagement methods. Make connection to programs easier. Upstream may be able to provide leadership. *(Probation, SRVPP, Human Services, Behavioral Health, CBOs, Upstream, faith community, police)*
Community Issue: Safe and Supportive Communities, Continued

2. **Priority:** Ensure that pro-social opportunities are accessible and engaging. Prevention, Intervention.

   2.1. **SET UP A PROCESS:** Create a universal referral process. To streamline the referral and engagement, develop a standardized referral process with a clear flow chart for youth services with multiple user groups. Assure connection with a real person whenever a referral is made, assure that life skills (e.g., making good choices, etc.) are included in prevention programs, and assure connection to educational enrichment opportunities. Links to engagement goal 1.4 above. *(SRVPP, Probation, Schools, CBOs, police, faith community, health care providers)*

3. **Priority:** For youth who lack support, increase access to engaging and supportive mentors and provide transitional housing opportunities. Prevention, Intervention, Incapacitation.

   3.1. **NEW SERVICE:** Provide mentors for reentry. Create a sustainable, evidence-based mentoring program for youth reentering the community from Juvenile Hall, Juvenile Probation Camp, out-of-home placements and DJJ. Include family finding. *(Probation, Child Welfare, CBOs)*

   3.2. **INCREASE COORDINATION AND SERVICES:** Provide more housing options. Explore existing transitional housing options and adding housing resources for the reentry population. Existing options to explore: Transitional Housing Program (THP) currently used for foster youth but possibly available to Probation youth, AB12 transitional housing used for Human Services Lead Agency cases. Include in the continuum: transitional housing, sober living environments, supportive housing, and respite care for youth reunifying with family. *(Probation, Human Services, CBOs)*

4. **Priority:** Address bullying in schools. Prevention, Intervention, Suppression.

   4.1. **INCREASE COORDINATION AND SERVICES:** Assist schools to reduce bullying. Leverage the Keeping Kids in Schools Project to assist with situations in which students are missing school due to conflicts at school. Hopefully KKIS can be expanded to reach more schools *(Probation & KKIS Partners)*

5. **Priority:** Improve existing collaboration between partners to address gang activity and violence in the County. Prevention, Intervention, Suppression.

   5.1 **INCREASE COORDINATION AND SERVICES:** Reduce gang activity and violence using a comprehensive approach. Explore fuller implementation of the OJJDP Comprehensive Gang Model, and leverage all goals under Safe and Supportive Communities to prevent, intervene with and suppress gang activity and violence. *(Probation, SRVPP, Police, CBOs, faith community, Health, Human Services)*
Community Issue: System Approaches

6. Priority: Improve collaboration between the County departments, cities, schools, law-enforcement and non-profits around strategic and program planning, funding applications, etc. Prevention, Intervention, Suppression, Incapacitation.

6.1. **DEVELOP A PROTOCOL:** Improve coordination of planning efforts. Develop and commit to a meaningful protocol for information sharing across systems related to program development and planning activities. Assures reduction in duplication, conflicts, and gaps in the continuum of services. *(County and City Representatives, School Districts, CBOs, SRVPP, Probation, Upstream)*

7. Priority: Address issues of equity in the juvenile justice system and in schools—related to ethnicity, gender and other characteristics. Prevention, Intervention, Suppression, Incapacitation.

7.1. **CREATE A COLLABORATION:** Commit to working together on equity issues. Establish an ongoing conversation among system partners to examine systemic issues of fairness and equity, with a commitment by each partner to make improvements in the areas over which they have control. Create a first report to help partners understand the need for this conversation. *(Juvenile System Partners)*

7.2. **MONITOR PROGRESS:** Produce juvenile justice system equity reports. Regularly produce a decision point analysis on the Sonoma County Juvenile Justice system that examines the experience of various demographic groups in different parts of the system. Use the report to inform the equity conversation. *(Report: Probation, Conversation: Juvenile System Partners)*

7.3. **MONITOR PROGRESS:** Produce school suspension/expulsion equity reports. Regularly produce exclusionary discipline reports for schools or districts that break down suspensions/expulsions by characteristics—to inform the work of the Partners in Keeping Kids in School group. *(Possibly coordinated via Cradle 2 Career or other group committed to student engagement)*
Community Issue: Quality Programming (formerly Evaluation)

8. Priority: Evaluate programs in order ensure that we are making progress towards our goals. Prevention, Intervention, Suppression, Incapacitation.


   9.1. **IN PROGRESS - EVALUATE PROGRAMS AND PRACTICES:** Evaluate Juvenile Probation processes and outcomes. Both priorities 8 and 9 are being addressed with the EBP-TIPS evaluation project, and project findings will direct future efforts in these areas. Also continue to support Upstream’s work in advancing Evidence-based Programs & Practices through applications to the Upstream Portfolio of Model Programs. (*Probation, Upstream*)

Community Issue: Behavioral Health


   10.1. **PROVIDE TRAINING:** Train on new opportunities created by the Affordable Care Act. Set up training to prepare system partners and CBOs to educate clients about new benefits available under the Affordable Care Act (ACA). Include self-advocacy and ensure there is help with system navigation. (*Health Department – Behavioral Health, Health Clinics*)

   10.2. **INCREASE COORDINATION AND SERVICES:** Make sure diverted youth get behavioral health services when they need them. Increase prevention efforts and behavioral health resources for youth being diverted from the system by formalizing diversion guidelines in Probation and coordinating diversion services between Probation and community diversion efforts, such as in Rohnert Park, Sebastopol and Sonoma, who have their own diversion programs. Work with District Attorney to create criteria for diverting or other informal handling of drug offenses where appropriate, with the goal of connection to treatment services. (*Probation and City diversion programs, District Attorney, Juvenile Court*)

   10.3. **IN PROGRESS - IMPROVE SERVICES:** Implement Trauma-Focused Cognitive Behavioral Therapy. Increase access to family and individual counseling for system-involved youth, especially Spanish counseling, via a new RFP process for violence prevention and trauma counseling services that emphasizes increased capacity and evidence-based programming. (*Probation, CBOs*)


   11.1. **IMPROVE SERVICES:** Improve behavioral health services at reentry. Increase transition planning efforts for youth exiting juvenile hall and possibly Probation Camp and foster placements, including procedures to ensure continuation of services and support after release. Use Wraparound case management services for reentry youth. Plan for coordination through Beacon Health Strategies. (*Probation, Behavioral Health*)
Community Issue: Behavioral Health, Continued

11.2. **SET UP A PROCESS:** Do clinical assessments prior to referring for treatment. Examine the behavioral health assessment process and explore improvement options for Probation Supervision and Institutions. Ideally, clinical assessments should inform case planning and placement in behavioral health services, as opposed to occurring only after enrollment in behavioral health services. *(Probation, Behavioral Health)*

11.3. **IMPROVE SERVICES:** Use a co-occurring disorder framework. Increase integration of mental health and substance abuse treatment in a co-occurring disorder framework. Improve cultural-competence in treatment services. Explore coordination with Child Welfare to leverage work done related to the Katie A. settlement. *(Behavioral Health, Human Services and Probation)*

11.4. **IN PROGRESS - IMPROVE SERVICES:** Implement Trauma-Focused Cognitive Behavioral Therapy, as in 10.3 above. *(Probation, CBOs)*

Community Issue: Strong Families


12.1. **NEW PRACTICE:** Implement Team Decision Meetings in Probation. To increase family voice in planning, implement Team Decision Meetings at start and close of Probation Supervision. *(Probation, Human Services)*

12.2. **IMPROVE SERVICES:** Integrate trauma-informed care into Probation practice. Address intergenerational issues of trauma, substance abuse and crime. To address trauma, train officers and community-based partners in trauma-informed care. Commit to ongoing efforts to improve practice in trauma-informed care. *(Probation)*

12.3. **NEW PRACTICE:** Set up family peer support. Move toward increased family engagement based on EBP-TIPS evaluation results and literature on effective family engagement strategies. Address barriers to family participation in services, including language barriers. Provide assistance for the implementation of a family peer support model. *(Probation, Human Services, CBOs)*

12.4. **DEVELOP RESOURCES:** Increase the availability of flex funds to remove barriers. Based on EBP-TIPS evaluation results and literature on effective family engagement strategies, identify resources and set up a process to help remove material barriers to family participation in services – e.g. assistance with transportation, etc. Links to engagement goal 1.4. *(Probation, Human Services, Behavioral Health, CBOs)*
Community Issue: Strong Families, Continued

12.5. **INCREASE A PRACTICE:** Order parents to participate in services when appropriate. To increase parent participation in services, develop a protocol outlining engagement strategies to try first, and when it is appropriate to seek a court order for parent participation. *(Court Partners – DA, PD, Probation)*

12.6. **IN PROGRESS - INCREASE A PRACTICE:** Expand Wraparound. Through Title IV-E, expand the use of wraparound services to youth in the system and their families. *(Probation)*

12.7. **IN PROGRESS - NEW SERVICE:** Implement Teen Triple P. To provide parenting education to parents of youth on Probation provide CBO training on Teen Triple P and conduct an RFP to identify a Teen Triple P provider for parents of Probation youth. *(Probation, First Five, CBOs)*

12.8. **IN PROGRESS - INCREASE COORDINATION AND SERVICES:** Provide family strengthening services. Through the Keeping Kids In School Project and the new CalGrip project, provide families with needed education and counseling opportunities via early referral, case planning and wraparound case coordination. Include a standardized referral process as in 2.1. *(Probation, SRVPP and Partners)*

Community Issue: Employment Skills and Opportunities

13. Priority: Increase paid employment and internship opportunities that meet the needs of youth. Prevention, Intervention, Incapacitation.

13.1. **SET UP A PROCESS:** Improve connection to employment services. There are many resources available in the county, including new ones. Identify and connect to appropriate programs. Create a standardized referral process as in 2.1, and link to engagement goal in 1.4 to remove barriers. Link to system coordination goal 6.1. *(WIB, Probation, SRVPP and Partners)*
Community Issue: Connection to Education and Academic Achievement

14. Priority: Provide additional support to youth trying to re-enter district schools. Prevention, Intervention.

14.1. **INCREASE A PRACTICE:** Use restorative justice to assist with district reentry. Help reconnect students to school communities when returning to district after an expulsion by using restorative processes. Note, this has been a significant issue in the past but expulsions have declined sharply so this is becoming less of an issue. *(SCOE, School Districts, CBOs)*.

14.2. **INCREASE COORDINATION AND SERVICES:** Collaborate with schools on alternatives to exclusionary discipline. Find other ways to deal with expulsions to keep kids in school, including restorative justice processes. Develop effective ways for Probation Officers to engage with schools. As above in 1.1, develop a collaborative approach including effective alternative interventions where exclusionary discipline and justice system involvement can appropriately be avoided. *(School districts, service providers, Behavioral Health, Probation)*.


15.1. **NEW SERVICE:** Provide school re-connection case management. Both students at risk of entering the justice system, and those in the justice system can benefit. Consider adding this service to the Keeping Kids in School Project in the future. Connect parents to education system navigation assistance when they need help getting educational services for their kids. Provide training in self-advocacy and school system navigation. To intervene early, consider referral at Diversion. Also consider how the Probation School Court Liaison can assist with coordination. *(Probation, KKIS Partners)*

15.2. **IN PROGRESS - INCREASE COORDINATION AND SERVICES:** Provide case management for truant students and their families. The Keeping Kids in School Project will address school attendance in high-priority schools around the county. The School-Court Liaison also provides assistance for youth in Truancy Court. *(Probation & KKIS Partners)*

16. Priority: Provide more support for youth to achieve academically and increase transition planning around education. Intervention, Incapacitation.

16.1. **IMPROVE SERVICES:** Improve education services at reentry. Increase support through SCOE’s partners for students coming out of Juvenile Hall, assuring successful transition to an appropriate education program. *(SCOE, Probation, School Districts, Reach Program)*
Juvenile Justice Goals - Survey Results

15.2. Provide case management for truant students and their families via KKIS.
12.8. Provide family strengthening services via KKIS and GPS.
12.7. Implement Teen Triple P.
12.6. Expand Wraparound within Probation.
11.4. Implement Trauma-Focused Cognitive Behavioral Therapy, as in 10.3.
10.3. Implement Trauma-Focused Cognitive Behavioral Therapy.
9.1. Evaluate Juvenile Probation processes and outcomes via the EBP-TIPS evaluation.
10.2. Make sure diverted youth get behavioral health services when they need them.

3.1. Provide mentors for reentry.
11.1. Improve behavioral health services at reentry.
15.1. Provide school re-connection case management.

5.1. Reduce gang activity and violence using a comprehensive approach.
1.4. Learn and share effective engagement strategies.
13.1. Improve connection to employment services.
3.2. Provide more housing options.
2.1. Create a universal referral process.

12.2. Integrate trauma-informed care into Probation practice.
12.1. Implement Team Decision Meetings in Probation.
6.1. Improve coordination of planning efforts.
10.1. Train on new opportunities created by the Affordable Care Act.
11.2. Do clinical assessments prior to referring for treatment.
7.1. Commit to working together on equity issues.
11.3. Use a co-occurring disorder framework.
1.3. Increase community policing approach Countywide.

16.1. Improve education services at reentry.
14.2. Collaborate with schools on alternatives to exclusionary discipline.
14.1. Use restorative justice to assist with district reentry.
12.3. Set up family peer support.
4.1. Assist schools to reduce bullying.

1.2. Increase Probation Officer community engagement.
7.2. Produce juvenile justice system equity reports.
7.3. Produce school suspension/expulsion equity reports.

Votes

Already In Progress

JUVENILE JUSTICE COORDINATING COUNCIL
97
JANUARY 2016
## Comprehensive Multi-agency Juvenile Justice Plan: 2015-2016 Goals

<table>
<thead>
<tr>
<th>Priorities &amp; Goals</th>
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1.1. **INCREASE COORDINATION AND SERVICES: Reduce drugs at school.** Develop a collaborative approach to intervene effectively with students with drugs at school. Focus on schools with high incidences of drug offenses, working directly with principals & vice principals. Also addresses Priority 9: Increase access to behavioral health resources. (Schools, CBOs, Behavioral Health, Probation, faith community, police, SRVPP)  

1.2. **INCREASE A PRACTICE: Increase Probation Officer community engagement.** Increase PO interaction in their assigned geographical areas, with community members at community meetings, CBOs and schools, representing Probation and listening, relaying information back to Probation about community perspectives and concerns. (Probation)  

1.3. **INCREASE A PRACTICE: Increase community policing approach Countywide.** Work with police to increase efforts to engage with community and solve problems collaboratively. The practice is in place in most agencies, but expansion would be beneficial. Engagement events should be collaborative efforts that include multiple partners, possibly led by community groups or CBOs. (Law Enforcement Partners, CBOs, Faith and other community groups, County Agencies)  

1.4. **CREATE A LEARNING COMMUNITY: Learn and share effective engagement strategies.** Set up a learning community to increase effective engagement capacity in the County. Focus on ongoing information sharing about effective engagement strategies, sharing resources and expertise, including the voices of youth and families to shape strategies, and employing various assertive engagement methods. Make connection to programs easier. Upstream may be able to provide leadership. (Probation, SRVPP, Human Services, Behavioral Health, CBOs, Upstream, faith community, police)  

### 2. Priority: Ensure that pro-social opportunities are accessible and engaging. Prevention, Intervention.

2.1. **SET UP A PROCESS: Create a universal referral process.** To streamline the referral and engagement, develop a standardized referral process with a clear flow chart for youth services with multiple user groups. Assure connection with a real person whenever a referral is made, assure that life skills (e.g. making good choices, etc.) are included in prevention programs, and assure connection to educational enrichment opportunities. Links to engagement goal 1.4 above. (SRVPP, Probation, Schools, CBOs, police, faith community, health care providers)  

### 3. Priority: For youth who lack support, increase access to engaging and supportive mentors and provide transitional housing opportunities. Prevention, Intervention, Incapacitation.

3.1. **NEW SERVICE: Provide mentors for reentry.** Create a sustainable, evidence-based mentoring program for youth reentering the community from Juvenile Hall, Juvenile Probation Camp, out-of-home placements and DJJ. Include family finding. (Probation, Child Welfare, CBOs)  

3.2. **INCREASE COORDINATION AND SERVICES: Provide more housing options.** Explore existing transitional housing options and adding housing resources for the reentry population. Existing options to explore: Transitional Housing Program (THP) currently used for foster youth but possibly available to Probation youth, AB12 transitional housing used for Human Services Lead Agency cases. Include in the continuum: transitional housing, sober living environments, supportive housing, and respite care for youth reunifying with family. (Probation, Human Services, CBOs)  


4.1. **INCREASE COORDINATION AND SERVICES: Assist schools to reduce bullying.** Leverage the Keeping Kids in Schools Project to assist with situations in which students are missing school due to conflicts at school. Hopefully KKIS can be expanded to reach more schools (Probation & KKIS Partners)
### Comprehensive Multi-agency Juvenile Justice Plan: 2015-2016 Goals

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<tbody>
<tr>
<td><strong>5. Priority: Improve existing collaboration between partners to address gang activity and violence in the County. Prevention, Intervention, Suppression.</strong></td>
<td>8</td>
</tr>
<tr>
<td><strong>5.1 INCREASE COORDINATION AND SERVICES: Reduce gang activity and violence using a comprehensive approach.</strong> Explore fuller implementation of the OJJDP Comprehensive Gang Model, and leverage all goals under Safe and Supportive Communities to prevent, intervene with and suppress gang activity and violence. (Probation, SRVPP, Police, CBOs, faith community, Health, Human Services).</td>
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<tr>
<td><strong>6. Priority: Improve collaboration between the County departments, cities, schools, law-enforcement and non-profits around strategic and program planning, funding applications, etc. Prevention, Intervention, Suppression, Incapacitation.</strong></td>
<td>6</td>
</tr>
<tr>
<td><strong>6.1 DEVELOP A PROTOCOL: Improve coordination of planning efforts.</strong> Develop and commit to a meaningful protocol for information sharing across systems related to program development and planning activities. Assures reduction in duplication, conflicts, and gaps in the continuum of services. (County and City Representatives, School Districts, CBOs, SRVPP, Probation, Upstream)</td>
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<tr>
<td><strong>7. Priority: Address issues of equity in the juvenile justice system and in schools—related to ethnicity, gender and other characteristics. Prevention, Intervention, Suppression, Incapacitation.</strong></td>
<td>4</td>
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<tr>
<td><strong>7.1 CREATE A COLLABORATION: Commit to working together on equity issues.</strong> Establish an ongoing conversation among system partners to examine systemic issues of fairness and equity, with a commitment by each partner to make improvements in the areas over which they have control. Create a first report to help partners understand the need for this conversation. (Juvenile System Partners)</td>
<td>1</td>
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<tr>
<td><strong>7.2 MONITOR PROGRESS: Produce juvenile justice system equity reports.</strong> Regularly produce a decision point analysis on the Sonoma County Juvenile Justice system that examines the experience of various demographic groups in different parts of the system. Use the report to inform the equity conversation. (Report: Probation, Conversation: Juvenile System Partners)</td>
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</tr>
<tr>
<td><strong>7.3 MONITOR PROGRESS: Produce school suspension/expulsion equity reports.</strong> Regularly produce exclusionary discipline reports for schools or districts that break down suspensions/expulsions by characteristics—to inform the work of the Partners in Keeping Kids in School group. (Possibly coordinated via Cradle 2 Career or other group committed to student engagement)</td>
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<tr>
<td><strong>8. Priority: Evaluate programs in order ensure that we are making progress towards our goals. Prevention, Intervention, Suppression, Incapacitation.</strong></td>
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<tr>
<td><strong>9. Priority: Increase fidelity and consistency of programs and strategies.</strong></td>
<td>In Progress</td>
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<tr>
<td>**9.1 IN PROGRESS EVALUATE PROGRAMS AND PRACTICES: Evaluate Juvenile Probation processes and outcomes. Both priorities 8 and 9 are being addressed with the EBPTIPS evaluation project, and project findings will direct future efforts in these areas. Also continue to support Upstream’s work in advancing Evidence-based Programs &amp; Practices through applications to the Upstream Portfolio of Model Programs. (Probation, Upstream)</td>
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## Comprehensive Multi-agency Juvenile Justice Plan: 2015-2016 Goals

### Priorities & Goals

**Vote Counts:** Green: 9+; Red: 8; White <8 Votes

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<thead>
<tr>
<th>Priority</th>
<th>Description</th>
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<tbody>
<tr>
<td>10.</td>
<td><strong>Priority:</strong> Increase access to behavioral health resources. Prevention, Intervention, Incapacitation.</td>
<td>5</td>
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<tr>
<td>10.1.</td>
<td>PROVIDE TRAINING: <strong>Train on new opportunities created by the Affordable Care Act.</strong> Set up training to prepare system partners and CBOs to educate clients about new benefits available under the Affordable Care Act (ACA). Include self-advocacy and ensure there is help with system navigation. (Health Department – Behavioral Health, Health Clinics)</td>
<td>10</td>
</tr>
<tr>
<td>10.2.</td>
<td><strong>INCREASE COORDINATION AND SERVICES:</strong> Make sure diverted youth get behavioral health services when they need them. Increase prevention efforts and behavioral health resources for youth being diverted from the system by formalizing diversion guidelines in Probation and coordinating diversion services between Probation and community diversion efforts, such as in Rohnert Park, Sebastopol and Sonoma, who have their own diversion programs. Work with District Attorney to create criteria for diverting or other informal handling of drug offenses where appropriate, with the goal of connection to treatment services. (Probation and City diversion programs, District Attorney, Juvenile Court)</td>
<td>In Progress</td>
</tr>
<tr>
<td>10.3.</td>
<td>IN PROGRESS - <strong>IMPROVE SERVICES:</strong> Implement Trauma-Focused Cognitive Behavioral Therapy. Increase access to family and individual counseling for system-involved youth, especially Spanish counseling, via a new RFP process for violence prevention and trauma counseling services that emphasizes increased capacity and evidence-based programming. (Probation, CBOs)</td>
<td>In Progress</td>
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<tr>
<td>11.</td>
<td><strong>Priority:</strong> Increase quality and consistency of behavioral health resources for youth in the system. Intervention, Incapacitation.</td>
<td>9</td>
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<tr>
<td>11.1.</td>
<td><strong>IMPROVE SERVICES:</strong> Improve behavioral health services at reentry. Increase transition planning efforts for youth exiting juvenile hall and possibly Probation Camp and foster placements, including procedures to ensure continuation of services and support after release. Use Wraparound case management services for reentry youth. Plan for coordination through Beacon Health Strategies. (Probation, Behavioral Health)</td>
<td>4</td>
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<tr>
<td>11.2.</td>
<td><strong>SET UP A PROCESS:</strong> Do clinical assessments prior to referring for treatment. Examine the behavioral health assessment process and explore improvement options for Probation Supervision and Institutions. Ideally, clinical assessments should inform case planning and placement in behavioral health services, as opposed to occurring only after enrollment in behavioral health services. (Probation, Behavioral Health)</td>
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<tr>
<td>11.3.</td>
<td><strong>IMPROVE SERVICES:</strong> Use a co-occurring disorder framework. Increase integration of mental health and substance abuse treatment in a co-occurring disorder framework. Improve cultural-competence in treatment services. Explore coordination with Child Welfare to leverage work done related to the Katie A. settlement. (Behavioral Health, Human Services and Probation)</td>
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<tr>
<td>11.4.</td>
<td>IN PROGRESS - <strong>IMPROVE SERVICES:</strong> Implement Trauma-Focused Cognitive Behavioral Therapy, as in 10.3 above. (Probation, CBOs)</td>
<td>In Progress</td>
</tr>
<tr>
<td>12.</td>
<td><strong>Priority:</strong> Increase family engagement to promote better outcomes for youth. Prevention, Intervention, Incapacitation.</td>
<td>6</td>
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<tr>
<td>12.1.</td>
<td><strong>NEW PRACTICE:</strong> Implement Team Decision Meetings in Probation. To increase family voice in planning, implement Team Decision Meetings at start and close of Probation Supervision. (Probation, Human Services)</td>
<td>6</td>
</tr>
<tr>
<td>12.2.</td>
<td><strong>IMPROVE SERVICES:</strong> Integrate trauma-informed care into Probation practice. Address intergenerational issues of trauma, substance abuse and crime. To address trauma, train officers and community-based partners in trauma-informed care. Commit to ongoing efforts to improve practice in trauma-informed care. (Probation)</td>
<td>3</td>
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<tr>
<td>12.3.</td>
<td><strong>NEW PRACTICE:</strong> Set up family peer support. Move toward increased family engagement based on EBP-TIPS evaluation results and literature on effective family engagement strategies. Address barriers to family participation in services, including language barriers. Provide assistance for the implementation of a family peer support model. (Probation, Human Services, CBOs)</td>
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<tr>
<td>12.4.</td>
<td><strong>DEVELOP RESOURCES:</strong> Increase the availability of flex funds to remove barriers. Based on EBP-TIPS evaluation results and literature on effective family engagement strategies, identify resources and set up a process to help remove material barriers to family participation in services – e.g. assistance with transportation, etc. Links to engagement goal 1.4. (Probation, Human Services, Behavioral Health, CBOs)</td>
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<td>12.5. <strong>INCREASE A PRACTICE</strong>: Order parents to participate in services when appropriate. To increase parent participation in services, develop a protocol outlining engagement strategies to try first, and when it is appropriate to seek a court order for parent participation. (Court Partners – DA, PD, Probation)</td>
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<tr>
<td>12.6. <strong>IN PROGRESS - INCREASE A PRACTICE</strong>: Expand Wraparound. Through Title IV-E, expand the use of wraparound services to youth in the system and their families. (Probation)</td>
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<td>In Progress</td>
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<tr>
<td>12.7. <strong>IN PROGRESS - NEW SERVICE</strong>: Implement Teen Triple P. To provide parenting education to parents of youth on Probation provide CBO training on Teen Triple P and conduct an RFP to identify a Teen Triple P provider for parents of Probation youth. (Probation, First Five, CBOs)</td>
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<td>In Progress</td>
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<tr>
<td>12.8. <strong>IN PROGRESS - INCREASE COORDINATION AND SERVICES</strong>: Provide family strengthening services. Through the Keeping Kids In School Project and the new CalGrip project, Provide families with needed education and counseling opportunities via early referral, case planning and wraparound case coordination. Include a standardized referral process as in 2.1. (Probation, SRVPP and Partners)</td>
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<td>In Progress</td>
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<tr>
<td>13. <strong>Priority</strong>: Increase paid employment and internship opportunities that meet the needs of youth. Prevention, Intervention, Incapacitation.</td>
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<tr>
<td>13.1. <strong>SET UP A PROCESS</strong>: Improve connection to employment services. There are many resources available in the county, including new ones. Identify and connect to appropriate programs. Create a standardized referral process as in 2.1, and link to engagement goal in 1.4 to remove barriers. Link to system coordination goal 6.1. (WIB, Probation, SRVPP and Partners)</td>
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</tr>
<tr>
<td>14. <strong>Priority</strong>: Provide additional support to youth trying to re-enter district schools. Prevention, Intervention.</td>
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<tr>
<td>14.1. <strong>INCREASE A PRACTICE</strong>: Use restorative justice to assist with district reentry. Help reconnect students to school communities when returning to district after an expulsion by using restorative processes. Note, this has been a significant issue in the past but expulsions have declined sharply so this is becoming less of an issue. (SCOE, School Districts, CBOs).</td>
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<td>14.2. <strong>INCREASE COORDINATION AND SERVICES</strong>: Collaborate with schools on alternatives to exclusionary discipline. Find other ways to deal with expulsions to keep kids in school, including restorative justice processes. Develop effective ways for Probation Officers to engage with schools. As above in 1.1, develop a collaborative approach including effective alternative interventions where exclusionary discipline and justice system involvement can appropriately be avoided. (School districts, service providers, Behavioral Health, Probation).</td>
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<tr>
<td>15. <strong>Priority</strong>: Prevent or intervene in school disconnection using and assertive engagement, wraparound approach. Prevention.</td>
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<td>15.1. <strong>NEW SERVICE</strong>: Provide school re-connection case management. Both students at risk of entering the justice system, and those in the justice system can benefit. Consider adding this service to the Keeping Kids In School Project in the future. Connect parents to education system navigation assistance when they need help getting educational services for their kids. Provide training in self-advocacy and school system navigation. To intervene early, consider referral at Diversion. Also consider how the Probation School Court Liaison can assist with coordination. (Probation, KKIS Partners)</td>
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<td>15.2. <strong>IN PROGRESS - INCREASE COORDINATION AND SERVICES</strong>: Provide case management for truant students and their families. The Keeping Kids in School Project will address school attendance in high-priority schools around the county. The School-Court Liaison also provides assistance for youth in Truancy Court. (Probation &amp; KKIS Partners)</td>
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<td>16. <strong>Priority</strong>: Provide more support for youth to achieve academically and increase transition planning around education. Intervention, Incapacitation.</td>
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<td>16.1. <strong>IMPROVE SERVICES</strong>: Improve education services at reentry. Increase support through SCOE’s partners for students coming out of Juvenile Hall, assuring successful transition to an appropriate education program. (SCOE, Probation, School Districts, Reach Program)</td>
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Definitions

**Prevention** – For kids at risk of entering the justice system.
  
  Goal: Identify kids at risk. Provide information and services to help kids and families develop positive skills and connections so kids avoid delinquent behavior and stay out of the justice system.

**Intervention** – For kids who have entered the justice system.
  
  Goal: Provide services and supervision to help kids and families develop positive skills and connections so kids will be able to successfully exit the justice system.

**Suppression** – For kids in the act or just before the act of breaking the law.
  
  Goal: Partner with schools and neighborhoods in a community policing approach. Gather and respond to intelligence to keep crime from happening, and catch people who commit crimes.

**Incapacitation** – For kids who require temporary confinement to assure community safety.
  
  Goal: In a safe and secure environment provide behavior change programming and transition planning with a strong emphasis on reentry, to assure youth do not return to the justice system after release, and assure that the appropriate developmental opportunities are in place during the entire period of confinement.

Juvenile Justice Crime Prevention Act Programs

Aligned with Comprehensive Multi-agency Juvenile Justice Plan Priorities

**Family group conferencing (restorative justice programs)—Prevention/Intervention**

Providers: Recourse Mediation and Restorative Resources

Safe and supportive communities (in general)

Strong Families: Increase family engagement to promote better outcomes for youth.

**Functional Family Therapy—Intervention**

Providers: Petaluma People Services Center and Social Advocates for Youth

Evaluation: Increase fidelity and consistency of programs and strategies

Behavioral health: Increase quality and consistency of behavioral health resources for youth in the system

Strong Families: Increase family engagement to promote better outcomes for youth
Family violence prevention (and trauma counseling)--Intervention/Incapacitation

Providers:  Child Parent Institute and Verity

Safe and supportive communities (in general)
Evaluation: Increase fidelity and consistency of programs and strategies
Behavioral health: Increase quality and consistency of behavioral health resources for youth in the system
Strong Families: Increase family engagement to promote better outcomes for youth

Gang risk intervention and suppression (specialized gang caseloads)—

Intervention/Suppression

Providers:  Probation

Safe and supportive communities: Increase community outreach/engagement in communities where probationers live.
Safe and supportive communities: For youth who lack support, increase access to engaging and supportive mentors and deliver transitional housing opportunities.
Safe and supportive communities: Ensure that pro-social opportunities are accessible and engaging.
Strong Families: Increase family engagement to promote better outcomes for youth.
Connection to Education and Academic Achievement: Provide more support for youth to achieve academically and increase transition planning around education.

Probation officers on campus—Intervention/Suppression

Providers:  Probation

Safe and supportive communities: Increase community outreach/engagement in communities where probationers live.
Safe and supportive communities: For youth who lack support, increase access to engaging and supportive mentors and provide transitional housing opportunities.
Safe and supportive communities: Ensure that pro-social opportunities are accessible and engaging.
Strong Families: Increase family engagement to promote better outcomes for youth.
Connection to Education and Academic Achievement: Provide more support for youth to achieve academically and increase transition planning around education.

Substance abuse treatment--Intervention

Providers:  DAAC and others as applicable

Behavioral health: Increase access to behavioral health resources.
Behavioral health: Increase quality and consistency of behavioral health resources for youth in the system.
Strong Families: Increase family engagement to promote better outcomes for youth.
Youthful Offender Block Grant Programs

Evening reporting center (Vista Academy)--Intervention

Providers: The Center for Social and Environmental Stewardship

Safe and supportive communities: For youth who lack support, increase access to engaging and supportive mentors and provide transitional housing opportunities.

Safe and supportive communities: Ensure that pro-social opportunities are accessible and engaging.

Strong Families: Increase family engagement to promote better outcomes for youth.

Connection to Education and Academic Achievement: Provide more support for youth to achieve academically and increase transition planning around education.

Gender responsive programming (Girls Circle)—Prevention/Intervention

Providers: Child Parent Institute, Petaluma People Services Center, Social Advocates For Youth, Verity

Safe and supportive communities: For youth who lack support, increase access to engaging and supportive mentors and provide transitional housing opportunities.

Behavioral health: Increase access to behavioral health resources.

Evaluation: Increase fidelity and consistency of programs and strategies

Sex offender treatment program--Intervention

Providers: Counseling and Psychotherapy Center, Inc.

Safe and supportive communities (in general)

Behavioral health: Increase quality and consistency of behavioral health resources for youth in the system.

Strong Families: Increase family engagement to promote better outcomes for youth.

Parenting education program (Teen Triple P)--Intervention

Providers: To be determined via a competitive process

Evaluation: Increase fidelity and consistency of programs and strategies

Strong Families: Increase family engagement to promote better outcomes for youth

Specialized treatment contingency funds-- Intervention

Providers: Various

Behavioral health: Increase access to behavioral health resources.

School-court liaison—Prevention/Intervention

Providers: Sonoma County Office of Education
Connection to Education and Academic Achievement: Provide additional support to youth trying to re-enter district schools.

Connection to Education and Academic Achievement: Provide more support for youth to achieve academically and increase transition planning around education.

**Analyst—Prevention/Intervention/Suppression/ Incapacitation**

**Providers:** Probation

**Evaluation:** Evaluate programs in order ensure that we are making progress towards our goals.

**Evaluation:** Increase fidelity and consistency of programs and strategies

**Partial funding for high-risk unit in Juvenile Hall--Incapacitation**

**Providers:** Probation

**Safe and Supportive Communities (in general)**

Juvenile Accountability Block Grant Programs

**Functional Family Therapy Certification--Intervention**

**Providers:** Petaluma People Services Center, Social Advocates For Youth

**Evaluation:** Increase fidelity and consistency of programs and strategies

**Behavioral health:** Increase quality and consistency of behavioral health resources for youth in the system

**Strong Families:** Increase family engagement to promote better outcomes for youth

**Training in Parenting education program (Teen Triple P)--Intervention**

**Providers:** Triple P

**Evaluation:** Increase fidelity and consistency of programs and strategies

**Strong Families:** Increase family engagement to promote better outcomes for youth