Part 1 The Los Angeles County Juvenile Justice System

Background Summary of County's Juvenile Justice System

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Strengths and Weaknesses

Background Summary

With public concern over youth crime now atop the list of public concerns, the promise of a juvenile justice system needs to be realized. We must embrace the juvenile justice ideal and dedicate ourselves to retooling and reforming our juvenile justice and delinquency prevention systems to meet the demands of the new century and new millennium. Nowhere is this truer than in Los Angeles County, which is filled with both the challenges and the opportunity.

Every day, crime shatters the peace in our communities. Violent crime and the fear it engenders cripple our neighborhoods, threaten personal freedom, and fray the ties that are essential for healthy communities. High rates of violent juvenile crime, school failure, and adolescent childbearing add up to enormous public burden, as well as widespread private pain. Our common stake in preventing these damaging outcomes of adolescence is immense.

The resources available to the County through the Schiff-Cardenas Crime Prevention Act of 2000 provide an unprecedented opportunity to provide effective prevention and intervention resources to the juvenile justice system.

The County

Los Angeles County covers an area of over 4,000 square miles and has a population of over 9.9 million persons, which is greater than 42 states in the nation. Residents of Los Angeles County make up approximately one-third of the total California population. Los Angeles County is recognized as one of the most densely populated counties in the United States. Eighty-eight cities are located within its boundaries, and unincorporated areas represent more than half of its total geographic area. In addition to size, Los Angeles County is extremely diverse in its ethnic origins, cultures, and philosophies. Not surprisingly, the juvenile justice system is massive.

As a result of Los Angeles County's large volume of juvenile delinquents, a significant cost burden has been incurred due to an overcrowded and overloaded juvenile justice system. Delinquent populations continue to exceed the resources. The strained resources and costs for out-of-home placement beds, whether in juvenile detention, camp or suitable placement, remains significant. At the same time, there has been a lack of resources to address specialized needs particularly aimed at family based services, mental health needs, and gender specific services.

Overview of the County Juvenile Justice

The Los Angeles County Probation Department processes juvenile referrals in a manner similar to most probation departments in California; however, program operations are substantially larger in size and geography. The Department provides investigative services relative to petition requests; recommends sanctions to the court; enforces court orders through supervision of minors in the community; and when appropriate, detains minors in correctional facilities. To address detention crowding in its three juvenile halls, 18 camps and one secure suitable placement, intermediate sanctions (such as, electronic surveillance/community detention, etc.) are utilized for non-violent offenders. Additional programs address prevention, gangs, high-risk offenders, and restitution to victims.

Overarching Principles

This document and the overarching principle set forth the Comprehensive Multi-agency Juvenile Justice Plan (CMJJP) for Los Angeles County. The CMJJP is an update of the Juvenile Crime Enforcement and Accountability Challenge Grant–II (1999) Local Action Plan that has been utilized to identify and address resources, needs, and solutions to concerns in the juvenile justice system. The intent is to use the CMJJP and an ongoing revision process to provide a roadmap of actions to be taken to improve the juvenile justice services provided to the Los Angeles County community. The CMJJP should only be a tool in the process of ongoing, collaborative dialogue and discussion.

The CMJJP utilizes the "Comprehensive Plan" as described in the Office of Juvenile Justice and Delinquency Prevention (OJJDP) report, *A Comprehensive Strategy for Serious, Violent, and Chronic Offenders* (1995). According to the then OJJDP Administrator, Shay Bilchik:

> "I cannot overstate the importance of our Comprehensive Strategy for Serious, Violent, and Chronic Offenders. It provides a strategic planning framework for states and communities to increase their ability to effectively combat juvenile delinquency and victimization and provide for pubic safety."

While the CMJJP utilizes the Comprehensive Strategy as a foundation, it seeks to include those issues and concerns unique to Los Angeles County. The issues that were developed in the Juvenile Crime Enforcement and Accountability Challenge Grant–II Local Action Plan, and in early local action plans, have been included in this updated version. Additionally, the CMJJP includes issues that have been raised more recently in various forums including youth commissions of the City and the County, planning groups chaired by the Presiding Judge of the juvenile court, youth advocate groups, the recent work groups of the Juvenile Justice Coordinating Council (JJCC), the Board of Supervisors, as well as a multitude of inter-agency planning groups.

This plan seeks to build a common cause to prevent delinquency, around a common mission to embrace justice, guided by a common vision to create a safer community, and fulfilled by common ground for action.

By using the framework of the OJJDP Comprehensive Strategy and modifying it to reflect the needs of Los Angeles County, the following overarching principles will provide direction to our efforts to prevent delinquent conduct and to reduce juvenile involvement in at-risk behaviors, delinquency, and crime:

Strengthen the family in its primary responsibility to instill moral and ethical values and provide guidance and support to children. An economically viable and nurturing family, reinforced by a supportive community, is the best place to meet the needs of children and adolescents. Successful initiatives rely on the community's own resources and strengths as the foundation for designing change initiatives

Support core social institutions-schools, parks, religious institutions, and community organizations in their roles of developing law abiding, literate, mature, productive, and responsible

youth. A nurturing community environment requires that core social institutions be actively involved in the lives of youth.

Promote delinquency prevention as the most cost-effective approach to dealing with juvenile delinquency. Prevention should be a community based and owned effort, which targets the improvement of the quality of life for all children and not just at-risk or delinquent youth. Families, schools, religious institutions, and community organizations, including citizen volunteers and the private sector, must be enlisted in the County's delinquency prevention efforts

Youth must be held accountable and parents must accept responsibility for delinquent behavior of their children.

Intervene immediately and effectively when delinquent behavior occurs to successfully prevent delinquent offenders from becoming chronic offenders or progressively escalating into more serious and violent crimes. Juvenile justice system authorities should ensure that an appropriate response occurs and act quickly and firmly if the need for formal system response and sanctions is needed.

Identify and control the small group of serious, violent, and chronic juvenile offenders who have committed offenses or have failed to respond to intervention and non-secure community-based treatment and rehabilitation services. These offenders present a clear danger to public safety.

Interventions should be comprehensive to reduce fragmentation in service delivery and to provide a full continuum of service options. The services offered should represent a broad range of options. There should be a full continuum of services from the least to the most restrictive, in order to meet as many of the youth's and family's needs as possible

Services should be community based. Delivering services where people live and congregate makes services more accessible and available.

Service delivery must be user friendly, easily accessible, collaborative, understandable and flexible. Communication and linkages between systems must be ensured at all levels. Services should be individualized and flexible; they should be provided in whatever combination or manner that is needed by the youth and family. Resources should be coordinated to maximize funding leverage, avoid unnecessary duplication, and build a network of services from multiple systems.

Intervention should be outcome driven and focused on results.

Efforts must be collaborative. Collaboration involves individuals, groups and/or agencies working together for the benefit of the child and family in a teamwork approach, where that approach is a united one and is decided upon jointly by the team. Interagency partnerships allow a holistic approach to the child and family, access to a comprehensive menu of services and offer the opportunity to develop a seamless service delivery system.

Services should be culturally and linguistically appropriate. The program should provide equal delivery of service to limited English speaking and monolingual non-English speaking youth and their families in a language they can understand.

Gender-specific services and protocols shall be developed and implemented as appropriate

Recent Developments

National research, legislative initiatives, and local events in the past few years have identified special needs of juveniles that have been historically under-serviced. Among the issues that are associated with "special needs" juveniles are:

- Gender-specific programming for at-risk girls and female juvenile offenders
- Treatment of mentally ill juveniles

- Substance abuse offenders in need of specialized rehabilitation programs
- Adult-status juveniles who must remain detained in juvenile hall throughout their adult criminal trails
- "Cross-over" populations - juveniles under dual jurisdiction of the Dependency Court who are at risk to "cross over" jurisdictional lines to the delinquency court

Although the County provides some services and programs for these "special needs" populations, there is a lack of for a coordinated, comprehensive service delivery system for services and programs throughout county government, community-based organizations, and private organizations. The County attempts to address this deficiency through the proposed programs in this Local Action Plan.

Routine Case Processing

The Los Angeles County Probation Department begins its work on juvenile cases when a referral is made to the Department from law enforcement, schools, parents or other interested community services. Over 95% of juvenile referrals begin with the arrest of a minor under 602 of the Welfare and Institutions Code (WIC) for specific violations of the law. Arrests are usually followed by a police investigation. The police agency decides whether to:

- Refer case to Informal and Traffic Court
- Close the case after exonerating or counseling the minor or referring the minor to a counseling program
- “Refer to Probation Department” an arrest or incident involving the minor without requesting a formal investigation or petition filing (for active cases only)
- Apply through the Probation Officer for the District Attorney to file a petition
- Accompany the application for a petition with a request for detention

The Department’s first task is to investigate the need for probation services. The initial assessment of non-detained referrals determines what level of intervention might be required. Some cases are referred by the probation department to the District Attorney for court action and others are handled through informal probation. If no intervention is deemed necessary, cases may be closed without any further action. Arrests that require mandatory filing pursuant to section 653.5 WIC are delivered directly to the District Attorney’s Office.

When the police request a minor’s detention pending the filing of a petition, a detention investigation is conducted which includes assembling and preparing case facts; evaluating against the legal criteria and the practical necessity for detention; and to determine whether to release or detain the minor pending District Attorney review. The law requires that the cases of detained minors proceed on an accelerated basis. If the court agrees to keep the minor in detention, the hearing must be held within a specified time period from the date detention is formally ordered.

Beyond the initial investigation, the Department conducts in-depth investigations and prepares detailed reports that assist the court in making proper disposition of cases. Investigations include reviewing case documents, reports, and records; interviewing principals and interested parties to the case; evaluating information and formulating a recommendation or plan; documenting information in the case file; and the preparation of court reports as ordered. Each recommendation takes into account the welfare of the community, as well as needs of the minor.

The court in the determination of what sanction to impose utilizes these reports. If the court decides that an offender is suitable for the California Youth Authority (CYA), the youth is transferred from the county to a state facility and is no longer under the jurisdiction of the Los Angeles County Probation Department. If the court determines that the youth can be supervised locally, he or she may be ordered to one of the local probation camps, suitable placement outside the home or home on probation (HOP) with or without juvenile hall as a condition of probation. The Probation Department is responsible for supervising all youth in these local sanctions.

Juvenile Halls

Juvenile Hall is the first stop for many youth in the juvenile justice system. Los Angeles County operates three juvenile halls: Barry J. Nidorf Juvenile Hall, Central Juvenile Hall, and Los Padrinos Juvenile Hall. The combined halls can accommodate approximately 1800 juveniles. The average annual population for 1999 for all three juvenile halls was 1826–1556 males and 270 females. Youth pending court and those in custody as a condition of probation are housed in the halls.

Probation Supervision Caseloads

Probation services are provided in decentralized area offices to approximately 18,000 youth placed Home on Probation (HOP) status, or who have been returned to the community from camp. Some of these juveniles are supervised through specialized supervision programs; however, the number of juveniles who participate in these programs is relatively small. The vast majority of juvenile probationers are supervised on regular caseloads of 150-200, which precludes the degree of intervention afforded by reduced caseloads in specialized programs.

Suitable Placement

Suitable placement is a disposition that is considered for minors whose delinquent behavior may be explained by contributory family environment and/or emotional problems. These youngsters are placed in facilities best suited to meet the unique treatment needs of each case. Treatment programs include a variety of group and family homes, and psychiatric hospitals. Placement in the home of a relative is also a possibility. As of October 2000, 2,391 youth were being monitored on suitable placement caseloads.

Camps

Probation camps are considered the most restrictive local sanction afforded to juveniles, and are often the last step before placement in the California Youth Authority. The Los Angeles County Probation Department operates eighteen camps and one secure placement facility:

- Camp Afflerbaugh
- Camp Gonzales
- Camp Holton
- Camp Jarvis
- Camp Kilpatrick
- Camp McNair
- Camp Mendenhall
- Camp Miller
- Camp Munz
- Camp Onizuka
- Camp Paige
- Camp Resnik
- Camp Rockey
- Camp Routh
- Camp Scobee
- Camp Scott
- Camp Scudder
- Camp Smith
- Dorothy Kirby Center (secure placement

2125 youth were housed in camps In October 2000. These security facilities offer a highly structured setting with various levels of staff supervision. Camp wards participate in work experience, education, and vocational training.

California Youth Authority

Juvenile offenders who pose a serious threat to the community due to violence, aggression, or disregard for the lives and safety of others are candidates for Youth Authority. Those with sustained 707(b) WIC petitions are generally not considered suitable for placement in the Los Angeles County Probation camps or other local programs. Repeat offenders who show resistance to authority may not be amenable to treatment in any of the options at the county level. In making a recommendation for CYA, consideration is given to the minor's arrest history, types of offenses, and the seriousness of these law violations.

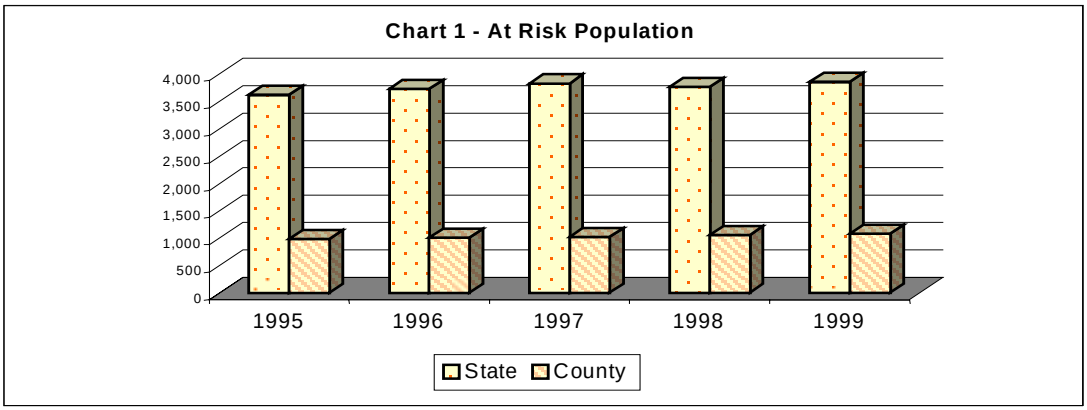
Youth Population

As previously stated, Los Angeles County is one of the most densely populated areas in the nation. Its 1999 population of over 10 million accounts for about 30% of the California population . Approximately 29% of the total county population (3 million) are juveniles younger than 18 years old; of this group, over a third (1.1 million) are between 10-17 years old, the age range considered to be prone to committing delinquent acts. This group will be referred to as the "juvenile at-risk" population for the purposes of this section only.

At-Risk Population

The juvenile at-risk population has been increasing at the rate of over 1 percent a year since the 1990 census, a pattern that parallels the trend for the overall county population.

In the past five years, the at-risk population has increased by about 9 percent from 987,3000 in 1995 to 1,080, 100 in 1999 (Chart 1).



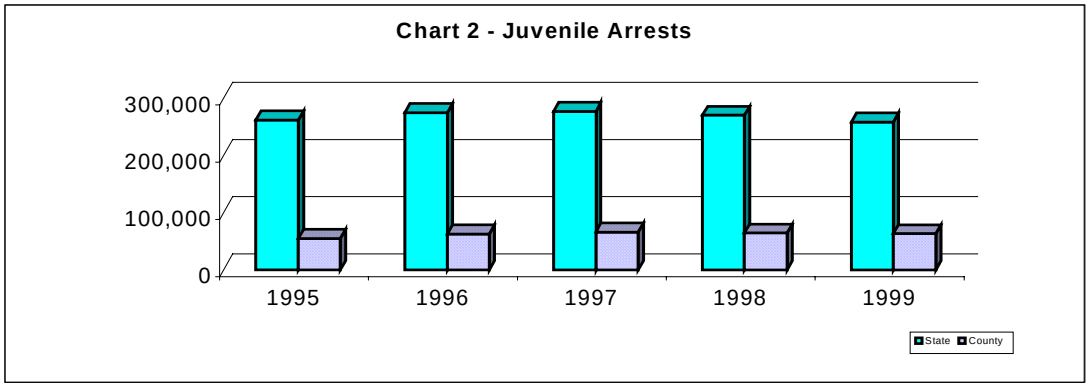
In 1999, the county's at-risk youth accounted for 26% of juvenile arrests for all types of serious offenses in the state and nearly a third (30%) of arrests for violent crimes.

In 1999, males in this group accounted for a slightly higher percentage than females, 51% to 49%.

Juvenile Arrest Data

Juvenile arrests in Los Angeles followed the same escalating pattern that was noted statewide in the past five years.

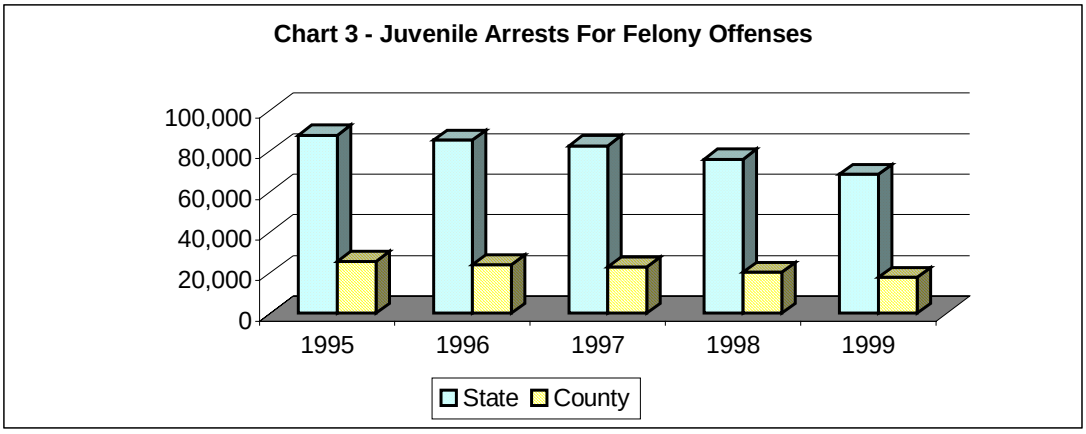
Juveniles arrested in the county have increased by 20% from 55,114 in 1995 to 66, 406 in 1997; the total then went down to 63,537 in 1999, a decrease of 4% from 1997 (Chart 2).



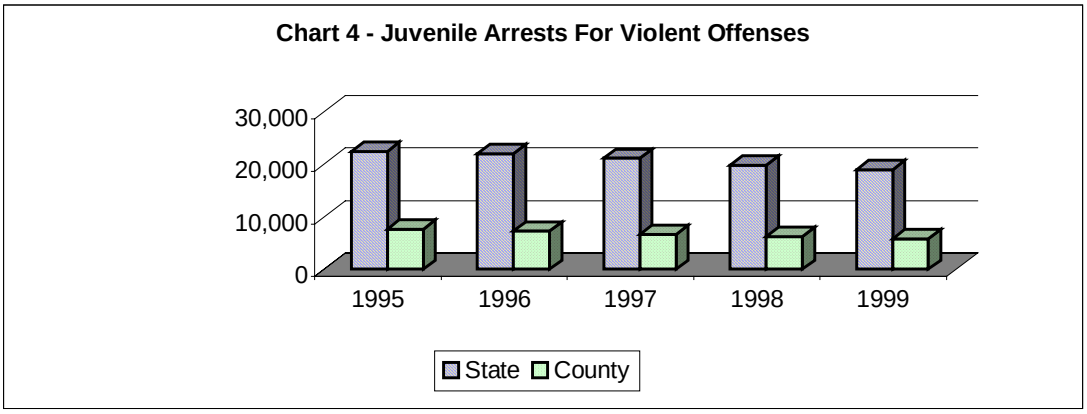
Relative to the county's 1995 total juvenile arrests, juvenile arrests were up 15% in 1999.

In spite this trend, the county's arrest total accounted for an increasing percentage of the statewide total. The county's proportionate share increased from 21% of the state's total in 1995 to 25% in 1999. This increasing percentage is an indication that the county's rate of change, compared with the state, was higher when the trend was increasing and lower when the trend was decreasing.

Unlike the variable trend for total arrests, arrests for felony offenses, including violent crimes, have been declining in the past several years in the county as well as statewide (Chart 3 and Chart 4).



Between 1995 and 1999, arrests for violent crimes decreased 30% in Los Angeles County (from 25,700 arrests to 7,800 arrests) and 22% statewide (from 87,900 to 68,500 arrests) (Chart 4).



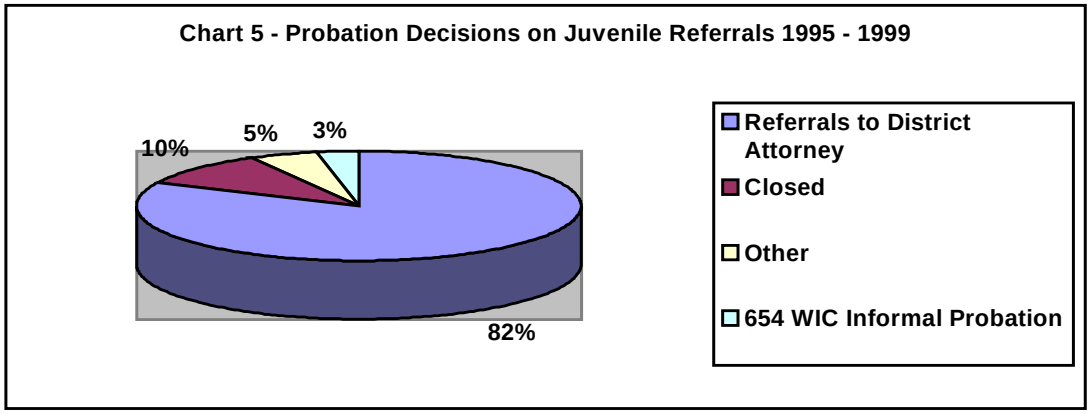
Probation Referral Data

Juvenile arrests referred to probation have been declining in the past five years, except in 1996 when there was a slight increase compared to 1995.

Overall, juvenile referrals decreased 15% from 40,300 cases in 1995 to 34,200 cases in 1999. The major offense categories followed a similar pattern with violent offense referrals decreasing by 21%, non-violent referrals by 19%, misdemeanor referrals by 4%, and status offense referrals by 24%.

Offense pattern from 1995 to 1999 was consistent from one year to the next with violent offenders accounting for about 18% of the total, non-violent offenders with 51%, misdemeanants with 28%, and status offenders with about 3%.

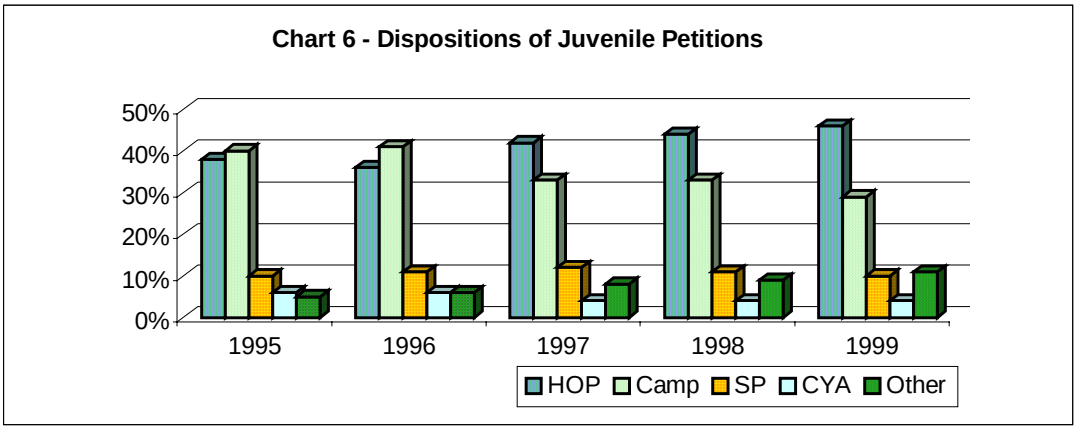
On average, 10% of each year's referral cases were closed at the conclusion of the probation investigation, 3% were assigned to informal probation supervision, a substantial percentage, 82%, were referred to the District Attorney's Office for further investigation and petition filing, and about 5% were classified as other probation intake decisions (Chart 5).



In 1999, male outnumbered female referrals of 34,176 by 82% to 18%.

Dispositions of Juvenile Petitions

The court disposition patterns varied during the time period form 1995 through 1999 as the following observations show (Chart 6).



The number of petitions disposed of in juvenile courts ranged from 13,320 cases in 1995 to 14,870 in 1998.

The percentage of minors ordered to home on probation (HOP) increased from 35% of the total petitions in 1995 to 46% of the total in 1999.

Cases that received camp placement order went down from about 40% in the first two years in this time period to 29% in 1999.

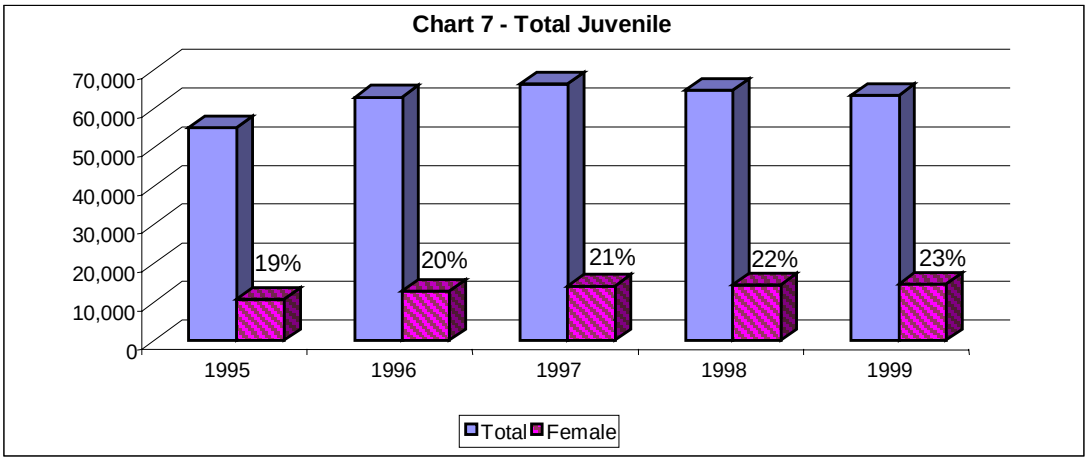
Cases that were ordered to suitable placement maintained almost the same percentage, about 11% of each year's total, during this period.

Cases committed to the California Youth Authority (CYA) decreased from 6% to 4% during this five-year period.

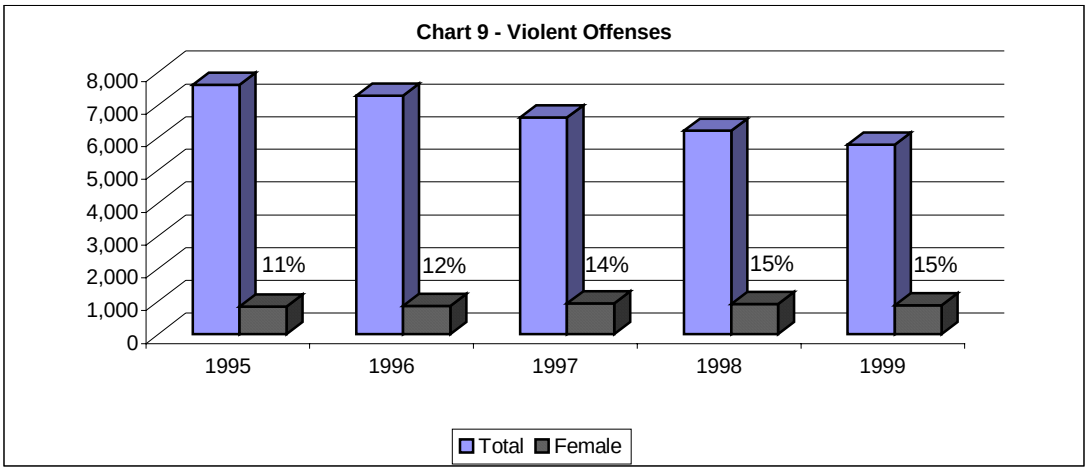
Female Juvenile Arrests

Female juvenile arrests in Los Angeles County went up from 10,584 cases in 1995 to 14,501 cases in 1999, an increase of 37% which was more than twice the 15% increase in total juvenile arrests (from 55,114 to 63,537) reported during the time period from 1995 to 1999.

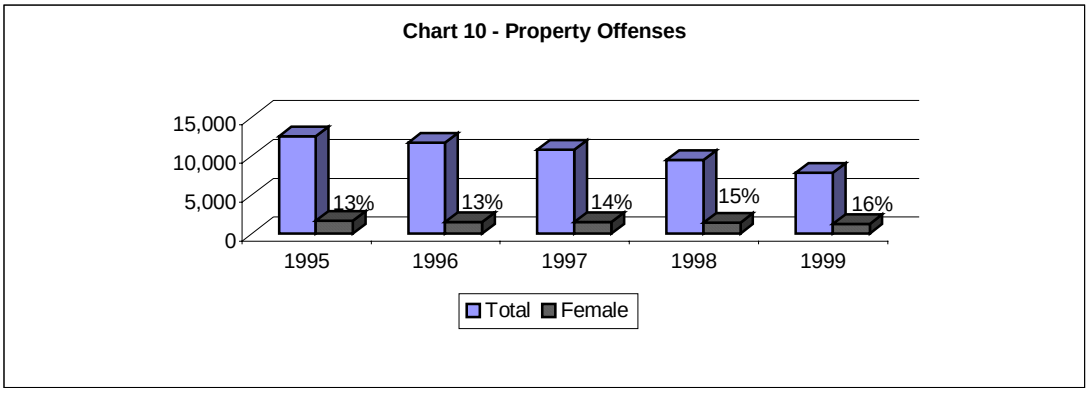
As a consequence, juvenile females' proportionate share of the total arrests went up from 19% in 1995 to 23% in 1999. The following changes were also noted in their offense pattern (Chart 7).



Juvenile females' percentage of arrests for violent offenses went up from 11% of the total violent arrests in 1995 to 15% in 1999 (Chart 9).



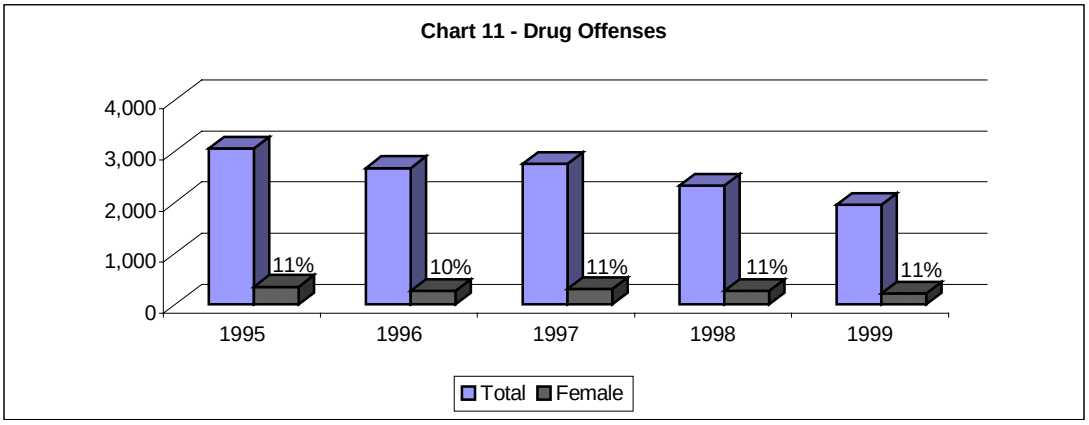
Their proportionate share of the total arrests for property offenses had also gone up from 13% to 16% in this period (Chart 10).



The percentage arrested for the other categories of crimes showed minor variation in this period.

In 1999:

- Female juveniles accounted for 11% of juvenile arrests for drug offenses (Chart 11)



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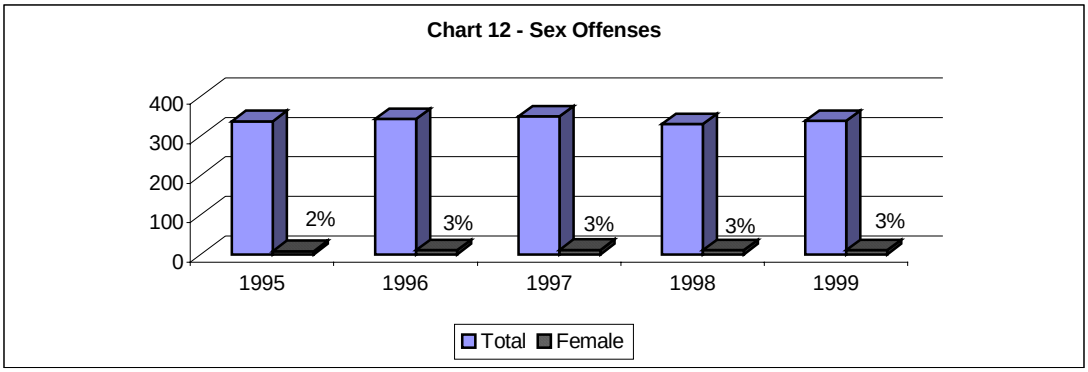
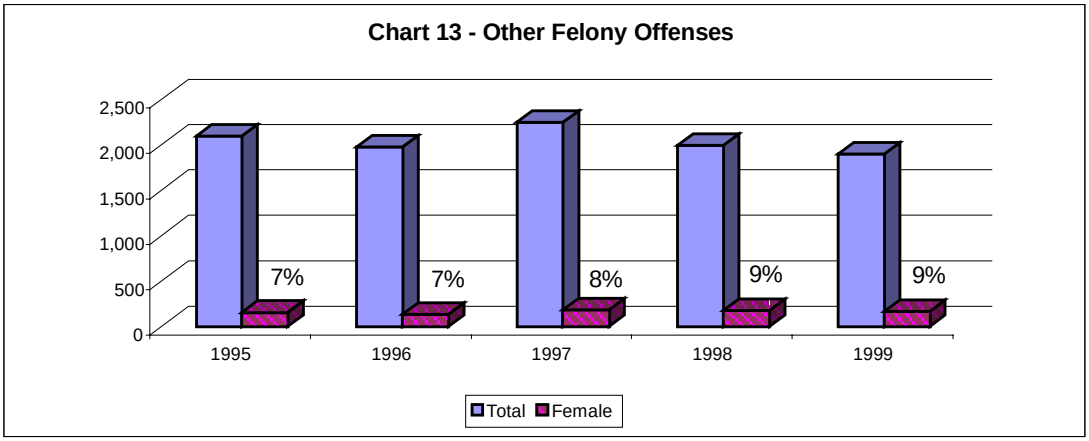
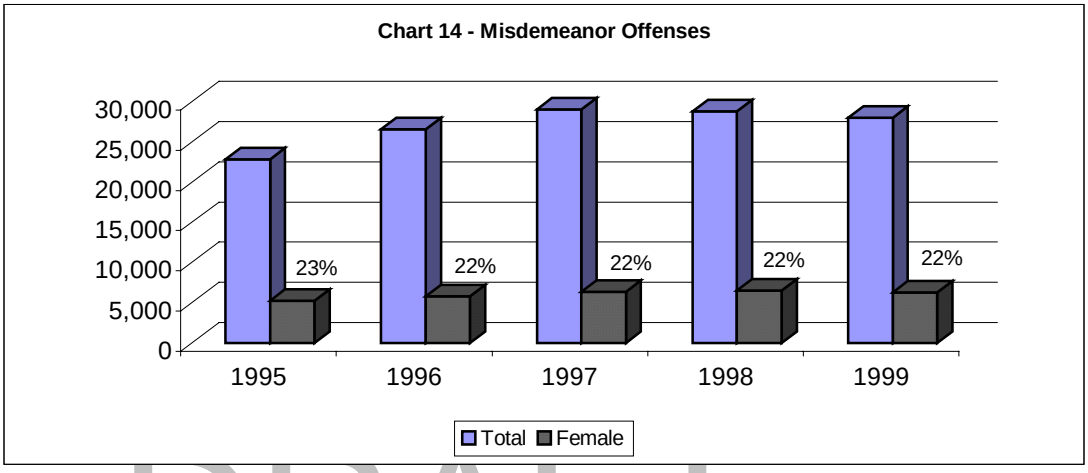
- Females accounted for 3% of juvenile arrests for sex offenses (Chart 12)



- Females accounted for approximately 9% of juvenile arrests for other felonies (Chart 13)



- Females accounted for approximately 22% of juvenile arrests for all types of misdemeanors (Chart 14)



- Females accounted for approximately 32% of juvenile arrests for status offenses (Chart 15)

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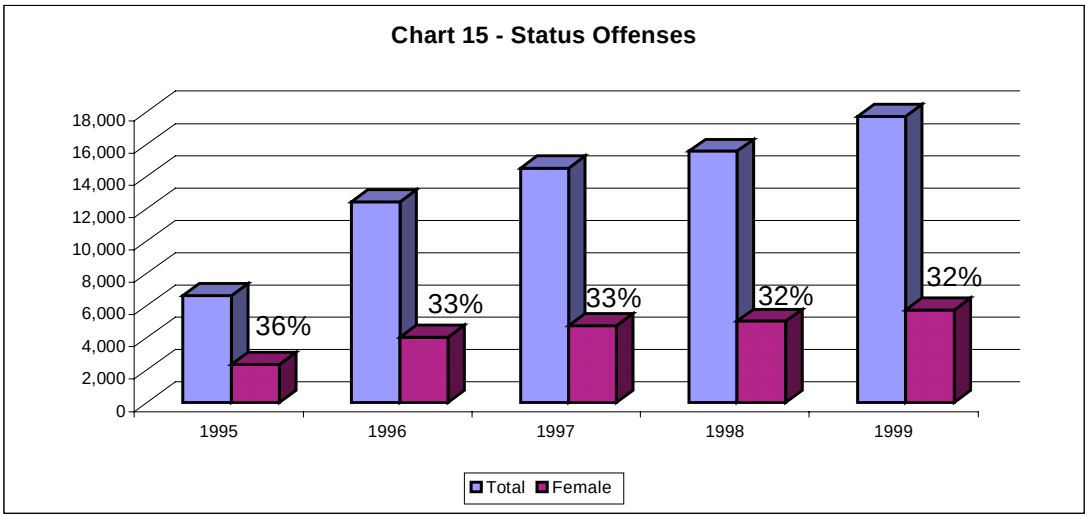
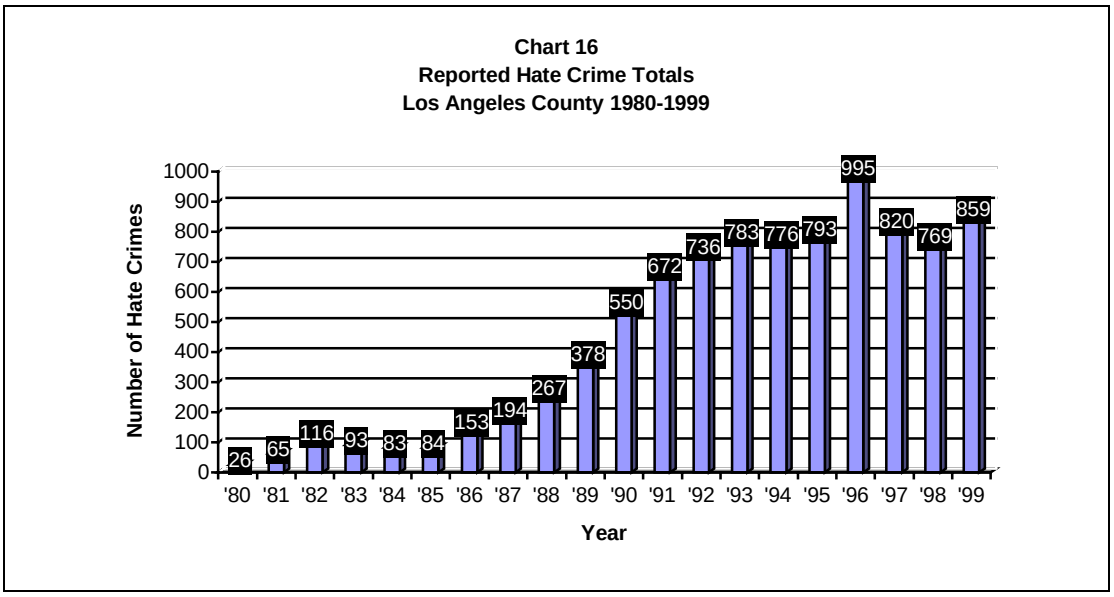


According to the Los Angeles County Human Relations Commission in its *1999 Hate Crime Report*, there was an 11.7% increase of hate crimes (859) for 1999 compared to the previous year. The three major hate crimes categories are hate crimes motivated by: 1) race, 2) sexual orientation, and 3) religion. The most significant increases in recent years have been sexual orientation hate crimes (Chart 16). The Commission also reported a disturbing trend that indicates hate crimes in schools have increased 59% from 1988 to 1999



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Continuum of Responses to Juvenile Crime

Agencies That Respond to Juvenile Crime

The following systems are the main systems involved in the administration of the Los Angeles County juvenile justice system. Each system has its particular mission yet all of these agencies collaborate in providing services for at-risk youth and juvenile offenders.

- Courts/Law Enforcement
  - Juvenile Courts
  - District Attorney's Office
  - Public Defender's Office
  - Sheriff's Department
  - Probation Department
  - Los Angeles Police Department
- Education
  - County Office of Education
  - Los Angeles Unified School District
- County Social Services
  - Department of Mental Health
  - Department of Health Services
  - Department of Children and Family Services
  - Department of Public Social Services

Law Enforcement/Courts. The Los Angeles County Sheriff's Department and municipal police departments throughout Los Angeles County are responsible for detaining juveniles for status and criminal offenses. A law enforcement agency will file a petition in juvenile court if it determines that diversion from the juvenile justice system is inappropriate for a juvenile charged with an offense. The juvenile court will adjudicate the petition brought against a minor and make a disposition that can result in informal probation, home on probation, out-of-home placement, foster care, California Youth Authority, or adult status. The Los Angeles County Sheriff's Department, in conjunction with forty-eight municipal police departments, generated approximately 63, 500 arrests in 1999 that resulted in approximately 34,200 referrals to the Los Angeles County Probation Department. In addition to their policing responsibilities, these law enforcement agencies respond to juvenile crime by sponsoring prevention and intervention programs. Several of these programs are listed in Table 2.1.

Education. The Los Angeles County Office of Education (LACOE) provides the predominant educational response to juvenile crime in the county. LACOE, through its Juvenile Court & Community Schools (JCCS) Division, provides comprehensive education programs for students who are adjudicated under the authority of the Los Angeles County Juvenile Court or under the protection of the Los Angeles County Children's Court. LACOE staffs school sites at three juvenile halls, eighteen probation camps, one probation secure treatment facility, and thirty-six Community Education Centers. Minors who graduate from the Probation camp system regularly enroll in the CEC school system where they attain equivalent public school performance before returning to their local public school. The Probation Department, the courts, and LACOE collaborate extensively to prevent at-risk youth from becoming committed offenders. See Table 2.1 for a representative list of the collaborative programs sponsored by LACOE and its partnering agencies.

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The Los Angeles Unified School District (LAUSD) provides a response to juvenile crime through its participation in the Long-Term Family Self-Sufficiency (LTFSS) Program. LTFSS is the County's

program to implement a cohesive long-term self-sufficiency plan for families in need of government assistance through the California Work Opportunity and Responsibility to Kids program (CalWORKS). CalWORKs is a welfare program that gives cash aid and services to eligible needy California families. It serves all 58 counties in the state and is operated locally by county welfare departments. Many CalWORKs families experience risk factors that are identical to juvenile delinquency risk factors such as: extreme economic deprivation; community laws and norms favorable toward drug use, firearms, and crime; and family conflict. The LAUSD is a key partner in the LTFSS *Helping Teens Become Self-Sufficient Adults* program (LTFSS Project #17) and *School-Based Probation Supervision* (LTFSS Project #29). Both programs reduce juvenile delinquency risk factors by helping teens graduate from high school, read at grade level, reject violence, and to avoid early pregnancy. See Table 2.1 for a representative list of the collaborative programs sponsored by LAUSD.

County Social Services. The County's social service departments provide services to the youth and families in the juvenile justice system. The Department of Mental Health is responsible for providing systems of care that include State licensed and regulated mental health services for children, adolescents, adults and older adults. These services are used primarily by residents with severe mental illness who do not have the resources to access mental health care from other service providers. The department has both directly operated and contracted services with a Net Appropriation budget of $797million and 2,902 positions. For the Juvenile Justice system, the Department of Mental Health operates a limited program in the 18 camps and 3 juvenile halls with crisis intervention and onsite treatment of juveniles exhibiting mental health disorders. At Dorothy Kirby Center, DMH collaborates with Probation to provide case management and treatment services in a secure placement setting with 43 positions and $3million

The Department of Health Services leads the County effort to prevent disease, promote health and provide quality personal health services to the residents of Los Angeles County, 2.7million of whom are medically uninsured. The Department is the nation's second largest health system, with a network of six hospitals, six comprehensive health centers, 33 health centers/clinics, two residential rehabilitation centers and over 100 public-private partners sites. The Net Appropriation budget is $4.2 Billion and 23,832 positions. For the Juvenile Justice System, the Department of Health Services provides onsite nursing services at the 12 stand alone camps and operates a full clinic at Challenger (6 camps) and the 3 juvenile halls.

The Department of Children and Family Services provides a wide range of social services for children and their families when a child is at risk due to actual or potential abuse or neglect. Services are provided in the family's home or in out-of-home placement. The goal is to strengthen families or to place the child in a permanent safe environment. The Department operates with a Net Appropriation budget of $1.2 Billion and 6,416 positions. With the Department of Children and Family Services, an ongoing collaboration has been developed because many youth cross between the delinquency and dependency system. Through the DCFS Family Preservation Program, Probation youth and families are provided services and support so the youth can remain safely at home. The 241.1 Joint Assessment Program ensures that youth are appropriately placed in the dependency or delinquency system, and the START Program is a collaborative designed to prevent dependency youth from entering the delinquency system.

The Department of Public Social Services provides services through programs designed to both alleviate hardship and promote family health, personal responsibility, and economic independence. Most of the programs are mandated by Federal and State laws, providing temporary financial assistance and employment services to low-income residents and determining eligibility for free and low-cost health care programs and services for low-income families with children, pregnant women, and aged, blind, or disabled adults. The Department of Public Social Services has a Net Appropriation budget of $3.3 Billion and 13,454 positions. The Department of Public Social Services, through the aforementioned Long-Term Self-Sufficiency Program, is enabling juveniles and their families to work toward self-sufficiency through the School-Based Probation Supervision Program (LTFSS Project #29), Operation READ (LTFSS Project #25), and Services to Families with Children ages 11-18 on Probation (LTFSS Project #30)

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The following section describes several programs that are conducted by the above agencies and their partnering agencies that constitute the continuum of responses to juvenile crime from prevention to re-integration.

Prevention Programs

Prevention services are defined as programs that target youth and their families prior to their first arrest.

Gang Alternatives and Prevention Program (GAPP) Lead Agency: Probation Department- This is a Probation Department early intervention/prevention program which engages schools and communities in addressing juvenile risk and resiliency factors; provides direct services to school districts and campuses, local city governments and communities to deter delinquency and recidivism of offenders. Approximate program size: 2,700 minors (includes 236 WIC, 652 WIC, 601 WIC and 602 WIC participants) average daily. GAPP is a collaborative with schools, community-based organization, and courts. The Court, schools and CBOs refer youth to GAPP, and GAPP refers to CBOs for services.

Repeat Offender Prevention Program (ROPP) Lead Agency: Probation Department. This program targets 200 first time wards 15 ½ years old and younger who reside in 16 zip codes in South Central Los Angeles. Wards randomly assigned to the Demonstration Group receive assessments at multi-agency, multi-disciplinary case planning conferences (CPCs) to develop individualized strength-based service plans. A County Department of Mental Health community-based mental health contract agency provides the site, and coordination for CPCs and 75-day case reviews for each case. Wards and families receive services identified in their service plan from 20 collaborative and linkage agencies. Services for wards and families include but are not limited to: anger management; case management services; child-focused activities; family retreats for problem solving; health education; outpatient mental health services; individual and family counseling, filed trips; parenting; recreation and socialization activities; role models and mentoring; self-help groups/family support; substance abuse counseling; teaching and demonstrating homemaking; transportation; tutoring; and vocational readiness training for care givers. Deputy Probation Officers provide case management services and intensive supervision to ensure that service plans are implemented and modified as necessary.

Project Joyas Lead Agency: Probation Department. This is a newly implemented program started in July 2000 as a 1-year pilot (and to be expanded through CPA 2000). Joyas is a Spanish term for jewels and the program is so named because the project's goal is to transform pre-delinquent girls into jewel-like community assets by providing them with gender-specific prevention and intervention services. This program is a collaborative comprised of the Probation Department, the Tri-City Mental Health Center, Bassett/Valinda area schools, community-based organizations and the program participants. The program addresses the lack of prevention and early intervention services for middle school aged girls (13 to 15 years old) in five locations in Los Angeles County. Prospective participants are referred to Project Joyas by the Juvenile Court, Probation, schools and community-based organizations.

Abolish Chronic Truancy (ACT) Lead Agency: District Attorney. This is an innovative parental accountability program designed to prevent excessive absences and tardiness amongst elementary school children. Services include informational meetings and individual parent conferences conducted by the District Attorney, counseling, parenting classes, tutoring, home visits and a wide range of other activities. Parents who do not respond are charged with a violation of 272 of the Penal Code with a maximum penalty of one year in jail. The program serves 343 schools in Los Angeles County.

Legal Enrichment and Decision Making (LEAD) Lead Agency: District Attorney. This is a collaborative prevention program aimed at 5th grade students. It includes a tour of juvenile hall and a detailed synopsis of daily life in juvenile hall as part of program to promote good life choices and develop responsible behavior.

Drug Abuse Resistance Education (DARE) Lead Agency-Los Angeles Police Department. This is an LAPD officer-led, in-classroom anti-drug, anti-gang anti-violence education for school children aged 5-17. Program serves 110,000 children.

JEOPARDY Lead Agency: LAPD. This is a gang-intervention for high-risk youth run by the LAPD for youth ages 8-17 (and is being expanded under CPA 2000). The program identifies "in jeopardy" of becoming involved in gangs, criminal activity, or who has committed a minor illegal act, by establishing a liaison with the schools, parks, and field officers. The program serves 2,000 youth.

VIDA Lead Agency: Los Angeles County Sheriff. The VIDA program offers treatment, prevention and disciplinary components to alter negative behavior. A follow-up component tracks each graduating youth for three years in order to monitor school, job attendance and performance, further law enforcement contact, gang disassociation, and parental input regarding the youth's familial performance. The program is currently administered at 12 sites associated with Sheriff Stations located throughout Los Angeles County and is being expanded under CPA 2000.

Youth Family Accountability Model (YFAM) Lead Agency: Probation Department. YFAM offers non-residential and highly structured day care treatment programs for suitably placed and selected at-risk minors. Court schools and on-site staffs provide crisis intervention and counseling. The program allows minors to remain at home while receiving individualized and family treatment.

'Police Activity League (PAL) Lead Agency: LAPD. This is a crime prevention program using educational, athletic and recreational activities for youth 6-17. Program size is 2,000 youth.

Youth Advocacy Program (YAP) Lead agency: LAPD. The program is a front-end intervention/diversion program for youth aged 14-18 exhibiting delinquent behavior. Referral to community programs is made and parents are also held accountable by the District Attorney for youth's actions. The program serves 1300 youth.

Law Enforcement Explorer Program Lead Agency: LAPD. This is a program chartered by Boy Scouts of America for youth interested in law enforcement careers. The program serves 500 youth ages 14-20.

Juvenile/Parent Accountability Pilot Program (JPAP) Lead Agency: Sheriff. The program holds parents accountable for the caring, controlling, and supervision of their children. The program is operated by law enforcement, in collaboration with several community-based organizations. Targeted youth are those under 21 with experience in the juvenile justice system.

Somos Familia Lead Agency: LA County Human Relations Commission. The program is a collaborative with community-based organizations in the Latino community. It includes many programs to train staff to confront homophobia and racism. Males and females of all ages are targeted.

Human Relations Mutual Assistance Consortium (HRMAC) is a network of human relations agencies and organization from different cities and communities, engaged in anti-hate crime and anti-prejudice activities. The program provides indirect services to youth of all ages.

Antelope Valley Human Relations Task Force - provides training on safe school and human relations issues of students, teachers and staff as well as teacher training on human relations curriculum. The program serves approximately 100 males and females in public school grades 7 through 12.

San Fernando Valley Middle Schools Relations Conference identifies issues of bias and conflict in schools and assists in proposing/developing solutions to them. The program serves approximately 200 middle school students.

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Hawaiian Gardens Hate Crimes Task Force is a collaborative of public and private agencies to address youth hate violence. The task force is primarily an advocacy and planning group.

START (300/600 WIC Task Force) Lead Agency: Department of Children and Family Services. This is a multi-agency, multi-disciplinary program designed to prevent dependency youth from

becoming delinquent. It is collaboration between the Department of Children and Family Services, Probation, and Mental Health, and schools (LAUSD/LACOE).

Community Day Schools Lead Agency: LAUSD. Los Angeles Unified School District operates non-residential day treatment schools for selected at-risk minors.

Impact Program Lead Agency: LAUSD. This program provides counseling, activities, and services to minors.

LA Bridges Lead Agency: Los Angeles City Community Development Department. This is a unique community-driven gang prevention program aimed at reducing delinquency, juvenile crime, strengthening family foundations and creating safe neighborhoods. The program involves the collaboration of public agencies, private enterprise, and community-based organizations and is currently located in 29 communities throughout the City of Los Angeles. Prevention activities target at-risk youth ages 10-14 years of age are targeted for the program.

RESCUE Lead Agency: Los Angeles County Fire Department. This program- promotes the concept of one-on-one mentoring by on-duty volunteer firefighters to address major problems *affecting youth* - truancy, juvenile delinquency, and potential criminal behavior in youth ages 12-14. District Attorney *staff members* match students with firefighters for a year-long mentoring relationship. Mentors work with students on communication, conflict resolution skills, education and life/job skills including fire prevention, first aid, reforestation, and earthquake preparedness.

Probation Education Athletic League (PEAL) Lead Agency: Probation Department. This is an 8-week program combining education and athletics. It provides safe after school activities for Junior high and high school students. The activities are intended to be both mentally and physically challenging. Athletic and academic competition is used to teach sportsmanship, teamwork, commitment, discipline, preparation, and goal setting.

Early Intervention Programs

Early Intervention programs are defined as those that target at-risk youth, cross–over populations, and first time offenders**.**

Gang Alternatives and Prevention Program (GAPP) Lead Agency: Probation Department. This program deters young people from entering the juvenile justice system by engaging the community to develop educational programs focusing on factors that lead to delinquency; provides direct services to reduce incidents of delinquency on school campuses and within the community; and employs programs for youthful offenders which de-escalates their involvement in the juvenile justice system. Approximate program size: 2,700 minors (includes 236 WIC, 652 WIC, 601 WIC and 602 WIC participants) average daily

Teen Court Lead Agency: Delinquency Court. This program offers a diversion program for first-time juvenile offenders in lieu of formal delinquency proceedings as an alternative sanction. Court consists of a volunteer bench officer, a court coordinator (either a Deputy Probation Officer, or a Reserve DPO), and a jury composed of six peers. The Probation Department collaborates with the court, other law enforcement agencies, schools, attorneys, and community-based organizations in eight Teen Courts countywide.

Juvenile Offender Intervention Network (JOIN) Lead Agency: District Attorney: This program provides an alternative to the juvenile justice system for 100 non-violent first-time offenders whose cases are referred by Probation to the District Attorney. Youth and parents enter into a contract for victim restitution, and/or community service, counseling and school attendance.

Youth Advocacy Program (YAP) Lead Agency: LAPD. The program is a front-end intervention/diversion program for youth aged 14-18 exhibiting delinquent behavior. Referral to community programs is made and parents are also held accountable by the District Attorney for youth's actions. The program serves 1300 youth.

Project Joyas Lead Agency: Probation Department. This is a newly implemented program started in July 2000 as a 1-year pilot (and to be expanded through CPA 2000). Joyas is a Spanish term for jewels and the program is so named because the project's goal is to transform pre-delinquent girls into jewel-like community assets by providing them with gender-specific prevention and intervention services. This program is a collaborative comprised of the Probation Department, the Tri-City Mental Health Center, Bassett/Valinda area schools, community-based organizations and the program participants. The program addresses the lack of prevention and early intervention services for middle school aged girls (13 to 15 years old) in one location in Los Angeles County. Prospective participants are referred to Project Joyas by the Juvenile Court, Probation, schools and community-based organizations.

Somos Familia Lead Agency: LA County Human Relations Commission. The program is a collaborative with community-based organizations in the Latino community that include many programs to train staff to confront homophobia and racism. Males and females of all ages are targeted.

START (300/600 WIC Task Force) Lead Agency: Department of Children and Family Services. This is a multi-agency, multi-disciplinary program designed to prevent dependency youth from becoming delinquent. It is collaboration between the Department of Children and Family Services, Probation, and Mental Health, and schools (LAUSD/LACOE).

Juvenile/Parent Accountability Pilot Program (JPAP) Lead Agency: LA County Sheriff's Department. The program holds parents accountable for the caring, controlling, and supervision of their children. The program is operated by law enforcement, in collaboration with several community-based organizations. Targeted youth are those under 21 with experience in the juvenile justice system.

Community Day Schools Lead Agency: LAUSD. Los Angeles Unified School District operates non-residential day treatment schools for selected at-risk minors.

LA Bridges Lead Agency: Los Angeles City Community Development Department. This is a unique community-driven gang prevention program aimed at reducing delinquency, juvenile crime, strengthening family foundations and creating safe neighborhoods. The program involves the collaboration of public agencies, private enterprise, and community-based organizations and is currently located in 29 communities throughout the City of Los Angeles. Early intervention activities target at-risk middle school youth ages 10-14 years of age are targeted for the program.

RESCUE Lead Agency: Los Angeles County Fire Department. This program promotes the concept of one-on-one mentoring by on-duty volunteer firefighters to address the major problems affecting youth - truancy, juvenile delinquency, and potential criminal behavior in youth ages 12-14. District Attorney staff members match students with firefighters for a yearlong mentoring relationship. Mentors work with students on communication, conflict resolution skills, education and life/job skills including fire prevention, first aid, reforestation, and earthquake preparedness.

Project Teen Reach Lead Agency: Probation Department. An Office of Criminal Justice Planning grant funded collaboration between the Probation Department and the Assistance League of Southern California that provides service-based learning, victim offender reconciliation as an alternative for meaningful community service.

Pregnant Minors Program Lead Agency: LAUSD. LAUSD operates various school sites for pregnant girls that offer support services and appropriate education.

Intermediate Sanction Programs

Intermediate sanctions are for youth ordered home on probation or placed on informal probation, either resulting from a voluntary 654 WIC determination or from a Delinquency Court Order.

WIN Lead Agency: Probation Department. This program is a collaborative with Probation, schools, community-based organizations and the District Attorney that offers high-risk juvenile offenders an accountability based program that provides alternative sanctions for juvenile offenders who fail to achieve high school graduation or GED.

Gang Alternatives and Prevention Program (GAPP) Lead Agency: Probation Department. This program deters young people from entering the juvenile justice system by engaging the community to develop educational programs focusing on factors that lead to delinquency; provides direct services to reduce incidents of delinquency on school campuses and within the community; and employs programs for youthful offenders which de-escalates their involvement in the juvenile justice system. Approximate program size: 2,700 minors (includes 236 WIC, 652 WIC, 601 WIC and 602 WIC participants) average daily.

Repeat Offender Prevention Program (ROPP) Lead Agency: Probation Department. This program targets 200 first time wards 15 ½ years old and younger who reside in 16 zip codes in South Central Los Angeles. Wards randomly assigned to the Demonstration Group receive assessments at multi-agency, multi-disciplinary case planning conferences (CPCs) to develop individualized strength-based service plans. A County Department of Mental Health community-based mental health contract agency provides the site and coordination for CPCs and 75-day case reviews for each case. Wards and families receive services identified in their service plan from 20 collaborative and linkage agencies. Services for wards and families include but are not limited to: anger management; case management services; child-focused activities; family retreats for problem solving; health education; outpatient mental health services; individual and family counseling; field trips; parenting; recreation and socialization activities; role models and mentoring; self-help groups/family support; substance abuse counseling; teaching and demonstrating homemaking; transportation; tutoring; and vocational readiness training for care givers. Deputy Probation Officers provide case management services and intensive supervision to ensure that service plans are implemented and modified as necessary.

Family Preservation Program Lead Agency: Department of Children and Family Services. This is an integrated, comprehensive community-based program aimed at ensuring child safety while strengthening and preserving at-risk families in their own homes through the delivery of services, supervision, and case management. It is a collaborative between Children and Family Services, Mental Health, Probation and Community-Based Organizations. Probation supervision is enhanced by day treatment and in-home services provided by community-based organizations. Approximate program size: 180 minors and their families.

Specialized Gang Suppression Program (SGSP) Lead Agency: Probation Department. This program attempts to reduce violent acts resulting from gang activities by persons on probation. Gang units supervise minors, work with other criminal justice agencies, and network extensively in the community to deter further criminal behavior. In addition to suppression, the gang program focuses on prevention and intervention by collaborating with a variety of law enforcement agencies, public service agencies, and community-based programs. Services include family evaluations and community referrals that assist in breaking the generational cycle of gangs. Approximately 1800 minors are served daily by the program.

School-Based Probation Supervision Program Lead Agency: Probation Department. This program provides on-site supervision for probationers and at-risk youth in 25 schools. It is proposed for expansion under CPA 2000. Deputy Probation Officers monitor attendance, school performance and behavior, suspensions and expulsions. They provide case management services and refer to community-based organizations for needed services.

Juvenile Court Supervision Lead Agency: Probation Department. This program supervises juveniles placed on community supervision. Deputy Probation Officers work with minors, the family, the school, and other relevant resources to evaluate progress and to monitor compliance with court orders. Approximate program size: 12,000 minors on regular juvenile supervision caseloads.

Juvenile Alternative Work Service Program (JAWS) Lead Agency: Probation Department. This program provides services to wards of the court by teaching a solid work ethic and providing a variety of labor skills in a supervised setting in preparation for securing and retaining jobs. JAWS is one of three Probation Paid Crew programs. Approximate program size: 3,000 minors average per month

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School Crime Suppression Program (SCSP) Lead Agency: Probation Department. This program supervises referred delinquent minors and/or students on probation that require intensive supervision. SCSP officers are school-based on campuses around Los Angeles County, providing probationers with opportunities to succeed in a school environment. DPOs also assist school administrations with campus safety issues as well. Services include in-person probationer contacts, school attendance monitoring, juvenile and parental referral services, probation violation monitoring and reporting, and program development partnering with schools and/or community-based organizations. Program size is approximately 900 minors daily.

Community Education Centers Lead Agency: Los Angeles County Office of Education. These are coeducational, non-residential school programs operated in collaboration with the Los Angeles County Office of Education for youth up to the age of eighteen who are experiencing difficulty at home, in school, or in the community. Targeted youth may have recently entered the juvenile justice system or may be making the transition from camp placement to their home communities. Approximate program size: 40 to 50 minors per day.

Strategy Against Gang Environment (SAGE) Lead Agency: District Attorney. This program is aimed at “taking back Los Angeles streets” from gangs and the accompanying problems of drugs and violence. SAGE places experienced Deputy District Attorneys in cities and unincorporated areas to work with established agencies to develop new programs to combat gangs. Critical to SAGE's success are civil injunctions, which drastically reduce drug dealing, violence, graffiti, and loitering. SAGE deputies are active members of the communities in which they work, teaching residents how to recognize early signs of gang involvement in their children, how to divert their children from gangs, how to improve their neighborhoods and how to effectively use the services provided by law enforcement.

Community Law Enforcement and Recovery (CLEAR) Lead Agency: Los Angeles City Attorney. This program targets the highly active criminal gangs in Los Angeles County. Probation and other law enforcement agencies engage in special operations that include search and seizures, ride-alongs, and selective enforcement. Prevention and intervention activities include connecting with schools, making referrals for individual and family counseling, and identifying minors not on probation who may be in need of prevention services.

Special Enforcement Unit Lead Agency: LAPD. This is a gang suppression program operated in collaboration with the Los Angeles Police Department's CRASH program. The program focuses on reducing the incidence of gang-related crime, creating a positive perception within the community that the overt gang activity has abated, and improving "quality of life" issues such as the reduction of graffiti, loitering, congregation of gang members, and gang intimidation. It involves increased 1) monitoring and enforcing of the terms and conditions of probation, 2) DPO field activity and participation in joint law enforcement activities, 3) communication with other criminal justice agencies, 4) acquisition of gang intelligence information, and 5) contacts with identified gang cases.

Community Detention Program Lead Agency: Probation Department. This program releases eligible minors from detention for placement on house arrest with electronic monitoring. Provides intensive supervision of the minor throughout the court process. Approximate program size: 200 minors per day.

Border Youth Project Lead Agency: Probation Department. This program identifies undocumented juveniles from Mexico and returns them to the Mexican Juvenile authorities. These minors are processed by Mexican authorities and ultimately reunified with their families.

SB 1095 New Transitions Lead Agency: Los Angeles County Office of Education. This program targets youthful first time offenders and minors transitioning from camp confinement to community living. It is a collaboration with Los Angeles County's multi-agency SB 1095 Task Force, the Juvenile Justice Coordinating Council, and the Los Angeles County Office of Education.

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Juvenile Drug Court Lead Agency: Juvenile Court. There are two drug courts operational in the county. The drug court involves a collaborative relationship between drug court judge and a treatment/recovery provider to solve some of the problems of youth participating in the one-year long drug court program.

Out-of-Home Intervention Programs

Out-of-Home Intervention programs are targeted to youth in community residential care or "suitable placements."

Suitable Placement Program Lead Agency: Probation Department. This program provides a dispositional option for the juvenile court for minors whose delinquent behavior may be explained by a contributory family environment and/or emotional problems. Minors are placed in an environment best suited to meet their needs, which may be a group home, family home, or psychiatric hospital. Approximate program size: 2,100 minors average per month.

Status Offender Detention Alternative Program (SODA) Lead Agency: Probation Department. This program responds to state legislation which prohibits the secure detention of 601 WIC minors by providing non-secure foster care beds to house them when they are referred for services by police agencies, juvenile court, or Probation staff. Approximate program size: 816 minors average per year.

Family Preservation Program Lead Agency: Department of Children and Family Services. This is an integrated, comprehensive community-based program aimed at ensuring child safety while strengthening and preserving at-risk families in their own homes through the delivery of services, supervision, and case management. It is a collaborative between Children and Family Services, Mental Health, Probation and Community-Based Organizations. Probation supervision is enhanced by day treatment and in-home services provided by community-based organizations. Approximate program size: 180 minors and their families.

Probation Alternative Detention Program (PAD) Lead Agency: Probation Department. This program uses foster care beds for lower-risk 602 WIC youth as an alternative to detention in juvenile hall. Approximate program size: 250 minors average per year

Zero Incarceration Placement Program (ZIPP) Lead Agency: Probation Department. This program expedites the movement of detained minors from secure detention to residential facilities. Probation staff work in concert with the court to implement the court's suitable placement orders quickly, thereby reducing the number of days minors remain in juvenile hall. Approximate program size: 150 minors average per month

Children's System of Care Program Lead Agency: Department of Mental Health. This program provides mental health services through interagency collaboratives and integrated services system that provides case management, outpatient and day treatment. Collaborating partners are the Department of Mental health, Department of Children and Family Services, Group Homes, School Districts, Parent Advocates, Vocational agencies, and Substance Abuse Agencies. Children from birth to age 19 are served. In the past 5 years, 17,000 youth have been served.

SB163/Title IV-E Waiver Wraparound Services Lead Agency: Interagency Children's Services Consortium. Eligible youth (birth to 19 years of age) are dependents or wards of the court and who would be or are placed in a group home classification level of 12-14. The collaborating agencies are the Department of Children and Family Services, Department of Mental Health, Health Services, LACOE/LAUSD, Group Home Agency Associations, Probation Department, and community-based organizations. The program goal is to enable children to remain in the least restrictive, most family-like setting.

Incarceration Programs

Intervention programs target youth in juvenile hall, county Probation Camps, or the California Youth Authority (CYA).

Excel Program Lead Agency: Probation Department. This program addresses the service needs of detained minors. Specially trained Detention Services Officers begin a formal modular curriculum within the first three days of detention. Group interaction, cognitive learning skills and reinforcement phases are continued throughout the minor's detention period. Modules include lessons on value orientation and standards of health awareness, family dynamics and pre-vocational training. Approximate program size: 2,000 minors per day.

Intake Detention Control (IDC) Lead Agency: Probation Department. This program determines eligibility for detention and collects pertinent information regarding prior arrest record, family composition, school attendance and availability of custodial parent or guardian when release is indicated. All detained minors are provided medical and educational evaluation. In addition, mental health services are available for minors when such intervention is required. Approximate program size: 1,600 custody referrals (minors) per month

Juvenile Hall/Phase One Lead Agency: Probation Department. This is as a collaborative effort between Probation's Detention Bureau and the Camp Community Placement program. It provides a structured orientation for minors awaiting camp community placement and emphasizes the minors' preparation for successful living in the camp environment. Minors are exposed to training regarding life skills and receive regimentation protocols. During this phase, a risk and needs assessment that continues throughout the camp placement is initiated. Approximate program size: 260 minors per day

Camp Community Placement Lead Agency: Probation Department. This program provides intensive intervention in a residential setting over an average stay of twenty weeks. Upon commitment by the court, the minor receives educational, health and family assessments that allow treatment tailored to meet individual needs. The goal of the program is to reunify the minor and the family, to reintegrate the minor into the community, and to assist the minor into a productive, crime-free life style. Each camp operates enrichment programs tailored to its population and purpose. Many of these allow camp minors to collaborate with local citizens and public and private agencies. These community-building programs include the Young Men of Promise Project, the Right Connection Program, the Literacy Project, Catalyst Foundation, Violence Alternative Program, Honors Drama Ensemble, Gangs for Peace, Judge in Camp, Bridge to Employment Program, Paid Crews and many more (see Appendix E). Critical camp community placement program aspects appear below. Approximate program size: 2,200 minors per day.

Types of Camps - include

1. Fire Camps, where wards receive 80 hours of wild land fire suppression training and are assigned to crews working under the direct supervision of Fire Department personnel.
2. Regimented Camps, where minors engage in a para-military program involving daily instruction and specialized training to reinforce the need for physical fitness, teamwork, cooperation, and leadership.
3. An school/sports, where minors participate in a variety of California Interscholastic Federation (CIF) sports.
4. A Violence Alternative Program that provides a long-term program for violent offenders.
5. Dorothy Kirby Center - is a closed residential treatment center offering a co-educational program in which three agencies work cooperatively to create an integrated, therapeutic environment for the residents. Other agencies involved in the program include the Department of Mental Health and the Los Angeles County Office of Education. Group therapy, the backbone of the Kirby Center, is provided weekly in the cottage living groups.

California Youth Authority (CYA) Lead Agency: CYA. This is the state-level institution for serious offenders. Youths are removed from the community to one of the CYA institutions.

Hardcore Gang Division Lead Agency: Probation Department. This program vertically prosecutes most gang-related homicides and LA County. The Division may handle other violent gang-related felonies such as armed robbery or assault. The Hardcore Division has deputies

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assigned to offices downtown in the Criminal Courts Building and in all branch offices except Santa Monica.

Reintegration Programs

Reintegration programs target youth that have returned to the community from out-of-home suitable placements, probation camps, or youth returning to the community on CYA parole.

Camp-Community Supervision Services Lead Agency: Probation Department. This program provides aftercare at the time when the minor is pending release from the camp setting in an effort to promote a seamless transition back into the community. A 30-day furlough aims at providing intensive supervision to insure prompt school enrollment, community service, and participation in selected community-based services. All transitional areas include an emphasis on family participation. If successful, the 30-day furlough period followed by a 90-day period of close supervision before case transfer to a regular supervision caseload. Approximate program size: 1,500.

Family Preservation Program Lead Agency: Department of Children and Family Services. This is an integrated, comprehensive community-based program aimed at ensuring child safety while strengthening and preserving at-risk families in their own homes through the delivery of services, supervision, and case management. It is a collaborative between Children and Family Services, Mental Health, Probation and Community-Based Organizations. Probation supervision is enhanced by day treatment and in-home services provided by community-based organizations. Approximate program size: 180 minors and their families.

Day Treatment Program Lead Agency: Probation Department. This program offers three non-residential and highly structured day care treatment programs for suitably placed and selected at-risk minors. Court schools and on-site staff provide crisis intervention and counseling. The program allows minors to remain at home while receiving individualized and family treatment. Approximate program size: 60 minors average per month.

Independent Living Program (ILP) Lead Agency: Department of Children and Family Services. This program serves Probation youth (at least 16 years of age) who have previously been in foster care by offering emancipation skill classes that help prepare young people for adulthood. Approximate program size: 200 minors average per year.

SB 1095 High-Risk Youth Education and Public Safety Programs Lead Agency: Los Angeles County Office of Education. The program has been developed in collaboration with Los Angeles County's multi-agency SB 1095 Task Force, the Juvenile Justice Coordinating Council, and the Los Angeles County Office of Education. New Beginnngs targets youthful first time offenders and minors transitioning from camp confinement to community living. New Transitions for Youth in Detention is designed to provide effective transition and aftercare programs for youth transitioning from probation camp to the community. The program includes the following elements:

1. A comprehensive risk and needs assessment
2. Multidisciplinary case management planning
3. Structured after-school and weekend programs
4. Intensive supervision
5. Family-focused services
6. Service designed for long-term successful community living.

PROGRAMS THAT SPAN THE CONTINUUM OF RESPONSES TO JUVENILE CRIME

Lead Agency: Probation Department

236 Welfare and Institutions Code (WIC) - services 236 WIC youth by supporting and nurturing at-risk pre-delinquent minors. Probation Officers intervene to move minors and their

families away from behaviors that will lead to delinquency. Probation Officers reach out into the community and, with the assistance of community-based organizations, identify and intervene with minors who could eventually involve themselves in the juvenile justice system. Direct services may include referrals to appropriate counseling agencies, actual provision of individual or group sessions, and administration of recreational or arts programs. Both minors and families are monitored to determine program effectiveness. Approximate program size: 1,000 minors average daily.

601 WIC - Early Intervention – focuses on 601 WIC runaway and incorrigible minors and their families. Under this program, a newly created juvenile Deputy Probation Officer (DPO) function will handle all 601 WIC crisis calls from parents and community-based organization (CBOs) and will help these families work toward resolutions of the underlying problems. These DPOs will also work closely with community-based organizations to develop resources for this population.

654 Welfare and Institutions Code (WIC) - supervises 654 WIC non-court wards for a period of six months. The Probation Officer provides instructions and behavioral expectations to both parent and minor for sign off and holds the minor accountable for the conditions of probation. Approximate program size: 1,000 minors average daily

601 Intake Officers - handle all of the 652 WIC arrests that are forwarded to the Probation Department. Their focus is to quickly screen all of these cases and make decisions regarding appropriate interventions. They place minors on informal 654 WIC probation supervision when possible and provide minimal levels of supervision for cases where community service, payment of restitution, or enrollment in counseling are adequate sanctions.

Juvenile/Family Supervision - works with the community, schools and CBOs to identify families and minors who are at high risk for eventual involvement in the juvenile justice system. DPOs will be largely community-based and will focus on bringing needed services to under-served areas of Los Angeles County. Within this program, there will be caseloads that specialize in 601 WIC cases. The DPOs staffing these caseloads work closely with families and the CBOs and, in some cases, present 601 WIC petitions to the court.

Residential Aftercare - provides intensive supervision for minors who are leaving the Camp program. This program will expand the current Aftercare program, covering areas that are now under-served, and will eventually include Aftercare supervision of minors leaving suitable placement facilities.

Residential Case Management Teams - will assess minors with emotional problems who are in Probation Department camps. Led by staff with advanced degrees in counseling or social work, these teams will develop individualized treatment plans for the camp minors and then supervise implementation of those plans. They will also serve as a resource for camp caseworkers in the development of treatment plans for other minors.

Lead Agency: Mental Health Department

System of Care - provides mental health services through interagency collaboratives and integrated services system that provides case management, outpatient and day treatment. Collaborating partners are the Department of Mental health, Department of Child and Family Services, Group Homes, School Districts, Parent Advocates, Vocational agencies, and Substance Abuse Agencies. Children birth to age 19 are served. In the past 5 years, 17,000 youth have been served.

Early Periodic Screening Diagnostic Treatment (EPSDT) - provides comprehensive diagnostic evaluations of a child's behavior. Medically necessary mental health services are provided based on assessment by mental health professionals. Collaborating partners are the Department of Mental Health, Department of Child and Family Services, and the Department of Health Services. Children birth to 21 years of age are eligible. In Fiscal year 1997-98, 17,642 youth were served.

Medical Consolidation - provides mental health services to children who meet the medical necessity specialty criteria. All ages and genders are eligible. The program served 18,568 youth in fiscal year 1997-98.

AB1288 Realignment - provides mental health services to the extent that resources are available. Collaborating agencies are the Department of Mental Health, Department of Children and Family Services, Department of Health Services and Probation. All youth are eligible. In fiscal year 1996-97, over 21,000 youth were served.

AB3632 Disabled Minors - provides mental health services, assessment, collaboration with school districts, case management, outpatient day treatment, and out-of-home placement. Collaborating partners are the Department of Mental Health and all school districts. Youth served are birth to 22 years of age. Approximately 3600 youths are served each year.

AB1126 Healthy Families - provides comprehensive health care including behavioral health care for service to children who are seriously emotionally disturbed. Ten contracted health plans with MRMIB, Department of Mental Health and Department of Health Services collaborate. Children birth to age 19 are eligible. Since the program's inception in July 1998, 12 minors have been served.

Harbor/UCLA Adolescent Clinic - Psychotherapeutic interventions are provided to young victims of gang violence between ages of 13-19; also provides group counseling and community resources following discharge from hospital and general medical care for adolescents. Psychiatric services are referrals are also provided.

Seriously Emotionally Disturbed - (SED) targets seriously emotionally disturbed students who require mental health services to benefit from their education services or individualized education programs. The program provides mental health services, assessment, collaboration with school districts, case management, outpatient day treatment, and out-of-home placement. Children birth to age 22 are eligible.

Lead Agency : Other

Los Angeles Free Clinic - conducts a number of programs for at-risk youth. The Medical Services Department provides comprehensive medical and psychosocial services to at-risk, homeless and community youth ages 12-24 through the High-Risk Youth Program. In Fiscal year 1998, 6122 patient visits were conducted. Project ABLE provides peer-based theater, education and counseling to multi-cultural, at-risk adolescents. Over 2000 counseling sessions were held in 1998. Project STEP provides education, psychosocial support, skills training, and employment placement to homeless, runaway, and other youth assisting them away from high-risk activities and on to positive life paths. Mental health and social services are provided for approximately 3200 client visits.

Los Angeles Virtual One-Stop - is a workforce and industry network that provides placement, education, training, referral information, resource centers, counseling, workshops and a job club. Services are provided at over 20 centers located throughout the county.

LAUSD Educational OPTIONS - OPTIONS is made up of 53 schools serving the district. The schools provide enriched learning environments to students whose needs are not met by traditional schools. Referrals are made for behavioral, pregnancy, and/or attendance problems. Enrollment is on an ongoing basis.

Table 2.1 summarizes the above programs.

Graduated Sanctions Continuum Categories

Prevention	*Early Intervention*	*Intermediate Sanctions*	*Out-of-Home Placements*	*Incarceration*	*Re-Integration*
All youth	At-risk; cross over; first-time offenders	Informal and Formal Probation	(Community Residential Care/Suitable Placement)	(Juvenile Hall/Camp/California Youth Authority)	Return to Community from Placement/Camp or CYA Parolees
Gang Alternative Prevention Program (GAPP) Abolish Chronic Truancy (ACT) Legal Enrichment and Decision-making (LEAD) Drug Abuse Resistance Education (DARE) Somos Familia JEOPARDY Day Treatment Program Police Activity League (PAL) Youth Advocacy Program (YAP) Law Enforcement Explorer Program Juvenile/Parent Accountability Pilot Program (JPAP) VIDA	Gang Alternative Prevention Program (GAPP) Teen Court Juvenile Offender Intervention Network (JOIN) Intensive Day Treatment Youth Advocacy Program (YAP) Somos Familia START (300/600 WIC Task Force) Juvenile/Parent Accountability Pilot Program (JPAP) Community Day Schools LA Bridges RESCUE Project Teen Reach Pregnant Minors Program Repeat offender (ROPP) Drug Court 10-Child pilot Operation Read	Gang Alternative Prevention Program (GAPP) Repeat Offender Prevention Program. (ROPP) Family Preservation Specialized Gang Suppression Program (SGSP) Juvenile Court Supervision Juvenile Alternative Work Service Program (JAWS) School Crime Suppression Program (SCSP) Community Education Centers (CECs) Strategy Against Gang Environment (SAGE) Community Law Enforcement and Recovery Program (CLEAR) Specialized Warrant Intervention Fugitive Teen ((YFAM) Operation Read	Suitable Placement Program --Group Homes --Foster Homes Status Offender Detention Alternative Program (SODA) Family Preservation Probation Alternative Detention Program (PAD) Zero Incarceration Placement Program (ZIPP) Children's System of Care Program SB163/Title IV-E Waiver Wrap Around Services SB933 Foster Care Initiative Task Force Community Treatment Facilities (CTFs)	Juvenile Hall --Marathon and Excel --Inside Out Writer's program --Operation Read --Border Youth Project Camp/Community Placement --Fire Camps --Regimented Camps --Athletic Program Camp --Violence Alternative Program (VAP) --Residential Treatment – Dorothy Kirby Center California Youth Authority (CYA) Strategy Against Gang Environment (SAGE) Hardcore Gang Div.	Camp Community Transition Program (CCTP) Family Preservation Camp Returnee School Enrollment Step Down Programs Day Treatment Independent Living Programs (ILP) New Transitions SB1095 Emancipation

Table 2.1 -- Graduated Sanctions Continuum Categories

Current Collaborations and Partnerships

The development of collaborations and partnerships has been critical to providing a higher level of resources and to maximize and leverage resources. The various entities involved with the justice system clearly recognize that collaborative efforts are a strategy that can provide the holistic and comprehensive response that is needed. Four major bodies are responsible for the analysis, planning, and implementation of collaborative services for children within Los Angeles County: The Children's Planning Council, the Countywide Juvenile Justice Coordinating Committee (CCJCC), the New Directions Task Force, and the Juvenile Justice Coordinating Council (JJCC).

Three major bodies are responsible for the analysis, planning and implementation of collaborative services within Los Angeles County: the Children's Planning Council; the Countywide Juvenile Justice Coordinating Committee (CCJCC); and the Juvenile Justice Coordinating Council (JJCC).

Children's Planning Council

In 1993, the Los Angeles County Board of Supervisors adopted a model that divided Los Angeles County into eight Service Planning Areas (SPAs) under the Children's Planning Council. The Council is chaired by the Chair Pro Tem of the Board of Supervisors and has an Executive Director who works closely with the Board and the Chief Administrative Office of Los Angeles County. The Council's effort is seen as a long-term (7-10 year) planning and development process.

The Children's Planning Council's task is to formulate a master plan and to provide an accessible and functional service delivery system for children and families in Los Angeles County. The Council consists of some 35 representatives from county government, cities, schools, service providers, and various philanthropic, business, ethnic and geographical communities.

Since its inception, the Children's Planning Council has been laying the groundwork for change in the multiple agencies and systems that currently spend over $12 billion annually. Working together, the Council has:

- Agreed on a vision and operating principles
- Gathered and analyzed needs data
- Established the eight service planning areas
- Agreed upon an outcomes framework to produce a countywide scorecard
- Examined annual county children's budget data
- Launched a countywide data match project across major child and family-serving departments

Countywide Criminal Justice Coordinating Committee

The Los Angeles County Board of Supervisors created the County Wide Criminal Justice Coordinating Committee (CCJCC) in 1981. This committee focuses specifically on criminal justice, crime, and enforcement issues. The CCJCC is a policy-level multi-jurisdictional advisory body. Originally, the CCJCC was created as a part of a comprehensive program to reduce violent crime in the county. The Committee brings together key decision-makers to promote improvements in the local criminal justice system through greater cooperation, coordination and collaboration. The CCJCC has the following defined functions:

- The development of long-range strategies and funding priorities
- The improvement of day-to-day coordination of local criminal justice agency operation

- The development of collaborative responses to county-wide problems
- The development of legislative remedies
- The membership represents a wide-range of interests in the county

Table 3.1 lists the Committee members and their affiliations.

The Los Angeles County Criminal Justice Coordinating Committee

Michael D. Antonovich	Chair, Supervisor, 5th District, Board of Supervisors, Mayor
Leroy Baca	Chair Pro Tem, Sheriff, L.A. County Sheriff's Department
Bob Bartlett	Independent Cities Association
Robert Bender	L.A. Peace Officers' Association
Mike L. Brown	Chief, California Highway Patrol, So. Division
Victor E. Chavez	Los Angeles Superior Court
John A. Clarke	Executive Office/Clerk, Los Angeles Superior Court
Steve Cooley	L. A. Co. District Attorney
James V. DeSarno, Jr.	Federal Bureau of Investigation, L.A. Division
Larry Fidler	L. A. Superior Court
Terry B. Friedman	L. A. Juvenile Court
William T. Fujioka	L.A. City Admin./Research services
Jon W. Fullinwider	L.A. Co. Chief Information Officer
James K. Hahn	L. A. City Attorney
Anthony T. Hernandez	L.A. County Coroner
James D. Herren	Chief, South Bay Police Chiefs' Assoc.
Bruce Hoffman	L.A. County Alternate Public Defender
Mary Thornton House	L.A. Superior Court
Jack Hunt	L.A. Superior Court
Jay Imperial	L.A. County League of California Cities
Donald W. Ingwerson	Superintendent, L.A. County Office of Education
Thomas E. Jackson	California Contract Cities Association
David E. Janssen	Chief Administrative Officer, L.A. County
Michael P. Judge	L.A. County Public Defender
Andrew Kauffman	L.A. Superior Court
Donald R. Kincaid	Bureau of Alcohol, Tobacco, Firearms
Stephanie Klopfleisch	Director, L.A. Co. Community and Senior Services
Michele M. Leonhart	Special Agent in Charge, Drug Enforcement Administration
Bill Lockyer	State of California, Attorney General
Stephen Marcus	L.A. Superior Court
Alejandro N. Mayorkas	U.S. Attorney
Bernard K. Melekian	Chief, L.A. County Police Chiefs' Association
Cindy Miscikowski	L.A. City Council
Richard Neidorf	L.A. Superior Court
Joan Ouderkirk	Director, L.A. County Internal Services Dept.
Bernard C. Parks	Chief of Police, L.A.P.D.
Lloyd W. Pellman	L.A. County Counsel
Richard Riordan	Mayor, L.A. City

Roy Romer	Superintendent, L.A. Unified School District
Joseph A. Santoro	Chief, SGV Police Chiefs' Association
Thomas J. Schiltgen	Immigration and Naturalization Services
Richard Shumsky	CPO, L.A. County Probation Department
Dennis Tafoya	L.A. County Affirmative Action Office
Mike Trevis	Southeast Police Chiefs' Association

Table 3.1 The Los Angeles Countywide Criminal Justice Coordinating Committee

Juvenile Justice Coordinating Council

The Juvenile Justice Coordinating Council (JJCC) is a branch of the CCJCC that focuses on matters related to juvenile delinquency. The JJCC had its roots in 1994, under a Correctional Options Planning Grant from the Bureau of Justice Assistance in which representatives from the Probation Department, District Attorney's Office, Sheriff's Department, Public Defender's Office, Department of Health Services, Department of Mental Health Services, Office of Education, and the Presiding Judge of the Los Angeles Superior Court, Juvenile Division, were assembled. In preparation for the Challenge Demonstration Project, additional community representation was added.

The JJCC, chaired by the Chief Probation Officer, was the group that was primarily charged with developing and implementing a Local Action Plan for Challenge Grant II. The membership roster for the JJCC for that effort included representatives from:

- Los Angeles County Board of Supervisors
- Los Angeles County Probation
- Los Angeles County Superior Court
- Los Angeles County Sheriff's Department
- Los Angeles County District Attorney
- Los Angeles City Council
- Los Angeles County Department of Public Social Services
- Los Angeles County Department of Health Services
- Los Angeles County Department of Children and Family Services
- Los Angeles Unified School District
- Los Angeles County Department of Mental Health
- Community at Large Representative
- Kazi House, Inc.
- Children's Hospital of Los Angeles
- Los Angeles County Police Chief's Association
- Commission for Children, Youth and their Families
- Los Angeles County Public Defender's Office
- Los Angeles County Office of Education
- Los Angeles Police Department
- Los Angeles City Attorney's Office
- California Youth Authority
- Mayor's Office Criminal Justice Planning

The same participants were reconvened to work on the Schiff-Cardenas Crime Prevention Act of 2000 in September 2000. JJCC emphasizes interagency collaboration and community involvement.

Previously, the JJCC has reviewed and analyzed issues in several specific areas, ranging from prevention through incarceration, including:

- Gender specific programming to address the rising rate of female juvenile delinquency, pregnancy, and associated issues.
- Programming to address crowding in juvenile institutions. Without new alternatives, the incarcerated juvenile population will grow considerably over the next 5 to 10 years – Los Angeles County is likely to experience more of a population increase than most jurisdictions in the country.
- Crowding:
  - has high costs;
  - is a detriment to the health and welfare of incarcerated minors;
  - runs counter to reunification of the family; and,
  - has long-term social ramifications.
- Specific programming for substance abuse.
- Placements that are equipped for housing/treating emotionally disturbed minors that do not fit into the existing placement/incarceration system. These are difficult and costly cases. The process involves considerable collaboration/coordination between Mental Health Services and Probation.
- Transitional housing/service programs for emancipating minors who are making the transition from suitable placement or camp to the community. Indicators are that addressing this gap may prevent recidivism.
- Programming that involves close police-probation coordination/partnerships, especially in suppression of criminal activities
- Greater integration of services and sanctions with a change of focus from the individual minor, to the family.
- Programming that integrates local community and private sector resources and service.

Multi-agency Collaborative Programs

The following is a representative sampling of multi-agency programs that juvenile justice and social service agencies participant in.

New Directions Task Force/Long-Term Family Self-Sufficiency (LTFSS)

The New Directions Task Force was formed in April 1999 to develop a cohesive “Long-Term Family Self-Sufficiency Plan” for CalWORKS and working poor populations, with the purpose of creating strategies that provide maximum effectiveness to stabilize families by building their capacity to become self-sustaining.

Membership. The directors of the Los Angeles County Departments of Public Social Services, Children and Family Services, Parks and Recreation, Health Services, Human Resources, Mental Health, and Community and Senior Services; the Chief Probation Officer, the Chief Administrative Officer, the Chief Information Officer, the Acting County Librarian, the Executive Director of the Community Development Commission, the Superintendent of Los Angeles County Office of Education, the Director of the Los Angeles Homeless Service Authority, and a representative from the Child Care Advisory Committee.

- In October 1999, after a planning process begun in May 1999, the New Directions Task Force adopted the resulting package of 59 proposals that has since been combined into 46 projects that were adopted by the Board of Supervisors on November 16, 1999.
- Of the 46 projects, the Probation Department is the Lead Agency for three projects and participates in 13 others. The three projects are:

- Project #25-Operation Read. This project provides reading tutoring to probationers and foster youth. It has been developed in collaboration with five County departments, eleven community-based organizations and the County Literacy Initiative Task Force. Operation READ was implemented in October 2000.
- Project #29-School-Based Probation Supervision. This project provides on-site supervision of probationers and at-risk youth at 25 school locations. Monitoring of school performance and attendance as well as suspensions and expulsions, conditions of probations, and referral to community-based organizations for needed services are also components of the program. Project #29 has been developed in collaboration with school districts and community-based organizations. The project was implemented in March 2000.
- Project #30-Support Groups for Families with Children ages 11-18 on Probation. This project is designed to organize the families of 50 youth on probation in the Northeast San Fernando Valley into mutual support groups focusing on children succeeding in school, dealing with the difficulties associated with a youth on probation, and enhancing parents skills and workforce readiness. The project is a collaborative between the Probation Department, California State University Northridge, and community-based organizations. The project is still in the planning stages and is targeted for implementation in April 2001.

Family Preservation

Since January 1991, Los Angeles County has established a comprehensive, community-based network of services that protect children while they remain with their parents. This is called the Family Preservation Approach. The planning of this unique program has been a broad-based community effort. The Family Preservation Services Committee, under the leadership of the Commission for Children and Families, and in collaboration with the Departments of Children and Family Services and Mental Health and the Probation Department, developed program goals and fundamental principles for the Family Preservation Approach with the help of a partnership of community groups, private agencies and other public agencies. Family Preservation is currently serving nineteen communities and is in the process of expanding to six additional communities that will complete the countywide implementation. The Probation Department participates on the Multi-Disciplinary Case Planning Teams and conferences for each child and family in the program and is a full partner in the program.

Interagency Children's Services Consortium/Wraparound Program

The Interagency Children's Services Consortium (ICSC) was formed in October, 1998 by the Board of Supervisors. The Consortium is a policy-making body through which the Department of Children and Family Services, the Department of Mental Health, the Department Health Services, Probation, and the Los Angeles County Office of Education (LACOE), work in conjunction with the Chief Administrative Office and the Los Angeles Unified School District (LAUSD). The Consortium shares responsibility and authority for jointly managing the MacLaren Children's Center and developing the Long-Term Intensive Care System for community-based care of children most in need.

The Central Administrative Unit (CAU) serves as the operational counterpart to the ICSC's policy-making responsibilities and is responsible for managing the Community of Care Integration project from planning to implementation, assuring its effectiveness, and assuring resource development throughout the community. Each CAU member representative is responsible for representing the Department/agency in the most complex, sensitive, and controversial issues in the planning, development and implementation of County programs for children and families that require integrated services and case management.

The ICSC, through the CAU, has been developing a community-based system of care that includes Wraparound services for children with multiple, complex, and enduring needs. Wraparound is a Title IV-E Waiver Program that allows for the monthly funds normally paid for a Level 12-14 group home to be used to fund services and supports so that a child with multiple, complex and enduring needs can be placed at home.

As part of this effort, the Probation Department has participated in the 10-Child Pilot at MacLaren Children's Center as a member of the multi-disciplinary team that creates a case plan with the child and family for a safe return to a family setting with appropriate services and supervision to support the child and family. This pilot has been the precursor to the ICSC's plans to implement Wraparound countywide. The ICSC has recently completed a selection process for the first two of eight community-based providers to serve as lead agencies. The Probation Department similarly serves on the multi-disciplinary teams with other members of the ICSC and the community-based providers.

Start Taking Action Responsibly Today (START)

The START program seeks to serve children in the dependency system that is exhibiting pre-delinquent and/or delinquent behaviors. The primary goal of this early intervention program is to provide these youth with the probation-related services, and the specialized services provided by other team members in order for the child to become sufficiently successful to remain in the dependency system; to not "cross over" to Probation and the delinquency system.

The START team is a multi-agency team comprised of representatives from the Department of Children and Family Services, the Children's Social Worker, a deputy probation officer from the Probation Department, clinical professionals from the Department of Mental Health, and counselors from the Los Angeles County Office of Education. Additional team membership may include representatives from the Los Angeles Unified School District for those children from that school district area. These professionals collaborate with community groups and service providers; child advocates, and other agencies such as the District Attorney, the dependency and delinquency courts, the child's CASA representative or the child's attorney, local law enforcement and the child's family, as appropriate.

The program is based on identifying the child's unique needs that are the leading cause of the problems resulting in the pre-delinquent or delinquent behavior. Once identified, the team is to develop a plan of treatment in a supportive community environment that enables the child to make more positive decisions that will lead to reaching their potential and becoming productive adults.

The START Unit is a service delivery model and partnership approach for providing intense and specialized assessment and case management services to prevent dependent youth from entering the juvenile justice system and/or reduce further escalation of delinquent behavior. The vision of the Unit is to identify and address the unique needs of dependent/delinquent youth through a multi-disciplinary, multi agency team and a supportive community environment that will guide and empower these youths to reach their potential and become productive adults.

Originally, the program was based on a foster-care model and funded under Title IV-E at the MacLaren Children's Center. Later, it was determined that most of the children really needed mental health services. As a result, the model was changed to a mental health model of treatment funded under the EPSDT program. The program was expanded to two teams and decentralized to two DCFS offices where all team members are located. There are plans to expand the program countywide in order to meet the needs of dependency youth throughout the county in need of services to keep them from becoming more delinquent.

During FY 97-98 the START Unit was located at MacLaren Children's Center (MCC) and initially took referrals of children living at MCC though, subsequently, referrals have come from the field. The Unit serves up to 210 youths that are given a multidisciplinary assessment by Unit staff, followed by intensive case management to implement a case plan. The youth's DCFS cases are transferred to one of seven CSWs in the Unit who carries up to 30 cases. After the initial assessment and development of the case plan, the other START Unit staff (psychologist, probation officer, counselors from LACOE and LASD) provide ongoing consultation to the CSWs and providers of community services and direct follow up with the youths as needed.

Welfare and Institutions Code Section 241.1 Joint Assessments

More and more children that are in out-of-home placement being supervised by the Department of Children and Family Services become involved in delinquent behaviors and come to the attention

of the delinquency court. Section 241.1 of the Welfare and Institutions Code provides for the "joint assessment" by both the child protective services system and probation. The purpose of Section 241.1 is to give both agencies the opportunity to review the relevant facts of the child's social history and to make joint recommendations to the delinquency court as to whether the child should remain in the dependency system, "cross over" to the delinquency system by being made a WIC Section 602 ward of the court with care, custody, and supervision provided by probation; or if the child should remain in the dependency system for the provision of social services but also be supervised and provided the specialty services that can be provided with the supervision of a probation officer.

The children who receive services from both systems are often referred to as "dual supervision" cases because both the dependency and delinquency court are involved with their care. The children remain the primary responsibility of and receive services from the Children's Social Worker (CSW) at the Department of Children and Family Services but they also are supervised by and receive services from the Deputy Probation Officer (DPO).

*The 241.1 Unit completes approximately 85 to 95 joint assessment investigations per month***.** Approximately 20% result in 602 WIC wardship orders in which the child "crosses over" to the probation/delinquency system. Recent statistics indicated that in August 2000, WIC 602 wardship was ordered for nineteen children who received assessments by the 241.1 Unit; of the nineteen, ten received suitable placement orders and nine received orders for camp community placement.

Dual Supervision

Cases that are processed by the 241.1 Unit that result in an order for dual supervision are handled in a specialized manner. These cases are assigned to two DPOs located at the Crenshaw Regional Placement Unit. Each deputy is assigned 50 cases. These DPOs work jointly with the CSW at DCFS to provide the supervision and services these children need. Because the program is growing countywide, additional dual supervision cases have been assigned to a regular supervision DPO in the Pomona juvenile unit, and additional cases have been assigned to various Office of Prevention Services (OPS) DPOs throughout the county. Currently there are approximately 300 dual supervision cases countywide.

Young Women At Risk Violence Intervention Program

The Young Women At Risk Violence Intervention Program (YWAR) is a collaborative pilot program funded by the City of Los Angeles to meet the needs of at-risk female youth, ages 15 to 18 years of age. It targets female youth at continuation high schools with serious social, behavioral, and/or emotional problems. The program began in 1999 and includes participants from the local community, the school, Los Angeles County Probation Department, and the Los Angeles County/USC Medical Center Violence Intervention Program.

The goal of the program is to reduce the number of girls entering the juvenile justice system and to effectively rehabilitate those who are already involved. Specific goals include promoting self-esteem and self-confidence; increasing awareness between the relationship of violence, sexual exploitation and assault and risk of sexually transmitted diseases and consequences of teen pregnancy. Other program goals include increasing awareness and understanding of depression and mental illness, substance abuse and eating disorders. The program seeks to promote career development and provide tools for self-sufficiency. It also seeks to serve as a resource to promote awareness of the services available to teen women.

The program seeks to promote the accomplishment of these goals through delivery of a four-module curriculum. These modules address issues in the areas of Appreciating Young Women, Healthy Relationships, Mental Health Issues, and Career Planning. In addition to the modules, the program seeks to provide positive role models to mentor these girls and to provide on-site services. Speakers attend their meetings and the girls are exposed to new interests through regular field trips. The program partners with community leaders and service providers.

The program identifies outcome measures as a change in risky, unsafe or maladaptive behaviors of the participants, an increase in the participant's level of knowledge of basic physical and mental

health, forms of abuse, prevention strategies, and career preparation. Successful outcomes are measured by a reduction in the number of participants entering or re-entering the juvenile justice system. Another measure is an increase in the number of participants who successfully transition from high school to jobs or higher education. A very serious measurable outcome is a reduction in the number of participants who become pregnant or if additional pregnancies are reduced.

The City of Los Angeles Commission on the Status of Women reported on April 24, 2000 on the Young Women At Risk Violence Intervention Program, however arrest data was not available at this time. The Commission listed a number of protective factors that have been identified in the lives of at-risk girls who avoid delinquency: exposure to positive role models, a close relationship with at least one caring adult, positive development of gender identity, some exposure to healthy interpersonal relationships, opportunity to develop a strong sense of self, an orientation toward the future, delayed sexual activity, and support from family, school, and community.

The Commission found that the incidence of girls committing violent crimes has increased approximately 125% over a ten-year period, as reported by the U.S. Department of Justice. The Commission states that preliminary findings strongly indicate that a literacy component is required to facilitate and enhance the success of the program because most of the students were found to have serious reading and comprehension deficiencies.

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Strengths and Weaknesses of the Present System

Weaknesses

Size of Los Angeles County

The juvenile justice system in Los Angeles County is reflective of the enormity of the county itself. The population of the county is in excess of nine million people. The County encompasses eighty-eight cities and eighty-two school districts. It is the equivalent of about half the population of the State. The County is larger than 42 states. The geographic size of the county represents approximately 4000 square miles of territory and includes urban, suburban and rural areas. It includes beaches, deserts, foothills and mountain terrain. Public transportation services are inadequate in a County of this size. Poor families find it difficult to get to their jobs, to meet family needs and to access services due to the distance, scheduling and cost of public transportation. Families that are reliant of public transportation must often allow several hours extra each day for their travel requirements. This takes them away from their families and leaves them exposed to the elements while waiting for transportation.

There are approximately 1.08 million juveniles, aged 10-17, in the county who should be attending school. The juvenile population is approximately 28% of the total state juvenile population. Crime statistics reveal that juveniles in Los Angeles County commit 25% of the State's juvenile crimes, however, Los Angeles County youth commit 26% of the felonies and 30.1% of the State's juvenile violent crime. These high numbers are indicative of the problems and difficulty the County has had in effectively meeting the needs of these youth and deterring them from a life of crime.

Language, School, and Dropout Rate

The socio-economic status of the people of the county also varies widely as does the culture and ethnicity of the residents. Approximately 90 languages are spoken in Los Angeles County and 50% of the children entering school are limited in their English proficiency. The dropout rate is high and only 60%-62% of the children in the county graduate from high school. Experts draw a direct correlation between a child's failure in school and their family's socio-economic status and educational level. Current estimates indicate that in excess of 610,000 people in the County receive aid through CalWORKS. With greater numbers of children not speaking English and dropping out of school, it is less likely that they can become economically successful. Their children are at greater risk of educational failure and delinquency than are children from families with higher levels of education and greater economic status.

Families with greatest risk are usually those with greatest need. Families that have failed to achieve in the areas of education and work often are affected by other risk factors. These factors may include substance abuse and criminal history on the part of the parent, domestic violence in the home and child abuse or neglect. The highest-need families most often live in high-risk neighborhoods that are plagued by violence, drugs, and gangs. This situation exposes large numbers of children to higher risk and less protective factors that can contribute to their success. It exposes them to greater risk of violence and victimization, both within and without the family; it provides less opportunity for exposure to pro-social factors and activities that can contribute to a sense of success and accomplishment. The children in these areas are in need of structured, positive supervision. They need pro-social activities that provide them with the opportunity to model adults that represent success in their personal lives, on the job and in school. These children need authority figures to provide the appropriate guidance and attention that can lead them to a successful educational experience. Success in education can result in these children breaking the

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cycle of abuse, failure, and poverty. It can lead these children out of the cycle of crime and violence.

Fragmentation of Service Delivery

The County employs approximately 85,000 people working at approximately 70 different departments and commissions. Collaboration at the line-level of service provision can be difficult in a county of such enormous size. Working together across departmental lines successfully often depends on staff knowing each other and being able to reach a contact in another department directly. Even reaching the correct person in another department can be difficult until relationships are established.

Each department has its own method of collecting and reporting data utilizing data systems that are unique to meet their specific needs. In a county of this size and service population, simple computer programs are not usually feasible. It is more likely that huge database systems are necessary to effectively manage and store data. Because each department has worked independently to develop their own systems, sharing of data has become a complex issue. Beyond the sharing of data is the even more complex task of comparing data across system lines. These database systems do not generally “speak” to one another. These projects become time-consuming, complex, and expensive to develop and implement for the data systems to be compatible in the sharing and comparing of data.

The Probation Department data system for managing juvenile information is out-dated and inadequate. The Department is in the process of developing a new juvenile information system that will be comprehensive. It is difficult for the Department to maintain accurate data systems information and statistical data without adequate automated systems.

System Cross-Over Populations

Some children with complex and enduring needs are not adequately served in the various systems of care such as the dependency and mental health systems and as a result, they “cross-over” to the juvenile delinquency system. Our present service systems have not adequately identified their needs and provided services in an integrated manner. The children most impacted are those served through the Department of Children and Family Services/Dependency Court system who are seriously emotionally disturbed (SED) and those children who are mentally ill. There has been difficulty in obtaining the necessary community-based services for these children. When their needs are not met, they are not stable and they act out which can result in violence and threats. They are often arrested and transported to juvenile hall. These children are not usually delinquent in the traditional sense but without successful treatment intervention they will become career criminals in that they cannot effectively control their behavior for sufficient periods of time to successfully complete any program. When the arrests continue and with higher-level penalties at each step, the children are incarcerated until they advance to the Youth Authority level. If successful treatment intervention is not provided, these children move on to the adult jail/prison systems.

Gender-Specific Services

Los Angeles County has several programs serving the specific needs of girls not available to most other counties. The County has a camp program that serves girls in residential treatment. Girls also receive psychiatric services at a co-ed facility operated jointly by Probation and the Department of Mental Health. There is a newly implemented after-school program for girls. However, the need far exceeds the existing programs. In the past, the Probation Department has not required providers of services under contract to the Department to provide services and programs that are uniquely and specifically developed for girls’ needs. Programs for girls have not been countywide and as a result most girls have not received the specialized treatment services across the continuum that they require.

Substance Abuse

There have been insufficient resources in the county for youth with substance abuse issues. The county has historically placed most of its substance abuse treatment resources into the adult services community. Treatment for the youth of the county was provided primarily via the community-based services provider groups without funding from the County and through the residential group home placement providers funded primarily through the federal Title IV-E foster care program. There have been relatively few services funded by the county for treating youth who remain in their homes with their families in a community setting. Because financial resources were already stretched to a maximum, shifting resources to fund youth programs would have meant shorting those programs already funded.

Mental Health Services

The current system of mental health services is inadequate and insufficient to meet the critical needs of our juvenile population. A recent study in August and September 2000 indicated that approximately 34% of youth entering juvenile hall are in need of mental health services. The current system of mental health services provides for crisis intervention at the Probation Department's treatment camps and juvenile halls.

Far too many youth with serious mental disorders from the dependency and mental health systems are crossing over to the delinquency system. This group of mentally ill youth languish in the juvenile justice system and in juvenile hall awaiting an increasingly protracted judicial process. The JJCC had great difficulty in determining in what system these youth could best be served. It was determined that a new judicial process is needed.

Far too often, the reason that these youth are in Juvenile Hall for long periods is that there are few options available. Most of these youth have been the object of numerous placements and re-placements. Mental Health treatment to stabilize the behavior while in juvenile hall is needed, but only available in the most limited ways for crisis intervention. While sorely needed, the required mental health screening, assessment and treatment for all youth entering juvenile hall is currently not available. Even after being stabilized youth do not have viable community placement options. New models such as Community Treatment Facilities and wraparound models such as Multisystemic Therapy are needed.

Camp Aftercare

One of the most critical periods for juveniles placed in residential treatment facilities occurs once they return from camp or placement and attempt to reintegrate into their homes and communities. Often, juveniles who benefit from a controlled, structured environment have difficulties applying their newly acquired skills and behavioral modifications to community life situations. Aftercare services provide an extended period of supervision and service delivery to assist juvenile offenders during this transition period with the goal of preventing and reducing recidivism

A weakness in the current system of aftercare services is caused by the sheer distance of camps from the probationers' communities. Families and community-based organizations do not participate in the aftercare planning for the youth, thus missing a significant opportunity to be included and contribute to the planning process. An integrated case planning process inclusive of the probationers' families and community-based service providers is needed. Additionally, additional focus on the ability of emancipating minors to successfully transition from camp needs to occur. Services initiated while the probationer is in camp and continued with the same service providers when he/she transitions home or to an independent living situation provide for greater continuity and likelihood of success.

Transportation

The lack of adequate transportation is an impediment to probationers' ability to access after school and weekend services as well as attend school. Many of the services that could be of benefit to probation youth are outside of the immediate neighborhood or require some form of transportation.

Lacking transportation or the resources to access public transportation often means that juvenile offenders forego the services that would address many of their needs and risks.

Compounding this is the problem of probationers crossing gang boundaries. According to LAPD, Los Angeles has over 400 gangs and over 65,000 active gang members. These gangs have virtually balkanized the county and have established hard gang boundaries. Within these gang boundaries are "cliques" that are often engaged in violent gang warfare. This poses a serious issue of safety for youth, especially probationers attempting to travel from one neighborhood to another. Many probationers decline to pursue services or programs or attend school because of the risk of traveling through gang neighborhoods.

Safe and accessible transportation services are needed for probationers and their families attending programs and services provided through CPA 2000.

Gang Intervention

Gang violence is rampant throughout Los Angeles County, resulting in a gang problem escalating to epidemic proportions. Gang activity threatens public safety and corrodes the moral and social fabric of neighborhood life. As reported in the *Los Angeles County Police Department 2000 Homicide Analysis*, Citywide Gang Crime Summary dated October 2000, gang members accounted for 43% of all homicides during the first six months of 2000.

The proliferation of youth gangs and concomitant gang violence has increased significantly in the last year, focusing considerable public attention on the gang problem. In virtually every area, schools, parks, movie theaters, public events, and finally, criminal justice agencies, this burgeoning gang presence adversely affects our communities.

The current gang intervention program operated by the Probation Department supervises only those gang members who have come to the attention of the courts and Probation Department. The vast majority of active gang members reside in the community without any effective monitoring or intervention. This presents a major weakness in the Probation Department's and other law enforcement efforts to curb gang violence and gang activity. There is a compelling need for a gang intervention programs at the community level.

Truancy

Truancy remains a major problem for probation and at-risk youth and is an obstacle to their success in school. For example, prior to the implementation of the School-Based Probation Supervision Pilot program, 629 probationers in the 25 high school sites had accumulated 2,239 unexcused absences in a 90-day period. Additionally, a review of our 601 program intake data reveals that a significant number of referrals are for chronic truant youth. A further consequence of truancy is less revenue for school programs as a result of school absences. A serious weakness in our truancy program is the lack of early truancy prevention services. In general, probation intervention occurs at the late stages of middle school and in high school. There is a need for expanded earlier intervention at the elementary school level.

Strengths

Workforce Commitment, Ingenuity and Resiliency.

The commitment and ingenuity of the Probation Department workforce has resulted in the creation of a number of effective and successful programs and services. Some of these programs are contained in CPA 2000. Notable among other programs are:

- Repeat Offender Prevention Program. This community prevention model focuses on addressing the needs of the whole child and family. Early intervention has stabilized and prevented the escalation of delinquent behavior among program participants.
- Long-Term Family Self-Sufficiency School-Based Probation Supervision The success of this pilot program in improving school attendance, performance and behavior, compliance with

terms of probation, as well as in reducing suspensions and expulsion has changed the Probation Department's service delivery model for high school probationers. The model is being expanded through CPA 2000.

- Juvenile Hall Excel Program. This program has become the standard juvenile hall program for detained minors, providing them with life skills and value standards for success in their self-development and avoidance of delinquent behavior.
- Residential Camp Treatment Program. This program has a significant number of specialized services (see Appendix E) designed to address the needs and risks of detained youth.
- WIN. This program provides a new approach to juvenile probation supervision by holding the juvenile accountable for achieving high school graduation or GED certification.
- Juvenile Crime Enforcement and Accountability Challenge Grant – II. This program addresses the second-time offender that is still in the community utilizing the Youth Family Accountability Model (YFAM). It provides services for moderate- to high-risk juveniles in a structured three-hour after school program each day. Services include, but are not limited to, tutoring, mentoring, recreation, education, and substance abuse prevention. The YFAM program began intake at eleven Community Reporting Centers (CRCs) in late February 2000 and in June 2000 the twelfth CRC came on line. The University of Southern California School of Social Sciences is conducting the research on both the treatment and control groups. Outcome data is not yet available but anecdotal evidence from the probationers, community-based organizations and probation officers indicates the probationers like the program and attend the program.

Interagency/Community Collaboration

The County has formed several interagency work groups and collaboratives that are in various stages of development and operation. While Los Angeles County is advanced in its implementation of interagency collaboration at an administrative level, the county has yet to achieve a line-level service-delivery model based on true integration across all service lines. In a county the size and complexity of Los Angeles, it requires massive effort and time to achieve those goals. The many agencies and groups involved in this effort are identified below:

Children's Planning Council

The Children's Planning Council was created in 1991 by the Board of Supervisors to formulate the vision, goals, and master plan to guide other planning efforts. It provides the mechanism for developing an accessible, meaningful, and functional service delivery system that meets the needs of children and their families. It collects county-specific data on children up to age 21. In 1993 the Board of Supervisors adopted a regional framework by which public systems could plan, compare data and coordinate services. The eight Service Planning Areas (SPAs) and a system of public/private councils in each of these areas provide the basis of a community collaborative in eight geographic areas encompassing the entire county. It creates a regional framework by which public systems can plan, compare data, and coordinate resources. Each of the departments serving children work with the community representatives in each of the SPA locales to achieve true integration of services at the family resource level. Three hundred collaboratives for children, youth and families form the basis of the Council.

Interagency Children's Services Consortium

The Interagency Children's Services Consortium (ICSC) was formed in October, 1998 by the Board of Supervisors. The Consortium is a policy-making body through which the Department of Children and Family Services, the Department of Mental Health, the Department Health Services, Probation, and the Los Angeles County Office of Education (LACOE), work in conjunction with the Chief Administrative Office and the Los Angeles Unified School District (LAUSD). The Consortium shares responsibility and authority for jointly managing the MacLaren Children's Center and developing the Long-Term Intensive Care System for community-based care of children most in need.

Through its Central Administrative Unit (CAU), the goal of the Consortium is, in part, to develop a community-based system of care which includes Wraparound services for children with multiple, complex, and enduring needs. The CAU serves as the operational counterpart to the ICSC's policy-making responsibilities and is responsible for managing the Community of Care Integration project from planning to implementation, assuring its effectiveness, and assuring resource development throughout the community. Each CAU member representative is responsible for representing the Department/agency in the most complex, sensitive, and controversial issues in the planning, development and implementation of County programs for children and families that require integrated services and case management.

Los Angeles County Children and Families First - Proposition 10 Commission

The Los Angeles County Children and Families First - Proposition 10 Commission was established by the County Board of Supervisors following voter approval of Proposition 10 in November 1998. Since May 1999, the Commission has engaged in an in-depth planning process, including multiple broad-based and inclusive public meetings to gather data and community input, in order to develop a Strategic Plan. The Plan represents a clear, responsive and accountable roadmap to better meet the pressing needs of the County's pregnant women, young children and their families. It presents strategies to meet the needs of children under the age of five and for the allocation of Proposition 10 funds. The plan represents a powerful and unified statement of focused direction and purpose. It reflects a serious and sensitive assessment of the current status of children under five years of age in the County and their families. It includes carefully selected and targeted strategies, a community-based implementation process that addresses identified needs, and programs that will build on or expand successful and responsive efforts already in place.

Commission for Children and Families

The Commission for Children and Families was established in 1984 to serve in an advisory role to the Board of Supervisors with respect to children living in Los Angeles County. Particular emphasis was placed on policies regarding abused and neglected children. The Commission plays a leadership role in establishing and furthering public-private partnerships as well as working for the integration of services among the County departments. It seeks to work for a seamless system of care that creates positive outcomes for children, parents, and communities. Although, the primary focus was originally listed as those children served by the dependency system, the Commission has been a strong advocate for meeting the needs of those children served by the delinquency system. Most recently, the Commission worked with the Probation Commission to identify issues and make recommendations to better meet the needs of children with mental illness served by both the dependency and delinquency court systems.

Inter-Agency Council on Child Abuse and Neglect

The Inter-Agency Council on Child Abuse and Neglect (ICAN) was established by the Board of Supervisors in 1977. It serves as the official agent to coordinate the development of services for the prevention, identification and treatment of child abuse and neglect. ICAN is a collaborative that includes 27 county, state and federal agency heads along with UCLA, 5 private sector members and the Children's Planning Council. ICAN forms a strong multi-level, multi-disciplinary and community network that provides the framework through which critical issues are identified, advice is formulated and strategies are developed to improve the community's collective ability to meet the needs of abused and at-risk children.

Probation Commission

The Probation Commission was originally formed as the Probation Committee in 1903. The Commission is one of the oldest official bodies in the County. Commissioners, appointed by each of the Board of Supervisors, serve four-year terms and serve as advocates for juveniles in the justice system. The Commission is committed to rehabilitation as a viable goal and encourages probation experiences that enable young people to become productive members of our society. The Commission also acts in an advisory capacity to the Chief Probation Officer. It reviews and assesses departmental policies and programs that affect the health and welfare of minors in

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juvenile halls and camps. It works in collaboration with members of the Justice Department, the California Board of Corrections, county stakeholders, and community representatives. Most recently, the Commission worked with the Commission on Children and Families regarding the specialized needs of mentally ill or seriously emotionally disturbed (SED) children in the dependency and delinquency systems.

Juvenile Justice Coordinating Council

The Juvenile Justice Coordinating Council was formed in 1994 as a sub-group to the Countywide Criminal Justice Coordination Council (CCJCC) in response to the Correctional Options Planning Grant from the Bureau of Justice Statistics. Its purpose is the development of a local action plan for the county in the area of juvenile justice and delinquency prevention. Membership in the Council includes, the Probation Department, Board of Supervisors, Superior Court, Sheriff's Department, District Attorney, Los Angeles City Council, Departments of Public Social Services, Health Services, Children and Family Services (DCFS) and Mental Health. Additional members include the Los Angeles County Office of Education, Children's Hospital of Los Angeles, Los Angeles County Police Chief's Association, Commission for Children, Youth and their Families, Public Defender's Office, Los Angeles Unified School District, Los Angeles Police Department, Los Angeles City Attorney's Office, California Youth Authority, the Los Angeles Mayor's Office of Criminal Justice Planning, Kazi House, and a community member. The JJCC emphasizes interagency collaboration and community involvement for planning, analysis and program recommendations.

Countywide Criminal Justice Coordination Committee

The Countywide Criminal Justice Coordination Committee is a policy-level, multi-jurisdictional advisory body that was established by the Board of Supervisors in 1981. Its mission includes the development of a comprehensive program to reduce violent crime and to bring together key decision-makers to promote improvements in the local criminal justice system through greater cooperation and coordination. Some of these efforts include the development of long-range strategies and funding priorities, the improvement of day-to-day coordination of local criminal justice agency operations, the development of collaborative responses to countywide problems, and the formulation of legislative remedies. Membership includes representatives from all county justice-related agencies and the courts, city police departments, the U.S. Attorney, the County Board of Supervisors and the Los Angeles City Council and City Attorney, the Coroner, county departments serving children, adults and families, the Los Angeles County Office of Education, Drug Enforcement Administration (DEA), various police associations and police chiefs, Immigration and Naturalization Service, and others.

Interagency Operations Group

The Interagency Operations Group (IOG) was formed in 1996. Its mission is to promote the county's vision for children and families by accelerating the implementation of, and generating solutions that will remove operational barriers to integrated services. Its goals are to increase knowledge of disciplines and funding streams and to produce managers committed to collaboration and integrated services. It is to maximize opportunities to build and sustain systems that improve outcomes through integrated resources. The purpose of the IOG is to promote and support community-based planning, promote development of service systems for high-risk youth and families served by multiple departments, and to serve as a problem solving body to overcome operational barriers related to integrated services. Membership includes those departments that serve children and families.

Los Angeles County New Directions Task Force

The New Directions Task Force was formed to develop a cohesive Long Term Family Self-Sufficiency Plan for CalWORKS recipients and working poor populations, with the purpose of creating strategies that provide maximum effectiveness to stabilize families by building their capacity to become self-sustaining. Five Planning for Results Workgroups developed recommendations that include the participation of community stakeholders from across the county.

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A total of 63 proposal recommendations were incorporated into 46 projects. Projects focus on the benefits to the entire family rather than treating the needs of one individual member of the family. Public agencies and community-based service providers in a variety of specialty areas work together to ensure that families can become successful. Part of the uniqueness of these strategies is that the projects address specific impediments to success such as substance abuse, illiteracy, access to good health care, successful reunification of family members following out of home placement of children, domestic violence, homelessness, child care issues, high school graduation for youth, and child abuse and neglect.

Building Linkages and Resource Development

The Probation Department has had a long history of working with community-based service providers in order to meet the needs of both adult and juvenile probationers in the community. These efforts have largely been a referral process in nature rather than through a contract for services. The Department developed a resource directory for its staff that has been continuously updated to reflect new providers of service. In a county as large as Los Angeles, it was important to develop a directory that could locate services and providers by name, service provided and by zip code.

The Department also developed a specific resource directory for those providers that were under contract for the provision of services as an approved TANF service provider. The directory and the vouchers are distributed to each office and staff access the directory and vouchers as needed to ensure that the probationers and their families can access services directly and timely.

The Board of Supervisors created the Service Integration Branch (SIB) in the Chief Administrative Office on May 16, 2000 to support and coordinate collaborative policy development initiatives. SIB assists county departments to integrate service delivery systems and to help provide children and families with needed information. SIB was created to provide leadership, planning, real time data, and the ability to measure results necessary to achieve the Board's goal of delivering services to children and families in a seamless fashion. SIB's first large-scale function convened representatives from collaboratives, departments, public agencies and the community to address current service integration goals, identify linkages and set measurable outcomes and staff performance goals for SIB. An action plan was developed and SIB is in the early stages of its mission.

Joint Planning and Community Effort

The Probation Department implemented a process for the development of the Local Action Plan in anticipation of the Schiff-Cardenas Crime Prevention Act of 2000 that included the development of eight work groups. These eight work groups were organized by subject area and were responsible for the development of the two proposals and the various projects under each of the two proposals. The major categories of work for the groups were:

- Enhanced Mental Health Services
- Develop Juvenile Court with a mental health focus
- Expand mental health services in juvenile halls, camps, and upon return to the community
- Expansion of School-Based DPOs
- Increase DPOs based at high schools, middle schools, and selected elementary schools
- Juvenile Support Teams
- Develop proactive enforcement of probation conditions including address verification, curfew checks, truancy, drug testing, search and seizure. Assist parents whose children are having difficulty complying with the terms and conditions of their probation
- Targeted Community Services
- Develop a community services plan tailored to meet the unique needs of each supervisorial district; services can include community-based organization contracts, gang intervention, special suppression task force, etc.

- Special Needs Programs
- Develop gender specific program resources
- Support VIDA delinquency prevention program
- Increase resources to support aftercare
- Increase resources to support long-term detained youth in juvenile halls
- After-school, Community Program Enhancement
- Enhance after-school and weekend park-based recreation services for youth in communities with high percentage of at-risk youth; programs will be based in parks accessible for youth and families; serve as hubs for additional prevention services
- Focused Community Intervention
- Enhance supervision and support services for youth and families residing in city and county housing projects
- Data Collection and Evaluation

These work groups developed the concepts that led to the development of the strategies, the two proposals and the individual projects in the Plan. These work groups discussed issues related to service needs, target population, geographic issues, outcome measures, program or project goals and data collection and evaluation. The work groups were made up of large numbers of community-based groups, service providers, other county departments, other agencies including various city agencies and advocates from a variety of commissions, committees and planning organizations. Because the county is so large, some planning groups designated a single representative to speak on behalf of their organization, such as a SPA Council, and represented as many as 40 different community providers from their area.

Records of the work groups and meetings reveal:

- 137 different organizations participated,
- 590 people participated
- 18 different work group meetings were held,
- 8 general meetings were held to explain the proposed Plan, its proposals and projects and to obtain input from the public at-large. In those instances where individual persons, representatives or city agencies had a specific concern, private meetings were held to discuss their issues of concern to reach a consensus.

Appendix C details the collaborative planning process.

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Part 2 Prioritization of Community Areas that Face Risk from Juvenile Crime

METHODOLOGY

While the resources available through the Schiff-Cardenas Crime Prevention Act of 2000 (CPA 2000) are significant, it is clear that strategies must be targeted in communities with the highest need. Such a strategy provides resources to the areas in Los Angeles County that are most impacted by crime and provides the most significant opportunity for revitalization. The research on communities that are highly impacted by crime follow a similar profile:

- The most frequent victims of juvenile crime are other juveniles in the immediate communities
- The most critical times when violent juvenile crime occurs is between 3 PM and 6 PM with many of those precipitated by conflicts at school
- The presence of probationers who are not effectively supervised pose serious threats to other students at schools
- The youth on probation and their families generally have problems in multiple domains that need to be addressed
- The youth at these schools have serious issues with substance abuse and gang affiliation
- The younger siblings of these youth are at significant risk to follow in their negative steps unless intense intervention occurs
- The youth generally have serious school problems and at high risk to drop out
- Drug and alcohol indicators
- Number of residents below poverty level
- Crimes and arrests by police jurisdictions serving the areas
- Juvenile crimes and arrests by police jurisdictions serving the areas
- Number of recipients on public assistance
- Rate of child abuse and foster care

Identification and Prioritization of High-Need Communities

The United Way of Greater Los Angeles in its bi-annual *State of the County* (1999) report and its *Zip Code Databook* report (1999) uses community needs assessment categories to describe the socio/economic condition of the County. Assessment data in these reports are organized by Service Planning Areas (SPAs). SPAs are sub-county areas defined by the Los Angeles County Children's Planning Council. Six of these community needs assessment categories were used to identify and prioritize neighborhoods that incur risk from juvenile crime.

The selected community needs assessment categories – juvenile arrests, crimes and arrests, number of public assistance recipients, percent of population below the poverty line, drug and alcohol indicators, rate of child abuse/foster care – were selected because they are strongly related to juvenile delinquency risk factors.

Table 1.1 shows communities that experience the highest number of juvenile arrests towards the top of each SPA column and those communities that experience the fewest juvenile arrests towards the bottom of each SPA column. The communities listed towards the top of the SPA columns are more impacted by juvenile crime as evidenced by a higher arrest rate of juveniles. These communities have a high need of juvenile crime prevention and intervention services.

Tables 1.2 through 1.6 similarly prioritize communities relative to the other five community needs assessment categories.

Once the communities with the highest needs were identified, a survey was completed to determine the high schools with the highest number of probationers (see Table 1.7). This survey was compared to the SPA data discussed above (see Figure 1.1). Not surprisingly, the overlay of these data aligned very closely. Upon reviewing the data, it was clear that the schools with the highest number of probationers were clearly located in communities with multiple needs as defined by the six community needs assessment categories.

The schools and their neighborhoods that have been selected for CPA 2000 programs are areas with high multiple risk factors and are in need of additional resources. Eighty-five high schools with the highest number of probationers and the neighborhoods where the schools are located constitute the eighty-five School Attendance Service Areas that will be targeted for CPA 2000 programs (see Appendix B). School Service Areas represent the neighborhoods of both highest need and highest opportunity to provide community level intervention. The communities that are served by the eighty-five School Service Areas, organized by community needs assessment category and SPA, are represented on Tables 1.1.through 1.6 in shaded, bold print. The identification of the School-Service Areas will be subject to re-verification at the time of funding.

While a review of the SPA data supported that many of the schools and communities were in SPAs that had high need, it provided only a high, gross level of need analysis. Our review supported the notion that within each SPA, there are pockets of need and that high needs are not restricted to certain SPAs. Nevertheless, the SPA data supported the need to incorporate additional risk factors for purpose of both individual case planning and community building.

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Los Angeles County Local Action Plan – Schiff Cardenas Crime Prevention Act 2000

Juvenile Arrests by Police or Sheriff Jurisdiction for Selection of School-Based Supervision Schools

Communities Listed by Decreasing Number of Juvenile Arrests by Police Jurisdiction
Emboldened community or other categorical name indicates presence of a school-based supervision school.

SPA 1	SPA 2	SPA 3	SPA 4	SPA 5	SPA 6	SPA 7	SPA 8
Palmdale	**Foothill Station LAPD**	**Alhambra**	**Hollenbeck Station LAPD**	**West LA Station LAPD**	**Southwest Station LAPD**	Montebello	**Long Beach**
Lancaster	**Van Nuys Station LAPD**	**Pasadena**	**Northeast Station LAPD**	Santa Monica	**77th Street Station LAPD**	**Huntington Park**	**Hawthorne**
Unincorporated	**Burbank**	**West Covina**	**Hollywood Station LAPD**	Pacific Station LAPD	**Southeast Station LAPD**	Downey	Torrance
	N. Hollywood Station LAPD	**Monrovia**	**Wilshire Station LAPD**	Culver City	**Newton Station LAPD**	**South Gate**	**Harbor Station LAPD**
	Devonshire Station LAPD	**El Monte**	**Rampart Station LAPD**	Beverly Hills	**Lynwood***	**Whittier**	**Inglewood**
	West Valley Station LAPD	**Pomona**	**Central Station LAPD**	Malibu*	**Compton**	**Norwalk***	Redondo Beach
	Glendale	Arcadia	West Hollywood*		**Paramount***	**Lakewood***	Carson*
	Santa Clarita*	Glendora				**Bell**	Gardena
	San Fernando	Covina				Pico Rivera*	El Segundo
	Agoura Hills*	**Baldwin Park**				Bell Gardens	Manhattan Beach
	La Canada-Flintridge*	Monterey Park				**Bellflower***	Hawaiian Gardens*
	Calabasas*	**San Gabriel**				Cerritos*	Lawndale*
	West Lake Village*	Azusa				**Santa Fe Springs***	Lomita*
	Hidden Hills*	Claremont				La Mirada*	Rolling Hills Estates*
		Rosemead*				Maywood	Hermosa Beach
		La Puente*				Cudahy*	Rancho Palos Verdes*
		Walnut*				Signal Hill	Avalon*
		La Verne				Commerce*	Palos Verdes
		Industry*				Vernon	Rolling Hills*
		Diamond Bar*				Artesia*	
		South El Monte*					
		Temple City*					
		Duarte*					
		South Pasadena					
		San Dimas*					
		San Marino					
		Irwindale					
		Sierra Madre					
		La Habra Heights*					
		Bradbury*					

*Sheriff's Dept: Contract Cities
Source: ZIP Code Databook 1999 - United Way
Does not include unincorporated areas covered by Los Angeles County Sheriff or other jurisdictions such as railroads or campuses.

Table 1.1

Los Angeles County Local Action Plan – Schiff Cardenas Crime Prevention Act 2000

Crimes and Arrests by Police Jurisdiction for Selection of School-Based Supervision Schools

Communities listed by decreasing value of California Crime Index (sum of homicides, forcible rapes, robberies, aggravated assaults, burglaries, motor vehicle theft.)
Emboldened community or other categorical name indicates presence of a school-based supervision school.

SPA 1	SPA 2	SPA 3	SPA 4	SPA 5	SPA 6	SPA 7	SPA 8
Lancaster	**Van Nuys Station LAPD**	**Pomona**	**Wilshire Station LAPD**	Pacific Station LAPD	**Compton**	**Norwalk***	**Long Beach**
Palmdale	**West Valley Station LAPD**	**Pasadena**	**Rampart Station LAPD**	**West LA Station LAPD**	**Newton Station LAPD**	Downey	**Harbor Station LAPD**
Unincorporated	**N. Hollywood Station LAPD**	**El Monte**	**Hollywood Station LAPD**	Santa Monica	**Southwest Station LAPD**	**South Gate**	**Inglewood**
	Foothill Station LAPD	**West Covina**	**Northeast Station LAPD**	Beverly Hills	**77th Street Station LAPD**	**Bellflower***	**Hawthorne**
	Devonshire Station LAPD	**Alhambra**	**Hollenbeck Station LAPD**	Culver City	**Southeast Station LAPD**	**Huntington Park**	Torrance
	Burbank	**Baldwin Park**	Central Station LAPD	Malibu*	**Lynwood***	**Lakewood***	Carson*
	Santa Clarita*	Rosemead*	West Hollywood*		**Paramount***	Cerritos*	Gardena
	San Fernando	Monterey Park				Montebello	Redondo Beach
	Glendale	Covina				Pico Rivera*	Lawndale*
	La Canada-Flintridge*	Azusa				**Whittier**	Manhattan Beach
	West Lake Village*	Diamond Bar*				Bell Gardens	Hawaiian Gardens*
	Calabasas*	**San Gabriel**				**Santa Fe Springs**	Lomita*
	Agoura Hills*	La Puente*				Commerce*	El Segundo
	Hidden Hills*	Arcadia				La Mirada*	Rancho Palos Verdes*
		Industry*				**Bell**	Hermosa Beach
		Monrovia				Cudahy*	Rolling Hills Estates*
		Claremont				Maywood	Avalon*
		South El Monte*				Artesia*	Palos Verdes
		Glendora				Vernon	Rolling Hills*
		San Dimas*				Signal Hill	
		Temple City*					
		Walnut*					
		Duarte*					
		South Pasadena					
		La Verne					
		Irwindale					
		San Marino					
		Sierra Madre					
		La Habra Heights*					
		Bradbury*					

*Sheriff's Dept: Contract Cities
Does not include unincorporated areas covered by Los Angeles County Sheriff of other jurisdictions such as railroads or campuses.
Source: ZIP Code Databook 1999 - United Way

Table 1.2

Los Angeles County Local Action Plan – Schiff Cardenas Crime Prevention Act 2000

Number of Public Assistance Recipients Used for Selection of School-Based Supervision Schools

Communities listed in decreasing number of public assistance recipients per community.
Emboldened community or other categorical name indicates presence of a school-based supervision school.

SPA 1	SPA 2	SPA 3	SPA 4	SPA 5	SPA 6	SPA 7	SPA 8
Lancaster	**Glendale**	**El Monte**	**Wilshire LA**	**West LA**	**South Central LA/Co**	**East LA**	Beach Cities
Palmdale	**Van Nuys**	**Pomona**	**Northeast LA**	Venice/Mar Vista LA	**University LA**	Bell Gdn/Cudahy	Carson
Lake Los Angeles	**N. Hollywood**	**Pasadena**	**Central LA**	Santa Monica	**Compton**	**Huntington Park**	El Segundo
Llano	**Mid San Fernando Valley**	La Puente	**Hollywood LA**	Culver City/Ladera	**Crenshaw LA/Co**	**Bellflower**	Gardena
Littlerock	Pacoima*	Rosemead	**Boyle Heights LA/Co**	Westchester	**Lynwood**	Downey	**Harbor City**
Pearblossom	**Sylmar**	**Baldwin Park**	West Hollywood LA	Beverly Hills	**Paramount**	Hawaiian Gardens	**Hawthorne**
Valyermo	**North Hills**	**Alhambra**	**West Wilshire LA**	Brentwood	**Crenshaw LA**	Artesia	**Inglewood**
Acton	**Burbank**	**West Covina**		Pacific Palisades	**West Compton LA/Co**	Commerce	Lawndale
Edwards AFB	Sunland	Azusa		Malibu		Cerritos	Lomita
Lake Hughes	Santa Clarita	Monterey Park		Bel Air LA		La Habra	**Long Beach**
	Canoga Park	**San Gabriel**		Venice Mar Vista LA/Co		Huntington Pk/Vernon	Palos Verdes
	San Fernando	Hacienda-Rowland Heights		Veterans			**San Pedro**
	NW San Fernando Valley	Covina		Playa Del Rey LA			Torrance
	Northridge	**Monrovia**					**Wilmington LA**
	Encino	Altadena					BeachCities
	Tujunga	**Duarte**					
	Westlake	Temple City					
	La Crescenta	Glendora					
	Sherman Oaks	Arcadia					
	Studio City	Walnut					
	Calabasas	Diamond Bar					
	La Canada	La Verne					
	Thousand Oaks	Claremont					
		San Dimas					
		South Pasadena					
		Sierra Madre					
		San Marino					
		Mt. Wilson					

*Attends San Fernando High School **Databook publishing error-incomplete data for this SPA Source: ZIP Code Databook 1999 - United Way

Table 1.3

Los Angeles County Local Action Plan – Schiff Cardenas Crime Prevention Act 2000

Percent of Community Below Poverty Line for Selection of School-Based Supervision Schools

Communities listed by decreasing percent of community below the poverty level in 1998.
Emboldened community or other categorical name indicates presence of a school-based supervision school.

SPA 1	SPA 2	SPA 3	SPA 4	SPA 5	SPA 6	SPA 7	SPA 8
Valyermo	Pacoima*	**South El Monte**	Wholesale**	Veteran Administration	**Watts - City of LA**	**Huntington Park**	Athens CDP
Lancaster	**San Fernando**	**El Monte**	Pico Union**	West LA - City of LA	**South Park - City of LA**	**Bell-Cudahy**	Lennox CDP
Lake Hughes	**N.Hollywood**	Rosemead	**Echo Park**	Oakwood -City of LA	Florence - Graham CDP	Bell Gardens	Wilmington
Edwards AFB	**Van Nuys**	**Pomona**	Koreatown	**Venice-City of LA**	**Exposition Park - City of LA**	**East Los Angeles CDP**	LA Strip - City of LA
Lake Los Angeles	**North Hills**	Monterey Park	**Lincoln Heights**	**Palms-City of LA**	**South Central - City of LA**	Maywood-Vernon	**Harbor City - City of LA**
Palmdale	**Glendale**	**San Gabriel**	**Boyle Heights**	Mar Vista - City of LA	**Compton**	Commerce	**Inglewood**
Acton	**Sun Valley**	**Baldwin Park**	**Central LA**	Santa Monica	Willowbrook CDP	**South Gate**	**Long Beach**
Pearblossom	Northridge	**Alhambra**	**Hollywood**	Beverly Hills	**Lynwood**	Hawaiian Gardens	Lawndale
Canyon Country	Panorama City	**Pasadena**	Westlake	Culver City	**Crenshaw - City of LA**	Montebello	**Hawthorne**
	Tujunga	Azusa	Chinatown	Westchester - City of LA	Leimert - City of LA	Walnut Park CDF	**San Pedro - City of LA**
	Sylmar	Irwindale	**Wilshire**	Malibu	**Paramount**	Pico Rivera	Signal Hill
	Reseda	**Monrovia**	**Highland Park**	Beverly Glen-City of LA	View Park - CDP	**Santa Fe Springs**	Catalina Island
	Canoga Park	Industry	Elysian Park	Marina Del Rey CP		**Bellflower**	Lomita
	Burbank	**South San Gabriel CDP**	My. Washington	Brentwood - City of LA		Artesia	Gardena
	Chatsworth	**East Pasadena CDP**	El Sereno	Pacific Palisades City of LA		**Norwalk**	Carson
	La Crescenta	La Puente - Valinda	Wilshire-Pico	Ladera Heights		**South Whittier-La Habra CDP**	Hermosa Beach
	Mission Hills	Bassestt-CDP	Atwater-Glassell			Downey	Redondo Beach
	Stevenson Ranch	Altadena	**Siverlake**			Los Nietos CDP	**Harbor Gateway CDP**
	Encino	**East San Gabriel CDP**				**Whittier**	Torrance
	Studio City	**Duarte**	Eagle Rock			**Lakewood**	El Segundo
	Sunland	**West Covina**	Hollywood Hills			Cerritos	**Compton South**
	Sherman Oaks	Claremont	West Wilshire			La Mirada	Manhattan Beach
	Calabasas	Rowland Heights CDP				La Habra Heights	Palos Verdes
	Angeles Forest North	Covina				**Huntington Park**	
	Santa Clarita	Hacienda-Rowland Heights					
	Woodland Hills	Arcadia					
	Westlake	San Dimas					
	La Canada	Temple City					
	Porter Ranch	Angeles Forest - SGV					
	Angeles Forest-SFV	Glendora					
	Valencia	South Pasadena					
	Mid San Fernando Valley	Sierra Madre					
	NW San Fernando Valley	San Marino					
	Thousand Oaks	La Verne					
		Diamond Bar					
		Walnut					

*Attends San Fernando High School **Downtown/Industrial areas Source: ZIP Code Databook 1999 - United Way

Table 1.4

Los Angeles County Local Action Plan – Schiff Cardenas Crime Prevention Act 2000

Drug and Alcohol Indicators for Selection of School-Based Supervision Schools

Communities listed in decreasing number of combined drug and alcohol hospital discharges in 1996
Emboldened community or other categorical name indicates presence of a school-based supervision school.

SPA 1	SPA 2	SPA 3	SPA 4	SPA 5	SPA 6	SPA 7	SPA 8
Lancaster	**N.Hollywood**	**Pasadena**	**Wilshire LA**	**West LA**	**South Central LA/Co**	**Whittier**	**Long Beach**
Palmdale	**Glendale**	**Pomona**	**Central LA**	Santa Monica	**University LA**	**Norwalk**	**San Pedro**
Littlerock	**Van Nuys**	**El Monte**	**Hollywood LA**	Venice/Mar Vista LA	**Compton**	**Bellflower**	Torrance
Acton	**Mid San Fernando Valley**	Covina	**Northeast LA**	Culver City/Ladera	**Crenshaw LA/Co**	**East LA**	Beach Cities
Lake Los Angeles	**Burbank**	La Puente	**Boyle Heights LA/Co**	Beverly Hills	**Crenshaw LA**	**Lakewood**	**Inglewood**
Lake Hughes	Pacoima*	**West Covina**	West Hollywood LA	Westchester	**Lynwood**	Bell Gdn/Cudahy	**Hawthorne**
Pearblossom	**NW San Fernando Valley**	Azusa	**West Wilshire LA**	Brentwood	**Paramount**	Pico Rivera	Gardena
Llano	Encino	**Baldwin Park**		Pacific Palisades	**West Compton LA/Co**	Montebello	Carson
Valyermo	**Canoga Park**	**Monrovia**		Venice Mar Vista		**South Gate**	**Wilmington LA**
Canyon Country	**Sylmar**	Rosemead		Malibu		**Huntington Park**	Palos Verdes
Edwards AFB	Sherman Oaks	Arcadia		Playa Del Rey LA		Downey	Lawndale
	Sunland	Hacienda-Rowland Heights		Bel Air LA		Maywood	Lomita
	North Hills	Altadena		Veterans		**Santa Fe Springs**	**Harbor City**
	Northridge	**Alhambra**				Artesia	El Segundo
	Calabasas	Glendora				Hawaiian Gardens	
	Studio City	**San Gabriel**				Cerritos	
	San Fernando	Monterey Park				Commerce	
	Tujunga	San Dimas				HuntingtonPk/Vernon	
	La Crescenta	Temple City				La Habra	
	Santa Clarita	Diamond Bar				La Mirada	
	La Canada	**Duarte**					
	Westlake	Claremont					
	Thousand Oaks	La Verne					
		South Pasadena					
		Walnut					
		Sierra Madre					
		San Marino					
		Mt. Wilson					

Table 1.5

Los Angeles County Local Action Plan – Schiff Cardenas Crime Prevention Act 2000

Rate of Child Abuse/Foster Care Used for Selection of School-Based Supervision Schools

Communities listed in decreasing rate of child abuse/foster care incidence (emergency response, family maintenance, family reunification, permanent placement).
Emboldened community or other categorical name indicates presence of a school-based supervision school.

SPA 1	SPA 2	SPA 3	SPA 4	SPA 5	SPA 6	SPA 7	SPA 8
Pearblossom	**Van Nuys**	Monterey Park	**Central LA**	Venice Mar Vista LA/Co	**West Compton LA/Co**	Vernon	**Long Beach**
Llano	Tujunga	**Pasadena**	**Boyle Heights LA/Co**	**West LA**	**South Central LA/Co**	Commerce	**San Pedro**
Lancaster	**Mid San Fernando Valley**	Altadena	**Wilshire LA**	Westchester	**Crenshaw LA/Co**	**Bellflower**	Lawndale
Palmdale	**N. Hollywood**	**Pomona**	**HollywoodLA**	Culver City/Ladera	**Compton**	**Santa Fe Springs**	**Hawthorne**
Littlerock	Pacoima*	Azusa	**Northeast LA**	Santa Monica	**University LA**	**East LA**	**Inglewood**
Lake Hughes	**Sylmar**	Covina	**West Wilshire LA**	Beverly Hills	**Crenshaw LA**	Montebello	Gardena
Acton	Sunland	**El Monte**	West Hollywood LA	Brentwood	**Lynwood**	**Norwalk**	**Harbor City**
Edwards AFB	**Canoga Park**	**Monrovia**		Playa Del Rey LA	**Paramount**	Downey	**Wilmington LA**
Lake Los Angeles	**San Fernando**	**West Covina**		Malibu		**Bell/Bell Gdn/Cudahy**	Carson
Valyermo	**North Hills**	**Baldwin Park**		Pacific Palisades		Pico Rivera	Lomita
	Northridge	La Puente		Bel Air LA		**Lakewood**	Torrance
	Burbank	**Duarte**		**Venice/Mar Vista LA**		**Whittier**	Beach Cities
	Santa Clarita	Rosemead		Veterans		Hawaiian Gardens	El Segundo
	Encino	**San Gabriel**				**Huntington Park**	Palos Verdes
	Sherman Oaks	**Alhambra**				**South Gate**	
	Glendale	Arcadia				La Mirada	
	NW San Fernando Valley	San Dimas				Maywood	
	La Crescenta	Hacienda-Rowland Heights				Artesia	
	Woodland Hills	La Verne				Cerritos	
	Calabasas	Glendora				La Habra	
	La Canada	Claremont					
	Studio City	South Pasadena					
	Thousand Oaks	Temple City					
	Westlake	Sierra Madre					
		Diamond Bar					
		Walnut					
		San Marino					
		Mt. Wilson					

*Attends San Fernando High School
Source: ZIP Code Databook 1999 - United Way

Table 1.6

High Schools in Los Angeles County with High Numbers of Probationers

School	City/Community	# Probationers in Attendance	SB School	LAUSD	Rank Order
Alhambra	Alhambra	68	x		32
Antelope Valley	Lancaster	69	x		30
Baldwin Park	Baldwin Park	47	x		61
Banning	Wilmington	54	x	x	45
Bell	Bell	42	x		66
Bellflower	Bellflower	76	x		25
Belmont	Los Angeles	111	x	x	4
Birmingham	Van Nuys	26	x	x	81
Burbank	Burbank	64	x		37
Cabrillo (Cont.)	Long Beach	61	x		41
Canoga Park	Canoga Park	32	x	x	78
Centennial	Compton	52	x		48
Chastworth	Chastworth	49	x	x	56
Cleveland	Reseda	36	x	x	73
Crenshaw	Los Angeles	198	x	x	1
Daily, Allen (Cont.)	Glendale	56	x		43
Desert Winds - Main	Lancaster	56	x		44
Desert Winds South Valley	LittleRock	70	x		29
Dorsey	Los Angeles	84	x	x	12
El Camino	La Habra	64	x		38
El Camino Real	Woodland Hills	37	x	x	72
Fairfax	Los Angeles	30	x	x	80
Firestone (CEC)	Los Angeles	65	x		36
Franklin	Highland Park	82	x	x	14
Fremont	Los Angeles	52	x	x	49
Frontier (Cont)	Whittier	30	x		79
Garey	Pomona	26	x		82
Garfield	Los Angeles	92	x	x	10
Glendale	Glendale	54	x		46
Grant	Van Nuys	25	x	x	83
Hamilton	Los Angeles	59	x	x	42
Hawthorne Academy	Hawthorne	81	x		16
Highland	Palmdale	40	x		67
Hollywood	Hollywood	78	x	x	20
Hope Academy (CEC)	Compton	81	x		17
Huntington Park	Huntington Park	79	x	x	19
Inglewood	Inglewood	44	x		64
Jefferson	Los Angeles	83	x	x	13
John Glenn	Norwalk	40	x		68
Jordan - Long Beach	Long Beach	125	x		2
Jordan - Los Angeles	Los Angeles	52	x	x	52
Lakewood	Lakewood	82	x	x	15
Lancaster	Lancaster	50	x		54
Lincoln	Los Angeles	54	x	x	47
LittleRock	LittleRock	78	x		21
Locke	Los Angeles	78	x	x	22
Los Angeles	Los Angeles	95	x	x	9
Lynwood	Lynwood	48	x		58

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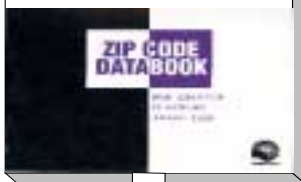
School	City/Community	# Probationers in Attendance	SB School	LAUSD	Rank Order
Manual Arts	Los Angeles	77	x	x	23
Mark Keppel	Alhambra	49	x		57
Marshall	Los Angeles	72	x	x	27
Millikan	Long Beach	46	x		62
Monroe	North Hills	109	x	x	5
Monrovia	Monrovia	71	x		28
Mount Olive	Duarte	64	x		39
Narbonne	Harbor City	39	x	x	69
North Hollywood	North Hollywood	77	x	x	24
Norwalk	Norwalk	36	x		74
Palmdale	Palmdale	108	x		6
Paramount	Paramount	75	x		26
Pioneer	Whittier	66	x		34
Polytechnic - Long Beach	Long Beach	80	x		18
Polytechnic Math/Sci	Sun Valley	50	x	x	55
Reid (Cont)	Long Beach	96	x		8
Reseda	Reseda	34	x	x	75
Roosevelt	Los Angeles	125	x	x	3
Rose City (Cont)	Pasadena	45	x		63
Rosecrans (CEC)	Bellflower	67	x		33
San Fernando	San Fernando	34	x	x	76
San Gabriel	San Gabriel	69	x		31
San Pedro	San Pedro	38	x	x	70
Santa Fe High	Santa Fe Springs	48	x		59
Somerset (Cont)	Bellflower	38	x		71
South Bay (CEC)	Hawthorne	66	x	x	35
South Gate	South Gate	100	x		7
St. Michael's -(SEA)	Los Angeles	63	x		40
Sylmar	Sylmar	43	x	x	65
Taft	Woodland Hills	52	x	x	50
Valle Lindo (Cont)	El Monte	51	x		53
Van Nuys	Van Nuys	24	x	x	84
Venice	Venice	33	x	x	77
Washington	Los Angeles	86	x	x	11
West Covina	West Covina	23	x		85
West Valley (CEC)	Saticoy	48	x		60
Wilson - Long Beach	Long Beach	52	x		51
	Total	**5309**			

Table 1.7

United Way / Los Angeles County Children's Planning Council Data



Select 6 Needs-Assessements for Each SPA

1. **Juvenile Arrests**
2. **Crimes and Arrests**
3. **Drug and Alcohol Indicators**
4. **Percent of Community Below Poverty Line**
5. **Number of Public Assistance Recipients**
6. **Rate of Child Abuse/Foster Care**

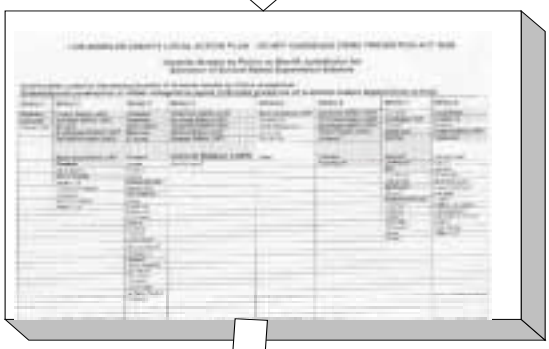
Rank the Communities in Each SPA from High to Low in Terms of Each of the 6 Needs-Assessments

Example:

Juv Arrests Spau 2

Foothill Station LAPD	2928
Van Nuys Station LAPD	2824
Burbank	2159
N. Hollywood Station LAPD	1969
Devonshire Station LAPD	1748
West Valley Station LAPD	1742
Glendale	1206
Santa Clarita*	668
San Fernando	224
Agoura Hills*	54
La Canada-Flintridge*	44
Clabasas*	31
West Lake Village*	2
Hidden Hills*	1

* Sheriff Contract City



"Highest Need Communities" Appear at the Top of Each SPA List for Each of the 6 Needs-Assessments

1. **Identify Schools with High Numbers of Probationers**
2. **Link These Schools to "Highest Need Communities" in Each SPA**

Figure 1.1

Part 3 Local Juvenile Justice Strategies

Current Issues, Needs and Gaps

Strategies Used To Develop The Action Plan

Programs Developed To Respond To Strategies

Specific Goals, Objectives

Current Issues, Needs, and GAPS

Los Angeles County's juvenile justice program strengths rest on a long history of interagency collaboration, planning, and coordination. As discussed in Part 2 of this Comprehensive Multi-agency Juvenile Justice Plan we have done a great deal of planning with respect to children living in Los Angeles County. Los Angeles County has several programs that address the juvenile justice areas of prevention, intervention, suppression, out-of-home placement, incarceration, and reintegration. We found during the preparation of this plan that juvenile justice programs were weakest in the area of mental health assessments, treatment and services, and programs targeting juvenile probationers and at-risk youth living and attending school in the 85 high-risk school service areas. In addition to holding several community meetings, this plan also considered the findings of various County and City planning groups, committees, and commissions. Programs proposed will leverage existing resources efficiently with Schiff-Cardenas Crime Prevention Act of 2000 funds.

The Los Angeles County Juvenile Justice Coordinating Council (JJCC) has identified gaps in the juvenile justice system that will be addressed by this Plan. The following discussion of issues, needs and gaps summarizes the three broad needs to be addressed by programs contained in this plan. This information is followed by an extensive discussion of the ten local strategies that influenced program development.

Need Number One: Mental Health Needs

Between 1987 and 1996 the volume of cases handled by juvenile courts increased 49 percent resulting in more youth being involved with the juvenile justice system than ever before. The National Mental Health Association (NMHA) estimates that as many as 65-75 percent of incarcerated youth have a mental disorder and 20 percent have a severe disorder. A Los Angeles County study conducted in August and September 2000 indicated that 34 percent of Los Angeles County Juvenile Hall entrants needed mental health services.

Studies have consistently found the rate of mental disorders to be significantly higher among the juvenile justice population than among youths in the general population. In fact, federal studies suggest that as many as 60-75% of incarcerated youth have a mental health disorder and 20% have a severe disorder. Additionally, as many as half have substance abuse problems.

While some of these children have committed serious crimes, many of them got in trouble in the first place because of the lack of community mental health services to address their emotional and behavioral problems. Along with their underlying mental disorder, many have histories of other problems that have not been addressed, including: physical and/or sexual abuse; parental drug or alcohol abuse; poor school performance or truancy; family discord, and learning disabilities. Mentally ill youth have little long-term perspective and little ability to understand the consequences of their actions. They are usually followers and are easily manipulated into committing delinquent acts.

The mentally ill youth are disproportionately impacted at each phase of processing in the justice system. These youth often make no attempt to disguise what they have done. In fact, in trying harder than others to please authority figures, they may confess to what they have not done. They often waive their Miranda rights without understanding what they have done. At adjudication, they are viewed as less credible and provide testimony that is unreliable.

Mental health services can both prevent youth from committing delinquent offenses and from re-offending. These services include prevention, early identification and intervention, wrap-around services, family support groups, day treatment, residential treatment, crisis services, and inpatient hospitalization. These services need to be coordinated as part of a network of services. The services are most effectively delivered when integrated at the local level.

Juveniles whose offenses are minor or non-violent should whenever possible be diverted from incarceration and towards treatment, services, and supervision in their local community. The services need to be coordinated and linked and form an effective network. Because it is not possible to divert all those with serious mental health issues, the juvenile justice system and the mental health system must work together to develop programs and services within the juvenile systems. The services should be treatment-oriented; appropriate for the age, gender, and culture; individualized; and family focused.

The mental health approach Los Angeles County seeks is one that provides enhanced mental health services in the juvenile justice system. The current system of mental health services is inadequate and insufficient to meet the critical needs of this vulnerable population. Far too many youth with serious mental disorders from the dependency and mental health systems are crossing over to the delinquency system. This group of mentally ill youth languish in the juvenile justice system and in juvenile hall awaiting an increasingly protracted judicial process. The JJCC had great difficulty in determining in what system these youth could best be served. It was determined that a new judicial process is needed.

Far too often, the reason that these youth are in juvenile hall for long periods is that there are few options available. Most of these youth have been the object of numerous placements and re-placements. Mental Health treatment to stabilize the behavior while in juvenile hall is needed, but only available in the most limited ways. While sorely needed, the required mental health screening, assessment and treatment for all youth entering juvenile hall is currently not available. Even after being stabilized youth do not have viable community placement options. New models such as Community Treatment Facilities and wrap around models such as Multi-systemic therapy are needed.

The component elements of a mental health approach must be coupled with existing resources to build a network of community based treatment services for the most difficult to place youth. The use of AB 1913 funds will jumpstart the creation of a seamless network where youth can transition into a variety of settings as the treatment situation requires. This integration of treatment services and supervision holds the promise of meaningful intervention for these youth.

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In summary, Los Angeles County needs resources to provide:

- Mental health screening, assessment, and treatment for probation youth in juvenile halls, camps, and in the community
- A new judicial process to handle youth with severe mental health problems
- New placement options that target the cross-over population

- New wrap-around services such as the Multi-Systemic Therapy approach

Need Number Two: The Reduction of Crime and Delinquency in High Risk Communities

The second identified need focused on community level prevention and intervention strategies that target high risk neighborhoods and focus on achieving school success . Eighty-five (85) neighborhood School Service Areas (SSA) have been identified in Part II of this plan. The 85 service areas are communities highly impacted by juvenile crime. The School Service Areas were defined by the significant, multiple, high-risk community factors impacting youth:

- High number of overall crimes and arrests
- High number of juvenile crimes and arrests
- High level of drug and alcohol indicators
- High number of residents below poverty level
- High number of residents on public assistance
- High rate of child abuse and neglect

The high schools in these neighborhoods also have the highest number of youth on probation, per school, in Los Angeles County. One example is Crenshaw High School that has approximately 198 youth on probation. School Services Areas are the geographic neighborhoods in which these high schools are located. The School Service Areas also include feeder middle schools; elementary schools, public housing units, parks, churches, businesses, law enforcement, and community-based organizations.

A recent snapshot indicates there are 5,309 total youth formally on probation in the 85 School Service Areas with the following breakdown:

- 4,088 are males and 1,221 are females

Additionally:

- 1,009 were for violent offenses; 4,194 for non-violent offense; 106 for status offenses
- 1,239 have drug testing orders

Ethnic breakdown:

- Hispanic 3,185
- Black 1,486
- White 318
- Asian 53
- Other 267

Age Breakdown

- 13 – 14 241
- 15 – 16 1,075
- 16 – 17 2,575
- 18 & older 1,402

The Juvenile Justice Coordinating Council also determined that Los Angeles needs to target a significant number of at-risk youth who are not on probation, or are first time offenders, but who require early intervention so that delinquent behavior does not occur or escalate. It is anticipated that from 2,500 to 3,000 of these younger children and their families need to receive services. Using the Repeat Offender Prevention Program assessment, the targeted at-risk youth will be those demonstrating multiple risks.

Currently, the 5,309 probation youths are being supervised by Deputy Probation Officers on caseloads of 1:150. These high caseloads allow for limited contact at best. When contact does occur, it is often telephonic or in the area office, not in the community setting. The monitoring of school performance is reactive and inconsistent; problems have typically escalated by the time the

DPO becomes aware of a troubled situation. Referrals of these youth and their families to community-based services is also limited and inconsistent. Data sharing among those who serve the youth and their family is also very limited leading to fragmented service delivery. We see youth that are demonstrating multiple risks that include:

- Crime at an early age
- Disrupted families
- School failures
- Drug and alcohol use
- Pre-delinquent behaviors (gang ties, runaway history, and stealing)

Need Number Three: Improve Community Reintegration For Incarcerated Minors

One of the most critical periods for juveniles placed in residential treatment facilities occurs once they return from camp or placement and attempt to reintegrate into their homes and communities. Often, juveniles who benefit from a controlled, structured environment have difficulties applying their newly acquired skills and behavioral modifications to community life situations. Aftercare services provide an extended period of supervision and service delivery to assist juvenile offenders during this transition period with the goal of preventing and reducing recidivism

Recidivism data indicates that 48% of the youth who have been committed to camp are arrested a second time, and 51.2% complete their probation sentence without reoffending. Overall 78.8% of the juvenile probationers complete their probation without reoffending. The Probation Department tracks arrests of probationers by area office. A sample of arrest data for furloughed youth from camp for the February-April 2000 period indicates that out of 800 youth furloughed during this period:

Arrested within 1-30 days	86	11%
Arrested within 31-60 days	98	23%
Arrested within 61-90 days	80	33%
Arrested within 91 –120 days	53	40%
Arrested within 121-150 days	33	44%
Arrested 151 days +	43	49%
Total	**393**	**49%**

Data is further broken down by Probation area offices. There are many variables that could impact results such as increased intervention activity by law enforcement, fluctuations in furloughs, available community resources, etc. The sample does appear to be reflective of what has generally occurred over the remainder of the year. It emphasizes the need for strong reintegration programs for the minor when first furloughed.

The Probation Department Camp system does offer a variety of programs that are directed at enhancing the skills of the minor and to enhance their ability to reintegrate into the community. The number of programs is lengthy so we have included the full description of the programs in Appendix E. Following are 41 sample programs offered at the various camps. There are many more not listed. A number of the programs are staffed by deputy probation officers, with considerable assistance from volunteers and private industry.

- Computer Training
- Recreation Programs
- Senior Citizens Program
- Merit Rewards Program
- Honors Drama and Choreography Program
- Mobility Opportunity Via Education (MOVE) – Camp youth assisting handicapped children

- Religious Programs
- Tutoring Programs
- Therapeutic Intervention Program
- Anger Management
- Time/Warner Reading
- AA/NA
- Domestic Violence Groups
- Leadership Training
- Writer's Workshop Programs
- Filmmaking and Stunts Job Preparation
- Fresh Start – a program focused on the probationer's younger siblings
- Counseling Program
- Education Program
- Health Care Program
- Literacy Programs
- Post Dispositional Program
- Academics With Athletics Reaching Excellence (AWARE)
- AMER-I-Can Life Skills Program
- American Heritage and Cultural Awareness Programs
- Parenting Programs
- Scholastic Aptitude Test (SAT) preparation
- Public Speaking Programs – Tales by the Sea
- Marathon Running Program
- Tattoo Removal Program
- Vocational Exploration Program
- Yoga Classes
- Variety of Cultural Programs
- Culinary Arts Program
- Interior and Exterior Landscape Gardening Program
- Music Programs
- Getty Museum Educational Enrichment Program
- Reserve Office Training Corps (ROTC)
- Public Defender Post Disposition Program (PDPDP)
- Stay On The Street (SOS) Program
- Fire Suppression Training Program

The JCCC and the Los Angeles Probation Department is committed to the belief that continued guidance and support for these youth, upon release into the community and through enhancement of their skills while incarcerated is needed. Also identified is the need to reduce fragmentation in service delivery and to provide a full continuum of service options. Reintegration programs need to target a set of skills that will improve the juveniles return to the community.

Strategies Used To Guide The Development of The Action Plan

The ability to address the identified needs through resources provided through the Schiff-Cardenas Crime Prevention Act of 2000 will go far towards addressing gaps in the current system and needs

in the continuum of services. These approaches require a collaborative and integrated approach as the services are linked closely together with service partners.

The following defines the ten point strategy that guided the development of the Local Action Plan. They set the foundation for program needs, strategic approaches, and reviews of best practices across the continuum of the juvenile justice system.

Strategy One: Provide a full continuum of care that includes prevention, early intervention, and intermediate intervention, out of home intervention, reintegration, and suppression strategies. Target neighborhoods of highest need across the County.

Strategy Two: Prevention is a community based and owned effort that targets the improvement of the quality of life for all children, families and neighborhoods.

Strategy Three: Expand the use of school-based probation as an effective service delivery model for early and intermediate intervention strategies.

Strategy Four: Early intervention should target youth who are: at risk, pre-delinquent, system "cross-overs" from the dependency and mental health systems, and first time offenders.

Strategy Five: Intermediate intervention should target juvenile offenders whose behavior has escalated into repeated delinquency or involved serious/violent offenses. Implement a range of graduated sanctions that combine increasingly intensive accountability with treatment.

Strategy Six: Interventions should target populations with special needs including:

- Youth with mental health problems
- Youth with substance abuse problems
- Youth affiliated with gangs
- Youth impacted by Proposition 21
- Females in the justice system (gender specific programs)

Strategy Seven: High risk offenders, including chronic and violent offenders, who pose an immediate threat to public safety should be removed from the home utilizing a continuum of non-secure and secure community based treatment resources such as juvenile halls, placements, or camps.

Strategy Eight: Post residential after-care services must be provided to ensure effective community reintegration.

Strategy Nine: Suppression efforts must target probationers who:

- Are at high risk to re-offend or violate probation; have a history of chronic or violent offending; have a history or current involvement with gangs, guns, and/;or drugs.

Strategy Ten: Utilize research-based, best practice models that can demonstrate measurable outcomes.

The ten strategies were the guiding principles that drove the creation of this plan. An in-depth discussion of each strategy follows:

STRATEGY ONE: Provide a full continuum of care that includes prevention, early intervention, and intermediate intervention, out of home intervention, reintegration, and suppression strategies. Target neighborhoods of highest need across the County.

As problems in communities become more complex, the need for an even more comprehensive response becomes increasingly paramount. Indeed without such a comprehensive approach, service delivery becomes fragmented, diluted and most importantly ineffective. The provision of

these comprehensive strategies is not sequential and most often need to be provided at the same time though with different intensity as defined by the local condition.

While many communities have similar types of problems, it is also clear that in certain communities the complexity of the problems have geometrically overwhelmed the strengths and resources. The neighborhoods of high need are, among other factors, defined by: 1) a high number of overall arrests and a high number of juvenile arrests; 2) high number of drug and alcohol indicators; 3) high rates of child abuse and foster care; 4) high number of residents under the poverty level; 5) high number recipients of public assistance, 6) youth with low academic performance; 7) schools with high numbers of youth on probation. The most significant impact on these factors will be accomplished by targeting these high need neighborhoods.

A comprehensive approach must include the partnership of existing and newly developed resources. It requires that these resources be linked, supportive of each other, and often repackaged in ways to be more accessible and effective for families. Enhanced resources using both traditional service delivery hubs such as schools as well as promising ones such as parks and public housing units' needs to occur. These hubs must be safe for youth and families, and also have the resources to provide services including after school mentoring, recreation and social activities, counseling, parenting, gang intervention, and mentoring. A higher level of coordination among services must occur. Coordination must occur at the planning stage and continue through implementation. It must include key members of the community that can best shape a plan that is uniquely responsive to that neighborhood.

The Los Angeles County CMJJP is based on the nationally accepted risk-focused prevention juvenile justice approach (Catalano and Hawkins, *Communities That Care,* 1992). This approach is based on the notion that to prevent a problem from occurring, the factors contributing to the development of that problem (risk factors) must be identified and then ways must be developed (protective factors) to address and ameliorate those factors. Protective factors are qualities or conditions that moderate a youth's exposure to risk.

The foundation of the comprehensive strategy is the conceptual premise that the juvenile justice system can address the at-risk and delinquent behavior of youth effectively through a full continuum of care, treatment, and rehabilitation coupled with the judicious application of a range of graduated sanctions.

Past efforts to impact juvenile delinquency were predominantly aimed (and through a negative approach) at attempting to keep juveniles from misbehaving. Positive, strength based approaches that emphasize opportunities for health, mental health, social, physical, and educational development have a much greater likelihood of success. Additionally, the lack of collaborative effort and the narrow categorical approach of past efforts limits the ability to develop the needed comprehensive, multi-discipline responses. Individual systems deliver service to the same youth and their families and not only duplicated many of the services but also provided a very fragmented delivery of service. The more risk factors present in a community, the more likely children and youth will be impacted by existing risk factors in that community. Programs need to be comprehensive in addressing each of the risk factors in the context of the chronological development of children being served

The *Communities That Care* model focuses on the following categories of risk factors:

- Individual characteristics such as alienation, rebelliousness, and lack of bonding to society
- Family influences such parental conflict, child abuse, and family history of problem behavior (substance abuse, criminality, teen pregnancy, and school drop-outs)
- School experiences such as early academic failure and lack of commitment to school
- Peer group influences such as friends who engage in problem behavior (minor criminality, gangs and violence)
- Neighborhood and community factors such as economic deprivation, high rates of substance abuse and crime, and low neighborhood attachment

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To counter these risk factors, the protective factors that should underpin an effective justice system response are:

- Individual characteristics such as resilient temperament and a positive social orientation
- Bonding with pro-social adults including family members, teachers, mentors, and friends
- Healthy beliefs and clear standards for behavior
- A vision for the future
- Opportunities and recognition to contribute to their families, schools, and community

Program approaches must include a multi-discipline assessment to determine the appropriate level of response and to drive case management plans. Juveniles do not neatly progress along the continuum; instead, they enter at various points within the juvenile justice system and therefore require delivery of integrated strategies and program services. The application of prevention and intervention strategies is necessary even for the most serious and violent offenders, and suppression strategies are sometimes necessary for even first time offenders in order to prevent subsequent criminal involvement.

Research shows that the younger a child is when first involved with the juvenile justice system, the more likely it is that the child will persist and escalate into chronic, serious, and even violent delinquent behavior. Therefore the need to address early delinquency with intense intervention cannot be minimized.

Further, it is also clear that the repeated contact a child has with the juvenile justice system, the more likely they are to persist in delinquent behavior, and the less likely to leave the system successfully.

The justice system therefore needs to provide a full continuum of care to deal with juvenile offenders and families. The continuum needs to be appropriate in level of sanction and intensity. Graduated sanctions must provide for a greater range of options so as to avoid any leap frog jumps of unnecessary escalation and avoid out of home placement unless necessary for public safety. And, the approach must support the early intervention with at risk youth and at the same time support the community capacity to address risks facing all children. The services must provide a balanced approach addressing needs and capitalizing on strengths at the individual, family and community levels.

STRATEGY TWO: Prevention is a community-based and owned effort that targets the improvement of the quality of life for all children, families and neighborhoods

The greeting used by Masai warriors in Africa:
"How are the children?"
The traditional response is,
"All the children are well."

The most effective way we can ensure that all the children are well is by implementing a strong prevention strategy that is supportive and collaborative with communities. Many have oft debated what is the definition of prevention. The juvenile justice system has been no different. Some have spent hours trying to agree on a definition of 'prevention'. Often, prevention is interchangeably used with 'intervention' or 'early intervention'. In most recent dictionaries, prevention carries a definition that has strayed far from its original intention. Originally, prevent meant to act in anticipation of, to act ahead or, to precede. So prevention is the act of anticipation by action—the act of coming before.

Somewhere along the way, prevention has come to be defined as “stopping something from happening.” This is such a narrow interpretation; such a tiny facet of its original meaning that it appears nearly the opposite. We are not trying to stop things from happening so much as we are anticipating what might happen and acting to create or build something that comes before it, that precludes it. It is the Newtonian principle of physics that two objects cannot occupy the same space at the same time. If we build something constructive, we preclude the destructive. The more we can build strong, healthy children and families, the less delinquent youth we will have.

Because of today’s interpretation, many people believe that the very word prevention has negative connotations (stopping bad from happening). Instead, prevention should mean efforts to reduce the likelihood of juvenile delinquency, truancy, substance abuse, child abuse and other socially destructive behaviors before intervention by authorities. Prevention should be an active process of creating conditions and personal attributes that promote the well being of people. Prevention should identify the factors, which cause a condition and then reduce or eliminate them. An example that has been used is:

> If we find little children falling off a cliff into a river, we could keep fishing them out downstream (intermediate intervention), or we could build a fence upstream at the source of the problem (early intervention), or better yet, we could help them to learn how not to get so close to the edge in the first place (prevention).

Prevention, more to the point, is what happens for everyone before there is any sign of a problem. Conditions are created that build a state of health and well-being — for everyone. It is to build something constructive and not to wait to react to something destructive.

Prevention is about changing behaviors. It is not about information or skills we can impart to youth. It is not about feelings or attitudes they may acquire as a result of our efforts. All that may be a part of it, but individuals can have all the information and skills they needs, can have satisfactory feeling and attitudes, but if they still behave in dysfunctional, destructive, or delinquent ways, it doesn’t amount to much.

Prevention strategies should include programs that support change in behavior in all youth through building:

- Healthy self-concepts, self-esteem
- Sense of belonging, competency, self-worth
- Ability and opportunity to communicate
- System or network of positive supports, both adults and peers
- Development of self-discipline
- A sense of the future and opportunities to contribute to the community

Prevention strategies should build adaptive strengths, coping resources, resiliency, and health in all members of the family but in particular children. The role of public agencies should be to: 1) support community efforts and reduce efforts to the provider of direct services; 2) support core institutions such as schools, faith-based organizations, community-based organizations in their role of developing capable, mature, and responsible youth.

Prevention strategies must be fundamentally built upon strengthening the family. It is the family and community supported by our core social institutions that have primary and enduring responsibility for meeting the basic developmental needs of the County’s children. The first and best department of education, probation, health, and social welfare is the family.

Of all the strategies ever tested to prevent delinquency, the research has shown some of the most powerful are those aimed at children and families in the first four years of life. A prime example is in Syracuse, New York where the **Family Development Research Program** targeted 108 low-income families, providing home visits (beginning during pregnancy) and quality childcare throughout the pre-school years. When these children were 13 to 16 years old, only 1.5% of them had probation records, compared with 17% of youth from the control group not receiving the services. None of the targeted group was a chronic offender as compared to 9% of the control

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group. Careful studies in Houston, New Haven, and Memphis have also found significant and positive long-term impacts on behavior from intensive home visitation in early childhood.

Prevention research has demonstrated that healthy bonding, a common factor in exemplary programs, is a significant factor in children's resistance to crime and delinquency. The critical conceptual elements to building strong bonds and resiliency are:

- A vision of the future
- Attachment/bonding positive relationship with others
- Commitment-an investment in the future
- Belief and clear understanding about what is right and wrong

When youth are bonded to the community or to family or to school, they want to live according to its standards or norms. It has been said that "If you feel you belong to the system, you play by its rules; if you play by the rules, you are more likely t succeed; if you succeed you are accepted by, and hence feel you belong in the system." Bonding occurs through an **opportunity** to be making a significant contributor to family, school, and/or community; through having the **skills** to make such a contribution; and receiving **recognition** and reinforcement for the effort. These are the critical factors in building resiliency in youth and being able to redirect their behaviors in a more productive and pro-social direction.

Both prevention and early intervention programs without a deliberate focus on these or similar principles are unlikely to have enduring impact. Program planning throughout the juvenile justice system needs to understand how specific program elements can build and enhance resiliency, and to do so at the earliest opportunity.

Perhaps Fram Auto Filters understands prevention best. They advertise, "you may pay me now, or pay me later!" The unwillingness to put up enough resources to prevent these problems only means that it will be more costly later to pick up the pieces. Prevention continues to be a fundamental and necessary component of the continuum of juvenile justice responses.

STRATEGY THREE: Expand the use of school-based probation as an effective service delivery model for early and intermediate intervention strategies

Communities with high need in multiple domains very often have neighborhood high schools with a high number of youth on probation. In these communities a more intensive delivery of services is required. A school-based model of service delivery provides one of the most successful models to provide a higher quality and more intensive level of probation services (see Figure 1). Contrasted with the traditional office based probation officer (DPO), the school-based model allows for the DPO to closely supervise and support the probationers while doing so in the critical context of the school environment. The model also supports a safer school environment for all other students, teachers, and visitors.

The current Probation School-Based Program locates one DPO, in order to closely supervise juvenile probationers, at each of twenty-five high school campuses. Caseload size is limited to 75 and affords the DPO the opportunity to provide regular daily supervision and to get to know the juveniles on their caseload**.** The DPO does not attempt to cover other schools; the DPO is dedicated to that particular school campus. This program evolved from other programs and was recently revamped into its present configuration. This pilot was built upon the research and support of other successfully implemented school based service delivery models. See Appendix A for a discussion of national and state models supporting school based programs.

Some local studies have been initiated to assess the specific issues and needs of students attending schools in the County. There are 88 different school districts in Los Angeles County. Some of these school districts serve only elementary schools and others are "unified" school districts serving all students in the area. Los Angeles County is a large and very diverse area of approximately 4000 square miles. Students in the county are the most diverse of any in the state

and attend schools in urban, sub-urban and rural areas. Most local studies do not target the Entire County area due to its size and diversity. School enrollment in Los Angeles County is at approximately 1,617,000 students in all grade levels.

The Los Angeles Task Force for Safe Schools. Kids Safe, The Los Angeles Task Force for Safe Schools Final Report, was issued August 1999 by Jayne Shapiro and Dr. Bill Haney. The Los Angeles Task Force for Safe Schools is a privately funded panel of concerned leaders who want to help ensure the safety of children. The Task Force is a continuation of the work of the non-profit organization Kids Safe. Specifically, the report sought to address issues of safety on the schools and campuses of the Los Angeles Unified School District, identify the programs that work effectively, and what needed to be done to improve the safety of children, teachers and school personnel.

The Task Force reports that children and teenagers are two and one-half more likely to be victims of crime than are those over the age of 20. Yet parents report the belief that their own child's school is safe. Certain groups are more likely to be victims of crimes, teachers are one group, among students those with disabilities, girls and gay and lesbian youth are vulnerable for victimization. Behaviors may not always be at a level of crime but create a hostile environment that is not conducive to a positive learning environment. Drug and alcohol use among students is cited as an inherent problem that cuts across social, economic and cultural levels to affect youth in all regions and communities. Alcohol is a contributing factor in youth violence as it lowers inhibitions against violent behavior with studies indicating that 65% of all homicides involved the use of alcohol. Alcohol is cited as a factor in at least 55% of all fights and assaults in the home. Use of alcohol and other drugs by parents is associated with violent behavior by their children. Parental substance abuse has been identified as a factor that may also put children at greater risk for violent victimization.

The Task Force identifies all gangs as having a common element in that they offer kids status, acceptance, and self-esteem they have not found elsewhere. As the family and community structures break down children are more likely to be recruited into a gang. "Gang activity at school has increased sharply as evidenced by the percentage of students who reported street gangs present at their schools. In general, gang presence and influence at schools increased from 15% to 29% between 1989 and 1995."

The Task Force identified strategies to prevent violence on school campuses. It identified factors determined by the American Psychological Association to be most effective. Some of these factors included the need to begin early to reduce aggressive and antisocial behavior, include multiple components to reinforce one another across the child's everyday social contexts which include family, school, church, peer groups, the media and community, and taking advantage of developmental "windows of opportunity" which include transitions in children's lives. Further, we need to aid children in learning alternatives to violent behavior. Pro-social behavior needs to be supported. Relationships with law enforcement need to be expanded. School staff needs to be trained in aspects of violence prevention and in enforcing discipline and the effective handling of disruptive students.

All students need access to a school psychologist and counselor. It is especially important to reach the growing number of disenfranchised youth who do not care about getting in trouble and may have significant problems at home. Programs that target education and training techniques relative to the avoidance and prevention of violence are important.

A climate of tolerance is necessary so that all members of society are valued and appreciated even if they are different. Students need to be included in the planning and development of programs and the decision-making process as they have the unique first-hand knowledge of what is truly the climate of their school and local community.

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The Task Force recommends programs to combat recidivism, funding probation officers for target schools, emphasizing programs for minor offenders rather than concentrating on the more serious offenders, implementing programs in areas surrounding schools, authorize the removal of violent

students and those guilty of weapons possession and fund programs in a learning environment separate from the general student population.

The Task Force also recommends the creation of a statewide system of information sharing with regard to the behavioral records on transferring students, making violence reduction training a core element of pre-service and in-service training for teachers, administrators and school staff, and teaching pro-social skills. It recommends beginning in the earliest school years with significant efforts to increase sensitivity to cultural differences to help reduce discrimination and prejudice.

The Condition of Public Education in LA County in 1996 by the Los Angeles County Office of Education. There is a strong relationship between socioeconomic status (SES) of the family and the child and his/her performance on an achievement test. The Los Angeles County Office of Education in it's 1996 report, The Condition of Public Education in LA County reports that the "father's income, occupation, or education, or a combination of these – is the most important factor, by far, in explaining how that child scores on an achievement test, and how likely he/she is to graduate, or drop out of school, or go on to college." Their research clearly indicated that "the percentage of students scoring at high levels dropped each time the average wealth of the (school) districts dropped, so that for the least-affluent four districts, only 16% of fourth graders were at or above level four in reading. Similar disparities occurred for fourth graders in writing and math and for fifth, eighth and 10th graders in reading, writing and math. There was no test at any grade level which did not show a sharp drop-off in performance as the community became less affluent."

Further, LACOE's report quotes the "Los Angeles Times study (July 1, 1997) that compared the 100 worst-performing schools within Los Angeles Unified (on the California Test of Basic Skills and a similar test given to Spanish-speaking students) to the district's other 465 schools found that 42% of the students at the 100 worst-performing schools came from families on welfare, compared to 30% of the students at other schools.

Another measure utilized by LACOE to measure at-risk children found that "18% of school-age children (in California) were enrolled in Aid for Families with Dependent Children (AFDC) program, 24% were at the federal poverty level, and nearly 38% were in enrolled in the federal school lunch program." "In Los Angeles in 1995-96, the at-risk children by these economic measures are even higher than in the state: 20% on AFDC, 33% below poverty, and 46% in the school lunch program". The number of children on AFDC grew 39% in California during the five-year period from 1990-95 and it grew nearly 50% in Los Angeles County.

LACOE also found that Limited English Proficient students are also at increased risk for educational achievement. Similar findings were noted by LACOE for other school districts in the state, not just the districts in Los Angeles County. The grimmest factor is that there are "far more at-risk children in California than in other states (and even more in Los Angeles County alone than almost all states)". Statistics show that the numbers are rising fast.

Information was also obtained through the County's Long-Term Family Self-Sufficiency programs (LTFSS), the programs funded through CalWORKS. Approximately 91,000 teenagers in Los Angeles County are in families receiving CalWORKS, and nearly half are in families that have been receiving assistance for at least seven consecutive years.

Many national, state and local studies have determined the linkage between a child's poor performance in school and parents that are unemployed, underemployed, or receiving aid. Historically, teens are one segment of the welfare population that has been ignored in terms of providing services to help them succeed and escape the cycle of poverty. Two CalWORKS projects were specifically designed for teens, the Community-Based Teen Services Program (#17) and the Services to Teens with Special Needs Program (# 18).

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In addition to the two programs targeting teens identified above, CalWORKS was identified for use in funding the **School-Based Supervision Pilot program**. Targeting youthful probationers for intensive services at the school location, coupled with sufficient resources will help to break the cycle of school failure, delinquency and crime participation, and poverty. Involving the family in the fully leverages funding and services toward successful outcomes. to the schools identified as

having high number of juveniles on probation. As a result of this comparison, twenty-five high schools were identified for possible implementation of the School-Based Supervision Pilot Program.

The third component in determining the locations for implementation had to do with the school itself. Programs could only be placed at those schools that wanted to be participants in the program and had the space availability to house a deputy probation officer on site. Some schools were not prepared to participate or could only do so on a delayed implementation basis. The LTFSS program identified thirty- six target high school attendance areas as being in the greatest need for services. These areas were compared to the schools identified as having high numbers of juveniles on probation. As a result of this comparison, twenty-five schools were identified for possible implementation of the School-Based Probation Supervision Program.

Preliminary Results of School-Based Supervision Pilot Project

The pilot program initiated in February, 2000 placed DPOs on 25 high school campuses throughout locales within Los Angeles County. The data obtained to date, coupled with national and state studies, indicate that success is achieved at every level when officers are located on site with their probationers. The officers were dedicated only to that school and supervised both those students who are on formal probation and those that are considered 'high risk'. They supervise, counsel, and interact with youth on the campus and during campus-related events. The focus is to enforce the court orders especially those targeting school attendance, behavior, and performance. DPOs will also initiate appropriate referrals to community-based services as specifically needed. The DPOs with their smaller caseloads, a maximum of 75 rather than 150, work closely with school personnel, the students, and the students' families.

The pilot involved 629 students and the preliminary results of the pilot are significant:

- A reduction of school absences from 2,239 to only 696
- A reduction of suspensions from 147 to 31
- Of the 629 students, 59% increased their academic performance
- Of those participating in traditional grade systems, the Grade Point Average (GPA) increased from 1.1 to 2.07, an increase of 88% in their GPA
- Of those students participating in a pass/fail grading system, students passed 17% more classes
- DPOs increased the in-person contacts with these students from 629 to 3,532, an increase of 462%
- The improvement in attendance also represented an increased Average Daily Attendance (ADA) for the school amount to $54,000

The results of the pilot are consistent with the outcomes reported in other localities that have moved to a school-based model of probation services. While currently at 25 high schools, the program seeks to be expanded to 85 high schools. At several schools, it will be necessary to place more than one DPO there to ensure the intensity of services and frequency of contacts can be maintained.

This model though currently targeted at high schools needs to be expanded to select feeder middle schools with a focused early intervention approach. The intent is to expand the use the school based ROPP pilot model of early intervention and wraparound services particularly aimed at first time offenders.

Additionally, a pilot targeting selected feeder elementary schools of the already targeted high school and middle schools needs to be initiated. The elementary school project would target pre-delinquency children who have already demonstrating serious behavioral problems. A modified ROPP approach using the same concepts and principles that are, however, developmentally appropriate for children would be utilized.

STRATEGY FOUR: Early intervention should target youth who are: at risk, pre-delinquent, system "cross-overs" from the dependency and mental health systems, and first time offenders

> "Happy families are all alike; every unhappy family is unhappy in its own way." Tolstoy

Early intervention strategies should target at-risk, pre-delinquent youth; those youth who cross over from the dependency and mental health system to the delinquency system; and first time offenders. The strategies must target them at the earliest point and not miss opportunities by minimizing the importance. These populations without intervention are on track to become chronic delinquents, and to deepen penetration into justice system even as adults. With intervention early on, these youth will not have to face what some view as the stigma of delinquency, but more importantly can have treatment of problems dealt with more effectively, both in terms of results and cost. The strategies should be strength based with specific goals to redirect youth on the right track.

Most early intervention efforts have been unsuccessful because of their negative approach—attempting to keep juveniles from misbehaving. Positive, strength based approaches have a much greater likelihood of success. Interventions, and particularly early interventions, must be family focused and comprehensive.

Health and nurturing families are consistently similar. While there are always exceptions, youth in the justice system are often from families that are not as healthy, safe, and nurturing than they need to be. More and more the research shows that the family is the most important factor both in triggering the onset of delinquency behaviors and in bringing delinquent behavior under control. Dr. Lawrence Steinberg of Temple University told a working group in the U.S. House of Representatives in September, 1999 that, "There is no single cause of youth violence, but when there is a common factor that cuts across different cases, it is usually some kind of family dysfunction." Steinberg identified six avenues through which family problems can lead to delinquency and violence:

- Exposure to violence in the home that makes violence more acceptable in the eyes of youth as a means to solve problems
- Biological changes in the brain which have been detected in children exposed to violence and trauma during early childhood
- Mental health problems that are prevalent in children whose parents are hostile, punitive, and neglectful
- Personality problems which often develop in children raised by negative or erratic parents
- Academic problems which arise among children whose parents do not take an active and constructive interest in their education
- Susceptibility to peer pressure as parents fail to supervise their children's behavior and the peer group (or gang) influence becomes a powerful and anti-social influence

Early Intervention Targeting At-Risk, Pre-Delinquent Youth

Only a small percentage of youth become chronic offenders and many of these have similar identifiable characteristics. This group needs to be identified though their pre-delinquent and problematic behaviors and then provided interventions. Therefore, a focused early intervention approach that can target this small, but particularly problematic group of youth could have long term significant impact to reducing crime and delinquency.

Therefore, early interventions targeting high–risk children offer potentially an invaluable avenue for reducing crime. According to Delbert Elliott, whose National Youth Survey tracked the delinquent

and criminal careers of 1,725 youth through age 27, serious violent offending begins essentially between the ages of 12 and 20 years old. The risk of initiation of serious or violent offending after age 20 is close to zero. Likewise, the onset of chronic and violent offending during youth is almost always preceded by defiant, disruptive, aggressive and other problem behavior during childhood. Again, the need for early intervention is clear.

Those who become serous, chronic, or violent delinquents typically follow predictable developmental pathways. Rolf Loeber at the University of Pittsburgh identified three distinctive pathways children follow on their way to becoming adult criminals:

- An overt pathway leading from bullying and other aggression during childhood, to physical fighting in early adolescence, to serious violence
- A covert pathway leading from shoplifting and frequent lying, to vandalism and/or fire setting to serious property crimes
- An authority conflict pathway leading from stubbornness to defiance to truancy and other rule-breaking, to serious delinquency in the form of violent crimes
- Between 80-90% of youths that become chronic delinquents follow one of more of these pathways

Early intervention strategies should ensure that red flags are thrown up as youth begin to head down these pathways. Intervening early to reduce risk is likely to minimize the effort needed to maximize the outcome later. The research (Coie, et al 1993: Catalano & Hawkins, 1992: Institute of Medicine, 1994) points to several principles that should be included in strategy development and building a framework for targeting pre-delinquent youth:

Early intervention efforts must address known risk factors

- Early intervention efforts must make a clear connection between the program activities and the goal of risk reduction
- Programs should seek to strengthen protective factors while reducing risks
- Risk reduction activities should address risks at or before the time they become predictive of later problems
- Interventions should target individuals and communities that are exposed to multiple risk factors
- Early intervention efforts should create a continuum of services across developmental stages and in the community to ensure the risks are reduced and protection enhanced for all children
- Strategies must address the highest priority risk factors to which people in the community are exposed
- Interventions should be long term for the full benefits to be realized
- Expectations about the magnitude of intervention efforts should be realistic. Individual interventions, or those focused on only one domain, should not be considered a “silver bullet” t serve all early intervention needs

During the 1980s and 1990s the Social Development model advanced the notions of reducing risk factors and enchaining protective factors to address early interventions. In the community, exposure to violence, drugs, guns, gangs, and concentrated poverty substantially increase the likelihood that a young person will become delinquent, while participation in positive community activities and connections to caring adults can reduce the risk of delinquency even for youth in the most troubled neighborhoods.

At school, risks include early academic failure, weak attachment to school, and a poor school environment, while protective factors include academic success, motivation to learn, and a positive school climate.

In the family, risk factors include parental abuse or neglect, family history of substance abuse, criminality, frequent family conflict, and neglectful or overly harsh parenting while protective facts

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include consistent and supportive parental supervision and strong attachment to one or both parents.

Within the individual the risk factors include early conduct problems, abuse of drugs, or alcohol, mental health problems, rebelliousness, impulsiveness, and poor social problem-solving skills, while protective factors include resilient temperament, positive outlook, and an orientation to the future. With peers, the risk factors include connection to gangs or anti-social groups, while protective factors include connection to positive and pro-social peers.

Serious delinquency and other pre-delinquent youth behaviors do not derive from any single cause. Rather, bad outcomes arise when multiple risk factors in the school, family, and community combine with an individual child's propensity toward delinquency. Preventing delinquency becomes an effort to minimize children's exposure to dangerous risk factors and to maximize the protective factors in their lives. Delinquency prevention succeeds with intervention efforts correctly identify the risk actors that propel individual young people toward crime and when they target those risks or counteract them with positive influences.

A recent research based meta-analysis of the continuum of early intervention strategies has produced a list of both effective and ineffective strategies.

Some of the key **effective strategies** included:

- Parent training
- Marital/family therapy
- Youth employment and vocational training programs with an intensive instructional component
- Tutoring
- Computer–assisted instruction

Some of the key **ineffective strategies** included:

- Peer counseling
- Mentoring relationships that are non-contingent and uncritically supportive
- Gang street workers
- Citizen patrol

Promising programs that have been identified were:

- Conflict resolution/violence prevention curricula
- After-school recreation
- Mentoring relationships that include behavior management techniques
- Gang crisis intervention and mediation
- Youth community service

School based early intervention programs must recognize the red flags of serious pre-delinquent behaviors, develop strength based and developmentally appropriate approaches, involve the family in the intervention effort, and be linked to strategies that focus on building resiliency.

Cross-Over Populations

One of the more recent issues that has received priority are those youth who are in the dependency or mental health systems who because of delinquent type behavior have **crossed over** to the delinquency system. These youth who demonstrate pre-delinquent or early delinquent behaviors should be targeted for early intervention services to reduce the numbers and the need to cross over into the delinquency system.

A subset of this cross-over population has also been an especially significant problem. This population was youth with serious mental illness problems that become very disruptive and at times assaultive. These youth end up languishing in juvenile hall pending the adjudication of their cases. Often, these youth from settings such as MacLaren Children's Center (MCC) or

Metropolitan Hospital and become assaultive or threatening with custodial staff. The Probation Department has experienced the same assaults on staff as did the group homes, psychiatric hospitals, MacLaren Children's Center, and Metropolitan Hospital. Not only have the numbers increased, what has become even clearer is that the delinquency system is no better and perhaps more ill-prepared to effectively provide treatment. New strategies and models of treatment and early intervention are needed.

Cross over from MacLaren Children's Center and Metropolitan Hospital

There has been a growing number of seriously mentally ill youth that are being detained in juvenile hall as part of a cross-over population. A review of the data from January 1, 2000 through October 31, 2000 indicates that there were 55 youth under the supervision of the Department of Children and Family Services detained in juvenile hall and of these 55 youth:

- 24 were detained for assaulting MCC staff
- 17 were detained for assaulting other MCC residents
- 3 were detained for assaulting both staff and residents
- 1 was detained for assault on a peace officer
- 13 (24%) were declared 602 WIC wards
- 28 (58%) were to MCC
- 7 (9%) had other dispositions, such as being released to parents
- 7 (9%) are still pending

A review of the data from January 1, 2000 through October 31, 2000 of transfers from **Metropolitan Hospital** indicates that 4 youth were detained at juvenile hall.

Additionally of the 4 youth detained:

- 2 were detained for assault on staff
- 2 were detained for assault on other youth
- 1 was declared a 602 WIC ward with a CYA disposition
- 2 were declared 602 WIC wards with suitable placement dispositions
- 1 was transferred out of county

The cross-over population from dependency and the mental health systems are not a substantial number in terms of the overall juvenile justice population. But in many cases, it is a population that is there by default. Far too often, this population crosses over not because they pose such a serious threat to themselves or others, but because their behaviors are beyond the management of current models, they have exhausted the resources, and it is far too easy to escalate them into the delinquency system. As this continues, the numbers could grow into a pattern of response.

Strategies need to be developed and implemented to:

- Reduce the number of seriously mentally ill youth crossing over from the mental health or dependency systems to the delinquency system
- Develop a special needs juvenile court to address the needs of youth with serious mental health needs
- Reduce the time the seriously mental ill youth spend in detention at juvenile hall
- Provide mental health treatment for the selected youth that require detention
- Develop new models for detention that integrate supervision with enhanced treatment, and that reduce the potential for these youth to be involved in assault incidents and escalated delinquency
- Develop new models and networks of community placement options to reduce detention time these youth spend awaiting placement
- Pilot use of wraparound approaches as part of the expanded network of resources

- Pilot the use of the Community Treatment Facility (CTF) model to reduce the number of dependents crossing over; the CTF provides a placement model with enhanced treatment, supervision and security for youth with seriously mentally ill youth

First Time Offenders

The first time offenders are a key group to target early intervention services. The concept is that if intervention is directed at this group, the youth will have a significantly reduced prospect of escalating into crime and delinquency. What are repeatedly missed are early red flags. Far too often, first time offenders are given the least amount of attention from the juvenile justice system until they have already escalated into a pattern or chronic or serious delinquency. The later we wait, the more costly and less likely to succeed the interventions will be. Additionally, the justice system dealt with first time offenders as a group neither swiftly, to ensure accountability, or surely, to avoid uncertainty. The system rejected the research that supported the concept of identifying those youth even as first time offenders who would prospectively become chronic and violent offenders.

In 1972, Marvin Wolfgang and his colleagues at the University of Pennsylvania published the seminal study entitles “Delinquency in Birth Cohort” which tracked the delinquency and criminal behavior among ten thousand young people born in Philadelphia in 1945 throughout childhood, adolescence, and young adulthood. Wolfgang repeated the analysis with more than 25,000 born in 1958, and in recent years several more cohort studies have been conducted by other criminologists. The most important finding of these studies is that small groups of boys—just 6% to 8%—commit the majority of all serious and violent crimes. For instance, Wolfgang’s second analysis found that 7% of Philadelphia youth committed 61% of all offense, 65% of aggravated assaults, 60% of homicides, 75% of rapes, and 73% of robberies. To be effective in reducing crime, intervention efforts must target at the earliest point of delinquency, those youth at highest risk to becoming chronic offenders.

The more recent study by Orange County Probation with its 8% study supports this concept. The multi-problem profile includes:

- Disrupted family
- School failure
- Drug and alcohol abuse
- Pre-delinquent behaviors (gang affiliation, running away, stealing)

One of the most consistent findings of delinquency research is that youth that initiate delinquent behavior patterns and/or get arrested at an early age are at extremely high risk to become chronic offenders. Among young people anticipating in the National Youth Survey for instance, those whose delinquency began before age 12 were two to three times more likely to become chronic offenders as youth who initiated delinquency late in adolescence.

The longer the behaviors continue the more isolated these youth become. Two of the major characteristic traits of youth who fall into delinquent lifestyles are lack of attachment to caring adults and lack of involvement with school and other positive, pro-social activities in their communities. It is these ‘disconnected youth’ that comprise a significant proportion of the delinquency population. The goals of programs must be to reestablish the positive involvement with youth by supporting reattachment and bonding with caring adults and core social institutions.

The Repeat Offender Project, defined in 743 WIC, established pilot projects targeting these first time offenders. Los Angeles County is one of eight counties statewide that has been funded through the Board of Corrections for a pilot. The ROPP targets first time wards 15 ½ or younger, ordered Home on Probation by the court, and exhibit problems in multiple domains. The target areas are the communities within the geographic areas of the Santa Monica Freeway, the Harbor Freeway, the Century Freeway, and Crenshaw Boulevard.

The program elements include a multi-discipline assessment of the youth and family, focus on school performance, and a menu or wraparound services to support the case plan.

The investment to target first time and early offenders will be critical to reduce crime and delinquency. The ROPP approach particularly in middle schools as apart of an expansion of school-based probation would be appropriate.

STRATEGY FIVE: Intermediate intervention should target juvenile offenders whose behavior has escalated into repeated delinquency or involved serious/violent offenses. Implement a range of graduated sanctions that combine increasingly intensive accountability with treatment

Juvenile offenders who are involved in repeated delinquent acts or who fail to follow their court ordered conditions of probation will be subject to increased sanctions. Programs built around graduated community-based sanctions programs appear to be at least as successful as traditional incarceration in reducing recidivism, and the most well structured graduated sanctions appear to be more effective than incarceration. In addition, community-based programs often cost significantly less than their traditional institutional based counterparts.

Principles of Intervention Effective Programs

- Approaches that are holistic (comprehensive or multi-systemic)
- Programs are intensive, often involving multiple contacts weekly, or even daily, with at-risk youth
- Programs are strength based
- A case management approach that begins at intake and follows youth through various program phases until discharge
- Develop individual treatment plans to address the needs of youth
- Successful programs provide frequent feedback to youth, both positive and negative
- Supervision and accountability must be intensified as compliance to instructions and court conditions by the youth decreases

Juvenile offenders must be held accountable for their behavior, decreasing the likelihood of their development into serious, chronic or violent offenders and tomorrow's adult criminals. A system of graduated sanctions should combine reasonable, fair, humane, and appropriate sanctions with treatment and rehabilitation. It should be based on a continuum of care consisting of a variety of diverse programs. At each level of the continuum, youth should understand that they would be subject to more severe sanctions if they fail to comply or re-offend. The sanctions could escalate and include removal from the home to suitable placements, camps, or the California Youth Authority. Technical violations represent a proactive response to a probationer's non-compliance with the conditions of probation. When appropriately utilized, violations can decrease new crimes and more victims, and again raise the level of accountability.

- Objective risk and needs assessment should be employed to determine which level of the continuum is most appropriate for each youth. The assessments should consider the nature of the committing offense, the number and nature of prior offenses, and the presence of other risk factors. This should then be balanced against the strengths and potential of the youth, family and community. Case plans should address reducing risk and increasing protective factors.
- It is important that programs are intensive and can provide individualized attention. Where possible, caseloads should be small enough so that frequent contact with probationers by DPOs should occur. Further, the probationers who are non-compliant or are believed to be escalating in their delinquency need to be monitored regarding their after hours and weekend activity. Effective supervision cannot be accomplished from the office.
- Models of supervision that increase contact need to be expanded. The school based service delivery allows for frequent contact. The small caseloads of the aftercare program also allow for DPOs to provide more intensive supervision. The ROPP and YFAM programs are models

of a day reporting center, utilizing community based organization settings that also support the concept of frequent contact with probationers. Parks and housing projects also have the potential to settings for day reporting type activities and serve as service and supervision hubs in local communities.

- Many youth involved with the juvenile justice system are also involved in other systems as well, such as mental health, child welfare, or special education. These youth are best served when agencies coordinate care and wrap services, supports, and supervision around a child and family in an individualized way. Multi-component interventions are more effective for youth than narrowly focused programs.

Restorative justice is a community based sanction concept that emphasizes the importance of elevating the role of crime victims and communities in the process of holding offenders accountable for their behavior. At the same time, juvenile offenders should be given the opportunity to make amends directly to the people and community they violated. The primary goals are accountability, competency development and community safety. The approach is based on an understanding of crime as an act against the victim and the community. The key values restorative justice is:

- When an individual commits an offense, the offender incurs an obligation to individual victims and the community
- Offenders who enter the juvenile justice system should be more capable when they leave than when they entered. Focus should be given to competency development
- Juvenile justice has a responsibility to protect the public from juveniles re-offending

Financial restitution, community service, and victim offender mediation illustrate recent restorative justice practices, which need to be raised to a higher level of priority. Effective options and sanctions need to be developed and implemented in the least restrictive but most appropriately effective setting. Sanctions must be coupled with treatment to ensure an effective intervention for this population occurs.

Intermediate interventions like prevention and early intervention strategies must be linked to a network of collaborative, community-based services including schools. Youth that can actively involve themselves in these services are far more likely to complete probation successfully and become productive students and citizens. The community-based services also provide a network of supervision that supports the safety of the community. It is critical to support and work with community agencies that are often very familiar with the youth and the family. A cooperative effort has the best potential to stop the delinquency escalation by the youth.

Intermediate interventions must balance both the presenting risks and strengths of juvenile offenders. While prevention and early interventions should be strongly strength based, intermediate interventions target youth who are escalating in the behaviors and therefore become an increasingly serious threat to public safety. A more balanced approach that gives greater consideration to the risks posed to community safety must be taken.

Compliance with conditions of probation must be increasingly strict. Sanctions must be imposed quickly, fairly, and consistently; this may require that the youth be brought before the court. Parents must also be held increasingly accountable to support supervision and treatment plans. The unwillingness or inadequacy of parents to effect appropriate supervision will lead to consideration of removing the youth from the home.

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STRATEGY SIX: Interventions should target populations with special needs including:

Youth with mental health problems

Youth with substance abuse problems

Youth affiliated with gangs

Youth impacted by Proposition 21

Females in the justice system (gender specific programs)

Youth with Mental Health problems

Over the last few years the need for mental health services for the juvenile justice population has been a priority. National studies indicate that anywhere from 50% to 75% of the justice population need mental health services. Nevertheless, a local review indicated that only a very small percentage was receiving treatment. The number and percentage served and level of services was significantly lower in Los Angeles County than in national studies of other jurisdictions, and appears to have been driven by the availability of resources not by the need. Further, even for planning purposes, there had never been an effort to determine the number of youth who actually need services, or define the scope of those services.

The Los Angeles County Probation Department not only received an increased number of children coming to the juvenile halls from MacLaren Children's Center and Metropolitan State Hospital, but there were increased numbers of difficult to place children detained in the juvenile halls awaiting a suitable placement from within the probation/delinquency system. Because there are limited resources for mentally ill children or children who are dual diagnosed, the juvenile hall staff experienced the same assaults as did staff at group homes, psychiatric hospitals, MacLaren Children's Center, and Metropolitan Hospital. With more incidents of violent attacks on the staff, a more detailed analysis needed to occur.

A review of the injury incidents and special incident reports of other types seemed to substantiate that there were more mentally ill children being detained in juvenile hall pending the outcome of their hearings. These children often brought with them their history from the dependency system with the group homes that serve both the Probation Department and the Department of Children and Family Services. As a result, these "placement" children could not be placed with the group homes serving the Probation Department. When children cannot be placed, they remain in juvenile hall until a placement is located that can and is willing to meet the needs of these ill, but often dangerous children.

The Probation Department sought the assistance of the Department of Mental Health (DMH) in the development of the pilot project parameters that determined the mental health needs of the juvenile probation population. DMH agreed to conduct an initial mental health screening of each child entering the juvenile hall for detention during a two-week period. The program was repeated at each of the juvenile halls throughout the county.

For children screening positive, a more detailed mental health assessment would be conducted. Juveniles needing mental health treatment would receive the treatment they need. This "snapshot" would provide the basis for determining how extensive the mental health problems are for the juvenile probation population. It would provide the basis for determining the type and extent of programs to meet the needs of these children.

Screening and Assessment Protocols

The Department of Mental Health developed a screening and assessment protocol with the assistance of Dr. Bonnie Zima at the UCLA Neuropsychiatric Institute (NPI). The screening protocol included the Massachusetts Youth Screening Inventory (MAYSI) and a structured clinical

interview. The MAYSI is a recently developed self-administered questionnaire designed to identify potentially troubled youth entering the juvenile justice system. Responses to this instrument produce scores on several scales, including those measuring suicidality, anger/irritability, depression/anxiety, substance abuse, thought disturbance, somatic complaints, and traumatic incidents. The structured interview collected information regarding various risk factors, behavioral observations, and judicial and arrest history based upon a review of documents provided by the Probation Department for each child.

Youth who scored above selected cut off points on the MAYSI or who demonstrated significant clinical symptoms on the clinical screening interview were referred for more comprehensive assessment. The assessment protocol consisted of the DMH three-page assessment, the Child and Adolescent Functional Assessment Scale (CAFAS), the Diagnostic Interview Schedule for Children (computer version), and the Kaufman Brief Intelligence Test (K-BIT). Together, these instruments provided psychosocial history information, mental status, clinical symptomatology and DSM-IV diagnoses, as well as measures of adaptive and cognitive functioning. In total, this comprehensive assessment required from two to four hours of face-to-face clinical contact.

The mental health diagnostic teams targeted for screening all identified off-street admissions (those with new arrests as opposed to those placed in detention as a result of a probation violation, warrant, or placement failure) for screening over a two-week period at each of the three juvenile halls.

Outcome of Screening and Assessment Pilot Project

There were a total of 301 admissions during the pilot period. Of the 301 children admitted, 268 children participated in the screening, a total of 89%. Forty percent were found to be “positive” and in need of the more comprehensive assessment. Many of these children were identified for the more detailed assessment due to high scores on the MAYSI, especially on those scales measuring anger and suicidality.

Of the 108 children identified for additional assessment, 93 children completed the assessment. The great majority of youth (97%) completing the assessment were found to be in need of mental health services based upon evidence of an Axis DSM-IV diagnosis and a functional assessment score of 40 or greater on the CAFAS. This number represents 34% of the total number of youth initially screened by the project and is consistent with studies conducted in other parts of the country. These are youth who demonstrate evidence of serious mental health problems that affect their ability to function adequately in the community. Almost 70% of those completing the assessment showed evidence of such poor functioning so as to require intensive services. Multiple diagnoses were found in 81% of the youths assessed.

Many of these youth presented with quite significant mental health histories. Seventy percent reported that they had received mental health services in the past. Several had histories of multiple psychiatric hospitalizations and a larger number had been or were currently prescribed psychotropic medication. At each of the juvenile halls, DMH staff placed several youth on suicidal observation status. Several reports of suspected child abuse were made based upon the information obtained from the children.

Disruptive behavior disorders (Attention Deficit Hyperactivity Disorder, Conduct Disorder, and Oppositional Defiant Disorder) and Mood Disorders (Major Depression, Dysthymic Disorder, and Bipolar Disorders) were the most common diagnoses. Eight of the youth who underwent assessment showed evidence of psychosis.

Drug and alcohol abuse was often found to co-exist with the emotional problems of youth identified in this study. Over half of the youth completing the assessment were found to have co-occurring substance abuse disorders and many reported using drugs or alcohol on a daily basis.

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Very significant conflict with family members was frequently identified and often, family violence was the precipitating event that resulted in the minor’s incarceration. Many of the children in the assessment sample had histories of abuse and neglect, which undoubtedly contributed to their emotional problems. Over 25% of the assessment sample had histories of foster placement and

more than 10% of the sample had been placed in detention from a foster placement (dependency system).

Many of the youth who participated in the project showed evidence of learning disabilities and several appeared to be mentally retarded. Over 30% of youth who were screened for cognitive impairment with the K-BIT scored at a level (Composite IQ score of 75 or below) indicating a need for more thorough assessment to rule out the possibility of mental retardation. Almost 70% reported that they had been placed in special education programs or were attending a continuation school.

DMH identified a wide range of disorders. Specifically, 4% of the children were diagnosed with an anxiety disorder, 9% had adjustment disorders, 16% had mood disorders, and 18% were diagnosed with disruptive behavior disorders.. Twenty-four percent were identified as being in need of special education services, 19% were dual diagnosed, and 19% had developmental disabilities. Nine percent of the children had a history of foster care placement in the dependency system for child abuse/neglect and 4% were detained from foster care placements. Twenty-four percent were identified as having received mental health and substance abuse treatment in the community.

The level of cooperation and outright desire for assistance expressed by many of the youth was impressive. Only two youth declined to participate, and many asked for help. It was not uncommon to walk by a room where an interview was taking place and see a child in tears, clearly overwhelmed by the situation he or she found herself to be in.

Preliminary Interpretation of Data

Further analysis of the information is necessary but a clear picture is emerging. The children coming into the Probation system are doing so with a vast array of problems that need treatment. The issues may be mental health, special education, or children entering from other services systems, but they all need specialized treatment services.

Clearly, there is a need to expand mental health services for the over 18,000 youth entering the county's three juvenile halls each year. Current levels of mental health staff are inadequate to respond to the needs identified. Integrated, multi-modal service models are needed given the multiple agencies involved in the lives of these children.

Though some youth will need to be served within the juvenile halls, community-based alternatives should be emphasized to address the social context of troublesome behavior and enhance opportunities for family and other social support systems to participate in rehabilitative efforts. Family involvement in mental health and rehabilitative services is highly recommended, especially given the high level of family violence and conflict identified by this pilot project.

A continuum of care, including services within the juvenile halls as well as the community, is sorely needed. This continuum should include access to acute hospitalization as well as intensive services on units within the juvenile halls, screening and assessment, and intensive outpatient services, including group and individual psychotherapy, medication management, and family therapy.

Intensive case management services are clearly indicated to closely monitor the youth in the program and provide coordination of various service agencies and community support systems. Substance abuse services, including dual diagnosis services, should be a major component of the service delivery system for probation youth in the detention centers and in the community.

Targeted services for special populations (such as female offenders, perpetrators of family violence, juvenile sex offenders, the developmentally disabled, etc.) should be developed to meet the special and unique needs of these children.

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Mental Health Systems

Children with a diagnosable mental illness are found in all children's services systems. They live with their families and they are in school, they are served in the dependency system and in the delinquency system at varying levels of service. In the most severe cases, these children are very

difficult to treat, to deal with and to care for. As their behavior continues to deteriorate, they become violent and the arrests become more frequent. These children, although potentially dangerous, do not usually have the capability to form the criminal intent necessary to commit a crime. They are acting out of illness and are not the delinquent children that probation is typically equipped to help. Because these children so often assault or attack their caretakers, it often involves the staff at a group home, a psychiatric hospital, the MacLaren Children's Center or the Metropolitan State Hospital (state mental hospital). The staff find that a call to the local police department, or the Metropolitan Hospital police department, will result in the child's arrest and removal from their facility for these violent acts or threats. Removal of the child solves their problem rather quickly but does not effectively meet the needs of an ill child to be locked up in a jail-type setting.

Juvenile hall staff and the physical-plant environment are ill equipped to meet the needs of mentally ill children that "cross over". The courts quite often, after many hearings and long detention stays in juvenile hall, find the child incompetent to stand trial because they are not capable of participating in their own defense. These children are not delinquent in the usual sense, they are usually not gang members, and a review of their history reveals that they have not committed other crimes. They only have a history of multiple failed placements and threats or violent assaults on their caretakers or other children served at the same facility. After many months of detention in juvenile hall, these children are often returned to the system from which they came, only to return to juvenile hall with the next assaultive incident.

This cycle results in the highest-needs children not getting the types of services they require. The facilities that can treat these children won't take them; there are liability issues involved, and the staff and other children they serve must be protected from physical harm. Group home placements in California are required to be open-settings, not locked facilities designed to detain children. When children become so ill that they are dangerous to themselves or others, the "placement of last resort" becomes the acute psychiatric hospital, which is a secure or "locked" setting. When the child becomes violent and physically assaults other children or the staff, the local acute psychiatric hospital has the police department arrest the child and remove him to juvenile hall, and once removed, they won't take him back either. After all, these treatment programs, whether RCL 12-14 group homes, psychiatric hospitals or the state mental hospital have already attempted to serve these children and it resulted in staff or patient injuries and the removal of the child. They won't take them back. When all resources have been exhausted, the child will bounce between the MacLaren Children's Center (dependency system shelter-care facility) and the juvenile hall (delinquency system).

Court Systems

The court systems, both dependency and delinquency, are at a loss to effectively deal with children with this level of need. The normal court process seems to fail these children miserably. They should not remain detained in juvenile hall while a protracted hearing process takes place in the delinquency court to determine their competency. These children are often detained as much as 6, 8, 10 months pending a determination. In the mean time, the dependency court continues to hear "the case" since the child is still a dependent of the court (dependency) and not a ward of the court (delinquency). After many months of deliberation the delinquency court often makes a decision not to move toward delinquency status but to return the child to the dependency system, at which time the child would return to MacLaren Children's Center. If the delinquency court moves to make the child a ward of the court and keep the child in the delinquency system, then the most often seen court order is for suitable placement.

In summary, there is a critical need for enhanced mental health services across the continuum. These services include new models of judicial review and processing, treatment while in detention, and new community-based treatment options. Seamless systems that have the ability to provide services that step down and step up as needed are required. The goal must be to return as many of these youth with serious mental health problems as soon as possible to the home of their families.

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Youth with Substance Abuse Problems

Substance abuse has been an issue with young people and a growing problem since the '60s. It is clear that substance abuse is a major problem that has not been effectively dealt with in the local juvenile justice system. Any effort to deal with substance abuse issues requires a two-pronged approach. Programs need to target both education and treatment. Educational efforts are designed to deter young people from becoming involved with drugs or alcohol. For educational programs to be effective, it is important to study the trends, the availability, the level of risk perceived by young people and disapproval rating. These factors will help identify the growing use of certain drugs, whether youth consider it to be dangerous or not, the benefit versus the risk. Substance abuse treatment that specializes in the treatment of adolescents needs to be comprehensive and holistic. A categorical approach that focuses only on substance abuse is particularly ineffective for adolescents.

Treatment programs vary widely and may include community-based programs such as 12-Step types of programs, individual or group counseling, crisis counseling and intervention, support groups, drug testing programs to identify the illegal consumption of drugs, use of acupuncture or other treatment options, juvenile or adult drug court programs, out-patient day-treatment, sober living homes or half-way houses, residential treatment programs, sub-acute in-patient care programs or acute care hospitalization for detoxification. These programs have varied levels of success and should be tailored to the level of need for the individual. A discussion of national and state studies on this topic is contained in Appendix A.

Local Studies

The Los Angeles County Probation Department recently re-visited the issue of substance abuse among adult and juvenile offenders in order to develop a strategic plan to provide services to juvenile and adult substance abuse offenders. A task force was developed that included representatives from a variety of assignments within the department and it included the participation of experts from the county Department of Mental Health, Department of Health Services, Department of Children and Family Services, Department of Public Social Services and the Los Angeles County Office of Education.

The task force reviewed historical data, present practices, and published research documents. It found that reported findings and statistics on the effects of substance abuse might be grossly under-reported in that all factors are not usually considered by the reporting agency. For example, if an arrest is made for robbery, the offense of robbery is reported but the underlying cause of substance abuse may not be reported. The full "cost" of substance abuse is not easily calculated because a parent who is a substance abuser and is arrested may be jailed on a child abuse charge and the cost of the mother's incarceration may be calculated but the cost of the placement of children in out of home care by child protective services may not be calculated. Reportedly this may appear to be a case of child abuse but the underlying cause is the mother's substance abuse.

Juvenile Statistics

Data unique to Los Angeles County indicates a significant, steady increase in juvenile narcotics testing orders from 2,651 in August 1998 to 3,154 in August 1999 to 3,591 in May 2000. This figure is known not to be entirely accurate as Teen Court and particularly Juvenile Drug Court may be diverting youth with known drug problems from formal probation. The countywide Juvenile Automated Index showed a similar increase in the number of drug-related referrals from law enforcement to probation from 2,900 in 1991 to 4,200 in 1998. Children with drug or alcohol problems who have not been arrested are not usually referred to probation and are therefore not included in the statistical data. Communication with other children's services providers clearly indicates that drug and alcohol use is prevalent in all systems serving children.

Other Systems

The Department of Children and Family Services and the Inter-agency on Child Abuse and Neglect (ICAN) deal with the tragedies of substance abuse every day. All service systems report a strong correlation between the abuse of alcohol and drugs and domestic violence in the home, child

abuse, mental health problems and depression, and homicide, suicide and accidental deaths of varying types. Specifically, the Department of Health Services reports the most often reported substance use/abuse by mothers was cocaine/crack, followed by marijuana and amphetamines. Alcohol is the substance most commonly abused during pregnancy and it is hazardous to pregnancy and parenting. Yet hospitals and doctors are not consistent in their efforts to use laboratory tests, histories and physical evaluations to screen for prenatal alcohol abuse.

Accidental Deaths

ICAN's Child Death Review Team reports that in 1998, 95 accidental child deaths were reported, a 10% increase over 1997. These deaths are predominately due to intrauterine fetal demise, most frequently with a notation of maternal drug abuse and/or fetal tissues that were positive for drugs at the time of autopsy. In 1998, fetal deaths associated with maternal drug abuse were the leading cause of accidental child death in Los Angeles County. Thirty-eight fetal deaths (40%) were attributed to maternal substance abuse. Most deaths associated with maternal substance abuse are primarily of very young, prematurely born, infants who were prenatally exposed to drugs.

The thirty-eight deaths in 1998 constitute a 58% increase from the 24 such deaths in 1997. The Coroner reports that of the 38 fetal deaths reported for 1998, 30 were considered "accidental". All thirty of these "accidental" deaths involved maternal drug abuse. Six of the total accidental deaths were classified as "undetermined" by the Coroner. Yet the Coroner noted maternal drug abuse in 4 of the 6 undetermined deaths.

Twenty-three percent (23%) of the families with an accidental child death had a record of receiving child protective services prior to the death of the child. Fifty percent (50%) of those cases involved families were associated with maternal substance abuse. This percentage, while comparable to previous years when 41% to 85% of the accidental death victims with prior child protective services died as a result of maternal substance abuse, is low considering that deaths related to maternal substance abuse were the leading cause of accidental death.

Substance Abuse and Its Impact On Education and Juvenile Delinquency

There is a correlation between substance abuse and failure and/or drop out rates in grade school and high school. It is a significant factor in increasing the crowding of prisons, jails and juvenile detention facilities and placements. The rate of abuse for females is rising faster than the rate for males in both the adult and juvenile populations.

The Probation Department task force found that collaboration on substance abuse between law enforcement, probation/parole, health services and mental health, social services and child protective services, educational institutions and private clinics is poorly developed in most jurisdictions and the effects cross departmental jurisdictional boundaries of responsibility.

Juvenile treatment programs report varying levels of success. There are many issues involved with youth that are not present, or not present to the same level or degree, with adult substance abusers. It is important to identify the problem and obtain treatment in the early stages of drug use. Youth are immature and often make poor decisions. Yet these poor decisions can lead to an uncontrollable addiction that affects the rest of their life. Because of the immaturity, youth sometimes do not have the tenacity and perseverance to stick to the program especially when it becomes most difficult. It is therefore important to treat all associated issues that may include the school experiences, family interaction and communication and neighborhood environment. Developing treatment models that are unique to the juvenile/family experience may lead to improved outcomes for the youth, their siblings, and family.

Juvenile Drug Court

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The Los Angeles County Juvenile Drug Court was developed as a collaborative effort that crossed jurisdictional boundaries. The program was developed with the participation of the Superior Court Juvenile Delinquency Court, the Drug and Alcohol Programs Office from the Department of Health Services, the District Attorney, the Public Defender, the Probation Department and others. The

Juvenile Drug Court now operates in two locations, Sylmar Juvenile Court and Eastlake Juvenile Court.

The members of the Juvenile Drug Court team function as a unit to assist the child in successfully kicking the habit of addiction and maintaining a clean and sober lifestyle. It is quite different from their normal roles for the District Attorney and the Public Defender to work together with a Judge to help treat the child's problem. Under normal circumstances their roles are clearly defined as well as mandated and those lines are not crossed. Under the Juvenile Drug Court model of treatment and supervision, all team members work together with a drug treatment provider.

Treatment and counseling, extensive drug testing, and close monitoring and supervision are all part of the treatment plan. Participation in school and cooperation with family is an integral part of the treatment process as well. The team continues to work with the child even when there are relapses, an expected part of the treatment process. Progress is closely monitored and treatment methods modified as necessary to bring about improvement and compliance with the program. The team as a whole meets regularly to determine the progress or lack thereof and to determine the next course of action.

The most over-riding cost is not reported in any calculations by any of the agencies that deal with the effects of substance abuse. These factors are in human terms, in failed dreams, broken promises, loss of opportunity and education. It is a loss that cannot be recaptured. Once time is lost to substance abuse it cannot be regained. Treatment can be provided; success can be attained.

Youth Affiliated With Gangs

Overview

Youth gangs in Los Angeles have continued to grow and have become a permanent feature of neighborhood life in many of the high need communities. The Los Angeles Police Department (LAPD) estimates that there are over 400 gangs in Los Angeles and over 65,000, active gang members. Many of these gangs have cliques or subsets. These gangs and their cliques have entrenched and long-standing hostilities which often play out in violent street clashes. According to the Los Angeles Police Department's Citywide Gang Crime Summary, gang related crimes have increased significantly from 1999 to 2000. For example, homicides increased from 136 to 331, attempted homicides rose from 526 to 635, witness intimidation increased from 450 to 543, and felony assault increased from 2588 to 2933.

Moreover youth gangs and concomitant gang violence continues to demand the attention of juvenile justice officials and the public. In virtually every area-parks, schools, movie theaters, and public events-this burgeoning gang problem adversely affects neighborhoods, in particular neighborhoods located in areas of high crimes with multiple risk factors and high level of poverty. The presence of street gangs in these neighborhoods threatens public safety and corrodes the moral and social fabric of neighborhood life, creating barriers to the normative development of young people, especially in the areas of academic and social development.

The Complexity of Youth Gangs

Notably, gangs have changed significantly in terms of their method of operation, activity, and orientation. In many instances, gangs have abandoned their home "turf" and resultingly are now highly mobile. Gang activity has become more entrepreneurial, gangs vie for profits form drug activity and terrorize neighborhoods with their brutality. Youth gangs have attempted to extend their sphere of "turf" and neighborhood control by claiming ownership of public parks. Gang members congregate in parks for meetings and to socialize. Juveniles who do not belong to the gangs associated with specific parks are often, at the threat of violence and intimidation, blocked from using the park facilities. Too, families refrain from using the parks for fear of being accosted by gang members.

In a similar way, gangs have invaded public housing developments and have staked out these communities for selling drugs, organizing gang activity, and recruiting gang members. Law-abiding

residents are often subjected to gang domination and are victimized within their own home communities. Housing developments are frequently devastated when gangs gain a foothold in the community.

Declaring select schools as the strict domain of specific gang territory presents a host of problems, most notably the safety of young people, especially probation youth. Gangs have balkanized entire geographical areas of the county, claiming control of local schools, denying non-gang members the right to attend schools in "their neighborhoods." This adversely impacts schools: discourages school attendance, fosters a school atmosphere of intimidation, violence and bullying and undermines academic performance. In fact, research shows that school with greater gang activity and other forms of violence are more likely to experience on-site violence and other crimes. In communities with active gangs, particularly those with violent disputes, children traveling to school may be caught in the crossfire. Also, youth of "recruitment age" may face repeated threats and beatings intended to intimidate them or encourage allegiance to a gang. Schools located in the 85 School Service Areas are particularly impacted by gangs and gang activity.

Changes In Gang Membership and Structure

The emergence and integration of female into male gangs represents another significant change in youth gangs and their orientation. Up until recently, female participation in gangs was generally through a boyfriend, brother, or significant other male associate. Females now have similar gang status and are expected to participate fully in gang life and gang activity, including doing drive-by shootings, fighting, selling drugs, carrying guns, and other types of criminal activity. This adds to the complexity of youth gangs and presents yet another problem for neighborhoods which are already overwhelmed by presence of gangs and gang activity.

Historically, active gang membership faded and ended after the period of adolescence between ages 13-18. Active gang membership now extends into adulthood and the violent lifestyle continues. Gangs recruit members as young as eight or nine years of age and prepare them for a lifetime of violent criminal activity.

Gang Members are defined according to their age:

- Pre-teens – "Baby Gangsters"
- Young teens – "Little G's"
- Older teens and young adults- "Gs" and "Big Homies"
- Adults – "OGs" and "Shot Callers"

Some of the recent changes in the structure of gangs are:

- Recruitment of gang members at elementary school age
- Emergence of Taggers
- Increase in the number of females involved in active membership and violent activity
- Mobility of gangs and the spread of gangs across the county
- Involvement of gangs in drug and gun trafficking and other entrepreneurial criminal activity
- Increase in interracial gang hostilities

In brief, the continued growth of youth gangs, their enhanced sophistication and their destructive and violent activity requires resources at the neighborhood level. Neighborhood intervention in partnership with the Probation Department, law enforcement agencies, schools and other service providers is now what is required and missing to address youth gangs.

Youth Impacted by Proposition 21

Impact of Proposition 21—Direct file

The March 8, 2000 implementation of the "Gang Violence and Juvenile Crime Prevention Act," Proposition 21 as it is commonly referred to, provided for the mandatory direct filing in adult court of

cases of minors 14 years of age or older who are charged with committing certain types of serious offenses, e.g. murder, robbery, serious sex offenses.

To date, there have been 176 direct filings; of the 176 filings:

- 18 resulted in DA rejections
- 101 are still pending
- 67 have resulted in sentencing

As more and more of youth are directly filed into the adult court, they will spend significant time in juvenile hall as they go through the court process. The juvenile halls are geared for the temporary detention of youth and programs are built upon that assumption. Those who are detained for lengthy periods of many months need to have additional constructive programming.

One of the programs that has been developed especially targeting this population is the Inside Out writers' program. The program started in May 1996 by Sister Janet Harris at Central juvenile Hall. It was her vision to give incarcerated youth a voice through writing. The program teams with professional writers who volunteer their skills to teach youth who are detained for long periods. Writers including a Los Angeles Times feature writer, a Pulitzer Prize nominee, screenwriters, and award winning poets. Writing provides avenues for self-expression as youth also explore areas of accountability, healing, family relationships, and deep emotion.

Females in the Juvenile Justice System

Girls are becoming increasingly involved in juvenile crime. Their reasons for "ditching" school, for using drugs, for stealing, for committing violent crimes, and for involving themselves in gangs often varies from their male counterparts. It is therefore necessary to look deeper into the root causes of their crimes to identify preventive measures and effective programming for those girls already involved in delinquency.

Nationally, between 1989 and 1993, the relative growth in juvenile female arrests was more than twice the growth for juvenile male arrests. Females were more likely to be placed on formal probation as compared to males. Despite the growing number of girls involved in the juvenile justice system, their gender-specific needs remain under-serviced. The lack of specific programs usually results from the system's concentration on the more prevalent male offender and a historical indifference to female development issues and to female-specific "pathways" to breaking the law. Although the Los Angeles County Probation Department does provide female-based programs through its detention, residential treatment bureaus, and its suitable placement programs, it has been unable to consistently fund gender-specific prevention and early intervention services for at-risk juvenile females in the community.

The development process in the adolescent female, by which a self-assured, confident child grows into a self-conscious, insecure teenager is pivotal to understanding the unique experience of female development. According to psychologists, the loss of self-esteem is nothing more than the natural process of growing up female and realizing that what was once respected and adored is no longer tolerated or accepted. This realization causes many young women to make dramatic changes in their self-images and their behavior.

Adolescence is the time when young women receive negative messages from society about their bodies, their minds, and their worth. Through this process, young women begin to recognize that the world functions in terms of power dynamics and that it is women who do not possess the power. As a young woman loses her child identity to womanhood, her emerging adult appearance subjects her to societal stereotyping that defines her as an object of beauty or a model for idealized or fantasized relationships. Women who view themselves as less attractive often judge themselves not worthy of positive relationships and this can lead to poor decision making in an attempt to feel wanted or accepted for their physical bodies. This is particularly true for young women who have experienced sexual abuse as children and so carry into adolescence confused feelings and thoughts about the purposes of their physical bodies.

Girls who view themselves as attractive can have their self-image easily become entirely connected to their physical appearance and the response it draws from those around them. Society creates negative stereotypes about beautiful women, and so pretty young women may struggle to be recognized for their intellectual capacity. Relationships with teenage boys are often tainted by the tendency to see attractive girls as only sexual objects or trophies and girls are often subjected to sexual harassment before they know how to deal with it or before they have developed their own strong sense of identity. The pressure to conform to certain physical standards may keep many young women from using their talent or reaching their full potential.

Adolescent females who have grown up in families where domestic violence is commonplace, where the children have been physically or sexually abused, are at even greater risk for serious problems developing in adolescence. Additional risk factors that apply to young men also apply to young women. Therefore, a history of failed or difficult school experiences, high crime neighborhoods, substance abuse, mental health problems or mental illness, prevalence of gangs, early pregnancy and parenting, all contribute to an outcome that is not likely to lead to the success that will result in a law-abiding, educated, successful adult.

Gender-specific services refer to program models and services that comprehensively address the special needs of this targeted gender group, adolescent females. Such programs foster positive gender identity development. Gender-specific programs recognize the risk factors most likely to impact them and the protective factors that can build resiliency and prevent delinquency. Gender-specific programming is not giving girls the same programs as boys, or isolating offenders according to gender. Instead, the most effective programs are rooted in the experience of girls and incorporate an understanding of female development.

Specifically, community-based gender-specific programming is lacking in the areas of prevention and early intervention services for the pre-delinquent, 13 to 15 year-old juvenile females. In order to provide a continuum of gender-specific programming throughout the juvenile justice spectrum, the Department will pilot gender-specific caseloads in the areas of prevention and early intervention. Programming will be developed that is unique to the female offender in specific areas of need, for example with substance abuse and gang intervention. The requirement for gender-specific programming and services will be incorporated into request for proposals (RFP), future contracts with service providers and in future program development. Gender-specific programming will be included as an integral part of the work statement in all programs that will provide services, treatment and supervision to girls. Whenever possible, the Department will include gender-specific programming in its work with other county agencies. Appendix A contains information about national and state studies focusing on t female juvenile delinquency trend.

Local Studies

Los Angeles County Juvenile Justice Coordinating Council Ad-Hoc Committee Report on Youthful Female Offenders, November 2000. This Ad-Hoc Committee is comprised of leaders in the field of juvenile justice with a specialty in female programming. Members of the committee included representatives from the Probation Department, Public Defender, Department of Mental Health, Community College Foundation, Los Angeles County Office of Education Juvenile Court and Community Schools, UCLA School of Medicine, Los Angeles County Juvenile Court, community activists, program directors and others. The Committee was charged with reviewing information and determining the nature and extent of the involvement of girls in the juvenile justice system, identification of trends, and educating the community and planners on issues related to girls in the juvenile justice system.

The Committee conducted national- and state-level research and reported findings as indicated above. The Committee further conducted research activities at the local level, inventoried existing programs for the youthful female offender currently available in Los Angeles County, and identified gaps in services. Finally, the Committee made recommendations that would seek to better serve the youthful female offender by providing gender-specific services to meet their unique needs and issues.

The Committee found that in 1991 female juvenile arrests accounted for 16.2% (9,658) of the total number of arrests in Los Angeles County (59,481). Over the next six years (1997), this rose to 21.1% (14,034). Although the number of total court orders for probation minors remained somewhat steady from 1995 to 1998 the number of female offenders granted probation increased from 16.3% (3,704) in 1995 to 18.1% (4,333) in 1998.

Identification of Gaps in Service. The Committee sought to identify gaps in the services available to the youthful female offender. The Committee reviewed the gap analysis as specified in the Challenge II grant, girls from Camp Scott were interviewed about the accessibility and need for services in their communities, and members of the Committee contributed information based upon their unique knowledge and experience with the existing system. The Committee identified fourteen major categories spanning a wide range. The fourteen major categories included family issues, education and recreation, careers and employment (job readiness), detention and camp conditions, physical health needs, housing and emancipation, drug and alcohol issues, program accountability, mental health issues, immigration, legal assistance, gender specific training for staff, data collection systems and legislation.

Within each of these major categories, a number of issues, gaps and services were identified as necessary to provide appropriate programming for the youthful offender or young girl at risk of offending. Service needs range from child care, parent/adult caregivers, special education, emancipation services, links to higher education, skills assessment, leadership training, sexual/physical abuse/domestic violence program services, medical care referrals, mental health assessment, access to a range of mental health treatment modalities, and longitudinal outcome tracking. Many other gaps in service areas were identified and are referenced in detail in the Committee's report.

Recommendations**.** The Committee identified seventeen recommendations for program enhancement to meet the needs of girls in the system or at risk. Recommendations included:

- Developing a comprehensive resource directory
- Collaborative team of trainers to train staff in gender specific issues
- Develop and maintain a mentoring program
- Increase access to emancipation and independent living programs
- Training for legal defense personnel in female offender issues
- Improve awareness and identify programs that provide strength-based enrichment activities for females
- Identify community based organizations which deliver a consistent volunteer base to augment revolving program staff
- Improve computer-based resources to female youths in custody
- Evaluate data obtained through the Long Term Family Self Sufficiency Planning by Service Planning Area (SPA) to determine resources in an effort to explore funding options for gender specific programming
- Expand and define the role of the Probation Ombudsperson to include maintaining information, education and on-going research on current female issues,
- Develop probation female offender caseloads
- Explore the potential of an all-girls school operated by the Los Angeles County Office of Education (LACOE), patterned after the Ramona School operated by LAUSD or the Soledad Enrichment Action All Girls Academy
- Assess the value of housing all female offenders at one camp facility to maximize access to all services
- Develop an in-depth and comprehensive program to address our female offender's unique needs for workforce readiness and employment paths, working towards self-sufficiency and productivity

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- Expand access to domestic violence services and other programs that may deal with victimization issues
- Seek funding to better address mental health needs for youthful female offenders
- Explore resource allocation for health care providers in preventative health maintenance education

Los Angeles County Department of Health Services, Juvenile Court Health Services, Reports: "Variations in HIV Risk Behavior of Incarcerated Juveniles During a Four-Year Period: 1989-1992" and "Adolescent Offender's Experiences of Violence and Sexual Assault Within and Outside Their Family". The Los Angeles County Department of Health Services provides medical care, under contract with the Probation Department, to juveniles incarcerated at the juvenile halls and camps. Medical research grants were obtained by Juvenile Court Health Services to conduct medical research that would provide valuable information about the lifestyles and practices of our youthful offenders. The studies were comprehensive, spanned several years and specifically targeted the Los Angeles County juvenile incarcerated population.

The studies provided invaluable research with regard to the specific needs of female offender population. These young women's lives are profoundly affected by found that females in Los Angeles County were more likely to be sexually assaulted at 32% compared to males at 2%. The use of drugs/alcohol figured prominently for both victims and perpetrators of sexual assault. The assailants in sexual assaults included family members for 31% of the females and 25% of the males. Victims of sexual assault were more likely to report prostitution and pimping. Ninety-eight percent of boys and girls reported being sexually active. Eleven percent of the females and 7% of the males reported using drugs by injection. Eighty percent reported using drugs and alcohol on a regular basis. Fifty-one percent of the females and 12% of the males had a history of sexually transmitted diseases (STDs). Fifty-five percent of the females and 7% of the males reported using drugs other than alcohol.

Young Women At Risk Violence Intervention Program

The Young Women At Risk Violence Intervention Program (YWAR) is a collaborative pilot program funded by the City of Los Angeles to meet the needs of at-risk female youth, ages 15 to 18 years of age. It targets female youth at continuation high schools with serious social, behavioral, and/or emotional problems. The program began in 1999 and includes participants from the local community, the school, Los Angeles County Probation Department, and the Los Angeles County/USC Medical Center Violence Intervention Program.

The goal of the program is to reduce the number of girls entering the juvenile justice system and to effectively rehabilitate those who are already involved. Specific goals include promoting self-esteem and self-confidence; increasing awareness between the relationship of violence, sexual exploitation and assault and risk of sexually transmitted diseases and consequences of teen pregnancy. Other program goals include increasing awareness and understanding of depression and mental illness, substance abuse and eating disorders. The program seeks to promote career development and provide tools for self-sufficiency. It also seeks to serve as a resource to promote awareness of the services available to teen women.

The program seeks to promote the accomplishment of these goals through delivery of a four-module curriculum. These modules address issues in the areas of Appreciating Young Women, Healthy Relationships, Mental Health Issues, and Career Planning. In addition to the modules, the program seeks to provide positive role models to mentor these girls and to provide on-site services. Speakers attend their meetings and the girls are exposed to new interests through regular field trips. The program partners with community leaders and service providers.

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The program identifies outcome measures as a change in risky, unsafe or maladaptive behaviors of the participants, an increase in the participant's level of knowledge of basic physical and mental health, forms of abuse, prevention strategies, and career preparation. Successful outcomes are measured by a reduction in the number of participants entering or re-entering the juvenile justice system. Another measure is an increase in the number of participants who successfully transition

from high school to jobs or higher education. A very serious measurable outcome is a reduction in the number of participants who become pregnant or if additional pregnancies are reduced.

To date, there is no data available on the measured success of the program. The City of Los Angeles Commission on the Status of Women reported on April 24, 2000 on the Young Women At Risk Violence Intervention Program, however data was not provided. The Commission listed a number of protective factors that have been identified in the lives of at-risk girls who avoid delinquency: exposure to positive role models, a close relationship with at least one caring adult, positive development of gender identity, some exposure to healthy interpersonal relationships, opportunity to develop a strong sense of self, an orientation toward the future, delayed sexual activity, and support from family, school, and community.

The Commission found that the incidence of girls committing violent crimes has increased approximately 125% over a ten-year period, as reported by the U.S. Department of Justice. The Commission states that preliminary findings strongly indicate that a literacy component is required to facilitate and enhance the success of the program because most of the students were found to have serious reading and comprehension deficiencies.

Project Joyas

Project Joyas is a newly implemented program sponsored by the Los Angeles County Probation Department. The program started July 2000 as a 1-year pilot project. Joyas is the Spanish term for jewels and the program is so named because the project's goal is to transform pre-delinquent girls into jewel-like community assets by providing them with gender-specific prevention and intervention services. This program is a collaboration comprised of the Probation Department, the Tri-City Mental Health Center, Bassett/Valinda area schools, community-based organizations and the program participants. The program addresses the lack of prevention and early intervention services for middle school aged girls (13 to 15 years old) in five locations in Los Angeles County. Prospective participants are referred to the Project Joyas program by the Juvenile Court, Probation, schools and community-based organizations.

Program Background and Development. Adolescence is the time when young women receive the negative messages from society about their bodies, their minds, and their worth. Through this process, young women begin to doubt their level of power and control over their own destiny. Young women who have come to adolescence the victims of child abuse, domestic violence, sexual abuse, family dysfunction and with abandonment issues are less likely to successfully transition to a productive adulthood. When additional risk factors are added, such as substance abuse, teen pregnancy and parenthood, school failures, truancy issues and school dropout, it makes the successful transition nearly impossible.

Studies have found that girls come to the delinquent pathways most often through victimization – physical, sexual and emotional- has been consistently identified by researchers as the first step along females' pathway into the juvenile and criminal justice systems and as a primary determinant of the types and patterns of offenses typically committed by girls and women. Belknap relates the scenario as follows:

"The story usually goes something like this: the girl is sexually abused by her father or step-father, the girl runs away from home to escape the abuse, the girl turns to prostitution to survive, the girl turns to drugs as self-medication, and the girl turns to selling drugs to support a drug habit or to make money to live. Anywhere in here the girl might have become a woman, and anywhere in here the girl might have been processed by the juvenile or criminal justice system." Abuse is a primary cause for running away from home, a status offense that is often a girl's first involvement with the juvenile justice system. Studies indicate that sexually abused female runaways are more likely to engage in delinquent activities (for example, substance abuse, theft, and prostitution) than non-abused female or male runaways.

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Important protective factors that minimize female adolescents' high-risk behaviors are:

- Positive gender development

- Healthy interpersonal relationships- especially relationships with caring adults
- Family-school-community support
- A positive vision of the future
- An understanding of female development

Elements and strategies of effective gender-specific programming include skills training that teaches girls to discover their strengths and to adopt pro-social skills. They need assertiveness training that helps victimized girls to find their voice, to explore options and to set limits in their relationships. Empowerment training teaches girls to set and reach goals, to recognize their own capabilities and strengths and to develop leadership skills. Giving girls the opportunity to design, implement and evaluate programs teaches them leadership skills. Self-esteem enhancement teaches girls to respect themselves instead of relying on others for validation.

Education addresses the needs of the whole person including one's academic, social, and life skills. Learning to cope with disabilities, changing negative attitudes about education, avoiding substance abuse, delaying premature sexual relations and teen pregnancy, understanding puberty as a positive, normal female development all contribute to the girls' success. Real-world educational opportunities help girls to understand how learning relates to life skills. Mentoring programs, guest speakers, and visits to worksites enable girls to make personal connections with women who are successful in the world of work.

Positive development through community-based initiatives allows girls to work in teams to plan and implement projects through which they practice leadership skills and interact with adult role models. Womanhood development presents girls with a positive model of being female that counters negative or narrow sex-role stereotypes. Positive relationship skills modeled by adults give girls positive relationship skills and teaches them to recognize unhealthy relationship dynamics.

Relationship building addresses girls' behavior in context of the good and bad choices they have made as a result of relationships. Mentoring gives girls a chance to interact with females who have mastered life challenges of their own. Mentors should not only be from the professional world but also from the girls' community.

Positive peer relationships and activities can be a protective factor to prevent delinquency. Career opportunities, both professional and technical training, helps girls see how their interests, abilities, and skills mesh with real-world job opportunities. Recreational activities are especially valuable as alternatives to delinquent behaviors. Family involvement is important to develop as part of the program of support for girls and to include parents in the treatment programs for the girls.

Project Joyas Curriculum. The program provides structured after school leadership meetings from approximately 3 p.m. to 7 p.m. each school day. The program recruits 25 girls per location and exposes them to positive role models, development of a mentoring relationship with at least one caring adult, positive development of gender identity, building a vision of the future, enhancing family structure and support, and opportunities for community development. These girls will provide leadership in their schools and communities. They will develop support groups for each other and will be trained to be empowered leaders and positive forces in their communities. The project is a structured after-school female leadership academy.

The program curriculum focuses on female adolescent development and the risk and protective factors associated with female-specific delinquency. An overarching program goal is to teach program participants to understand themselves better as adolescent females and thus empower them to make positive decisions to avoid delinquent behavior. The staff of community-based organizations in conjunction with Probation staff, manage the school leadership meetings and provide the basic curriculum and materials. Program participants are expected to create and implement up to 75% of the curriculum, e.g. which guest speakers to invite, types of meetings to hold, special event planning, etc.

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Goals and Objectives. Goals include preventing delinquency through comprehensive gender-specific programming that emphasizes positive gender identity development and minimizes pre-

delinquent behaviors. Another goal is to enhance protective factors likely to build resiliency through leadership and skill development activities. Nurturing girls' personal and social competence and enhancing their self-esteem is another program goal.

Objectives of the program include providing a physically and emotionally safe meeting place that best serves the needs of the pre-delinquent 13 to 15 year-old girls. Program participants are required to originate and implement up to 75% of the project curriculum at each site, they select the meetings, identify the appropriate guest speakers, and arrange field trips. The goal is for the participants to feel empowered to positively change their lives, especially their at-risk behavior. Each participant is individually responsible for a curriculum component that will enable the participant to exercise and develop her leadership skills. Program participants are partnered with a qualified mentor that stresses academic and career development through exposure to real-world examples of how education is linked to economic success. Group meetings are conducted at least twice weekly to initiate and fortify peer relationships through nurturing discussions about: "loss of voice"; emotional, physical, and/or sexual abuse; family dysfunction; and other related issues.

Each program participant is involved in a community service activity to promote a participant's interaction with adult role models and to gain increased sense of self-worth. At least one mother-daughter outing (picnic, concert, recreation event) per month is planned to strengthen family ties and to obtain family support for quitting risky behaviors. At least one field trip per month is scheduled to occupational and career locations to furnish program participants with a future vision that allows them to see past their current situation and to have hope for economic prosperity.

One guest speaker per month will address early sexual experimentation, teen pregnancy, and women's health issues to enable participants to make safer choices for themselves and not be influenced by peers, boyfriends, gang members, or others.

There is not yet any data available on the success of the Project Joyas. It is anticipated that it will be highly successful in that the development of the project incorporated best practices based on research into the specific issues facing the young women of today.

STRATEGY SEVEN: High risk offenders, including chronic and violent offenders, who pose an immediate threat to public safety should be removed from the home utilizing a continuum of non-secure and secure community based treatment resources such as juvenile halls, placements, or camps.

The criminal behavior of many serious, violent, and chronic offenders requires the application of secure sanctions to hold these offenders accountable for their delinquent acts and to provide a structured treatment environment. The research on large, congregate-care facilities has not proven to be particularly effective in rehabilitating juvenile offenders. Nevertheless, some continued use of these types of facilities will remain a necessary alternative for those juveniles who require enhanced security to protect the public. Secure sanctions are most effective in changing future conduct when they are coupled with comprehensive treatment and rehabilitation services.

It is clear that juveniles whose presence in the community would constitute an ongoing threat to community safety or who have continuously failed to respond to community based corrections will require an extended placement in probation camps or at the California Youth Authority.

Total Camp Orders

1995	1996	1997	1998	1999	2000
4,499	4,676	4,079	4,130	3,790	TBD

Average number of camp orders per month from 1995 -1999 = 353

Los Angeles County operates the most extensive probation camps system in the state. With 18 camps and 1 residential treatment center operated by the County, this provides a local option

Residential placements should not be operated like extended juvenile halls. The purpose needs to be treatment oriented and programs need to focus on building skills to better address needs. The mission and therefore the programs must be directly linked to efforts to return youth to their home and communities better equipped and more positively oriented to lead a delinquent free life. The focus needs to be on building accountability and responsibility in the living environment, the school setting, and the work/program settings.

It would be naïve to think that in a relatively brief time being removed from the home, that youth would be completely turned around. In fact the most challenging changes will occur not while in camp, but once the youth returns home. It is then that the youth must come face to face with the temptations and influences that often led him/her to poor decision making and astray in the first place. Youth who have had long standing problems such as academic difficulties, entrenched gang influence, family criminality are highly unlikely to overcome these problems after a brief impact of losing their freedom. The interventions to address these issues should start during a residential stay but must continue upon return to the family and the community.

The overall camp program is often complicated by youth who are ordered by the court for multiple stays in camp. Some youth return to camp three, four, and five times. At this point, the camp placement merely becomes some form of extended punishment to ensure loss of freedom.

Those youths who are involved in violent offenses, those adjudicated as juveniles or those tried as adults, are often referred to placement at the California Youth Authority. This becomes an option when local options are no longer appropriate and the youth is not amenable to treatment at the local level.

Total CYA Commitments

1998	1999	2000
262	507	450

STRATEGY EIGHT: Post residential after-care services must be provided to ensure effective community reintegration.

The continued significant number and directed toward youth who are removed from their home and placed in probation camps or suitable placements, it is clear that strategies how to effectively reintegrate upon their return to the community must be implemented. Although some have advocated longer periods of secure confinement, there is no evidence that longer confinement has any impact on preventing or deterring offenders from re-offending. Research findings indicate that gains made by juvenile offenders confined in correctional facilities quickly evaporate following release.

David Atschuler and Troy Armstrong in their discussion of the Intensive Aftercare program model (IAP) have done the seminal studies on aftercare. They advocate for a model of re-integrative confinement that is defined as an incarceration experience that includes a major focus on structured transition and a follow up period aftercare characterized by both surveillance and service provision in the community. The key elements of this strategy are:

- Preparing confined offenders for reentry into the specific communities to which they will return
- Making the necessary arrangements and linkages with agencies and individuals in the community that relate to known risk and protective factors
- Ensuring the delivery of required services and supervision

To the extent that these general specifications are not met, there is little reason to expect that re-offending behavior will diminish or that the overall performance of youth returning to the community will improve.

Prior models of aftercare that focused exclusively on intensive supervision, offender surveillance, and social control had little or no impact on recidivism of juveniles transitioning from confinement. Treatment services must be a significant part of the reentry plan to capitalize on the gains made in

probation camps. Recidivism declines only when offenders are simultaneously receiving both supervision and treatment services.

It is critical to provide institution based treatment services that specifically address criminogenic factors (i.e. predictive of future criminal activities). Institutional based services has the potential to provide a foundation on which to build while aftercare provides the opportunity to transfer the newly developed skills and competencies to he very community in which the offender will reside. The key service areas around which both the institution and community –based providers need to organize their respective efforts in tandem are family, peers, schooling, work, and drug involvement An aftercare program should:

- Prepare juveniles for progressively increased responsibility and freedom in the community
- Facilitating interaction and involvement between juveniles and the community
- Work with offenders and targeted community support systems (families, peers, schools, employers) on those qualities needed for constructive interactions that advance the juveniles' reintegration into the community
- Develop new resources and support services as needed
- Monitor and test the capacity of juvenile offenders to receive and the community to provide services and support
- Prepare youth to emancipate and maximize the use of Independent Living resources where ever appropriate

The requisite components of case management include:

- Risk assessment and classification for establishing eligibility
- Individual case planning that incorporates a family and community perspective
- A mix of intensive surveillance and enhanced service delivery
- A balance of incentives and graduated consequences couple with imposition of realistic, enforceable conditions
- Service brokerage with community resources and linkages with social networks

Community-based aftercare is one part of a re-integrative correction continuum that must be preceded by parallel services in the camp or placement facility and must include careful preparation for the aftercare to follow. Institutional services need to be geared to the services, opportunities and challenges that exist in the community to which the juvenile will return. Emancipated youth and youth in need of Independent Living Plan programs should receive intensive, specialized aftercare services. The institution or residential program cannot operate in isolation from aftercare and the community Institutional services that are inadequate, inconsistent, incompatible, or disconnected in relation to what will be encountered in the community are likely of little long-term value if they are not reinforced and followed up in the aftercare community. Accordingly, aftercare is only one phase of the corrections process. The development, implementation, and evaluation of aftercare require equal attention to what occurs during the institutional and transitional stages of correctional jurisdiction.

It is clear that caseload size and intensification in level of contacts are widely accepted operational principles for intensive aftercare programming. Yet 'more' contact with staff is not necessarily a measure of more productive interaction since a higher level of contacts in itself reveals virtually nothing about what is happening during these important periods of contacts. Tied to intensification of supervision is a need to incorporate a graduated response capability in terms of both administering sanctions and providing incentives during the community phase of these programs. The availability of graduated incentives to minimize the frequency of violations and graduated consequences to respond proportionately and appropriately to misconduct is critical.

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Further, rehabilitative treatment must be a significant objective of the aftercare program. Without support and a continued focus on dealing with the youth and family needs, the prognosis of a successful reintegration is not promising. Those services must be a continuation of the community-

based services initiated while in camp and then continued during the transition upon return to the community.

STRATEGY NINE: Suppression efforts must target probationers who: are at high risk to re-offend or violate probation; have a history of chronic or violent offending; have a history or current involvement with gangs, guns, and/or drugs

Suppression strategies are a critical component of the continuum of service as they target those juveniles who have a history of violence and present serious threats and risks to public safety. In Los Angeles County, there are over 10,000 juveniles on probation who because of their prior involvement with guns, have a court ordered condition specifically prohibiting weapons possession. While many strategies have arisen in various places, one of the most comprehensive is the one in Boston. A review of that strategy provides many lessons and in many ways reaffirms the initiatives implemented by law enforcement in Los Angeles.

After experiencing a steep rise in juvenile and young adult violence in the late 1980s, Boston suffered 152 homicides in 1990 - up from less than 100 per year throughout most of the 1980s. The major source of this violence was youth gangs, whose struggle for control of territory in crack distribution lad to a substantial increase in the numbers of youth acquiring and carrying guns, which in turn spilled over into additional shooting unrelated to drugs. In 1998, eight years later, Boston suffered just 35 murders - down 78% from the 1990 level and equaling the City's lowest rate since the mid-1960s. During a 29 months period (from the summer of 1995 through December 1997), not a single juvenile gun homicide was committed in Boston.

In developing a strategy for Los Angeles County it is valuable to look at the Boston strategy. While it is clearly understood that the environment in Los Angeles is unique, elements of a strategic program are worth reviewing. The keys to the comprehensive strategy in Boston were as follows:

Boston's police department convened a Youth Violence Strike Force that concentrated in the highest crime neighborhoods of the city and then focused on active gang members and probationers actively involved in criminal activity

The Boston Gun Project – jointly initiated by the Strike Force Team and the Federal Bureau of Alcohol, Tobacco, and Firearms –concentrated investigators' attention not just on specific crimes but also the guns used in the crimes, aggressively tracing the source of guns used in crimes and prosecuting those involved in illegal gun trafficking

In 1994, Operation Cease Fire began as a focused effort to vigorously enforce gun laws against any gang member caught illegally carrying guns or committing violent gun crimes and turned them over for federal prosecution - which can carry far greater penalties than local statutes

In 1992, Operation Night Light paired police with probation officers in conducting joint evening patrols, making nighttime visits to the homes of high-risk probationers. Those out after curfew receive warnings at first but repeated violations results in a return to court and sometimes jail

The final key element to the Boston Strategy has been outreach and support for youth. City-funded "street workers" and counselors form local youth agencies have worked hand in hand with law enforcement officials to send youth a clear message that gun violence will no longer be tolerated. Boston's youth violence strategy also relied on positive youth activities provided by community agencies like the Ella J. Baker House, a drop-in center for youth in the North Dorchester neighborhood and the hub of an array of youth outreach and programming

The Probation Department utilizes armed DPOs in several multi-agency suppression efforts including:

- Community Law Enforcement and Recovery (CLEAR)

- Community Oriented Mobile Narcotic Enforcement Team (COMNET)
- Hollywood Task Force
- Long Beach Task Force
- Pasadena Task Force

These multi-agency partnership programs are high-risk suppression programs that target violent and serious offenders especially those involved with guns, gangs or drugs.

The Probation Department initiated the Developing Increased Safety through Arms Recovery Management (DISARM) program in February 2000. The program represents a proactive suppression program that teams DPOs with law enforcement personnel in a joint partnership effort. The program targets high- risk probationers who have court ordered conditions specifically prohibiting them from possession of a weapon. This is a proactive process to utilize a search and seizure condition to closely monitor the compliance of probationers especially with a weapons condition. The key outcomes include:

- 1732 searches completed
- 276 guns confiscated
- $1,505,606 money/drugs confiscated
- 97 warrants enforced
- 393 arrests

It is important to have a process that identifies those high-risk juvenile offenders who pose immediate threats to public safety. Relevant data and information needs to be shared with agencies including probation, law enforcement and school police to ensure that intensive, proactive supervision can be implemented for this small group of high-risk offenders.

STRATEGY TEN: Utilize research-based, best practice models that can demonstrate measurable outcomes.

The implementation of research-based, best practice models, are critical to impacting the overall rates of crime. It is no secret that juvenile justice is often caught reinventing the wheel with ineffective interventions while ignoring the research of effective programs. As the system becomes more accountable, initiatives that produce good outcomes for youth and the community obviously needs to be continues. Those programs that cannot demonstrate results and good outcomes need to be terminated. It is important to fund what works and terminate those programs that do not.

There are a handful of programs particularly dealing with youth in the juvenile justice system that appear to have well documented records of success:

Functional Family Therapy

Functional Family Therapy (FFT) works with youth in their home and targets both the family and the individual behavior of the youth---employing intensive and research drive tactics to identify and reverse the negative dynamics that produce problem behaviors. FFT first demonstrated its impact in 1973 when a randomized trial found that only 26% of delinquent youth assigned to FFT were arrested within 18months of treatment, compared with 50% recidivism for youth in no-treatment control group. Overall, between 1973 and 1997, FFT was involved in nine scientific studies, and in every test FFT produced improvement of at least 25% (and up to 80%) in recidivism, out-of-home placement, or future offending by siblings of treated youth. FFT costs even less than MST—just $2,000 per youth.

Wraparound Milwaukee, a $27 million project serving 600 young people each year, provides trained care coordinators who arrange needed services through dozens of providers citywide. With funding from Medicaid, mental health, and juvenile justice, Wraparound Milwaukee receives a flat monthly fee for each participant and must pay for all costs of treatment—including residential care

or incarceration. The U.S. Surgeon General praised Wraparound Milwaukee in 1999 and endorsed its managed care 'capitated rate' financing approach as a valuable tool to reduce costs for services.

Wraparound services emerged in the 1980s as a strategy to minimize out-of-home (and especially out-of-state) placement of troubled youth into group homes or residential treatment centers. Wraparound services are designed to 'wrap' individualized services and supports around the individual rather than forcing the young person to fit into a pre-determined program in an artificial environment

The Multisystemic Therapy (MST) treatment approach has been found to be very effective in treating and meeting the needs of children in the juvenile justice system and their families, according to the National Mental Health Association in their 3/20/00 article on juvenile justice treatment programs. The program uses a strength-based approach that is family-centered. Specifically, the program is designed to determine factors in the child's "social ecology" which may include peers, school, and community that are contributing to the child's problems and then to design interventions to address those factors. The therapist works as a leader in removing barriers to treatment/service access and for drawing upon the youth and family strengths to achieve sustainable outcomes. The ultimate goal is to empower the family to cope with the challenges of raising children with behavioral and emotional problems and to empower the youth to cope with family, peer, school and neighborhood difficulties. "MST has been demonstrated to be effective in reducing recidivism by up to 70% and out-of-home placements by up to 64% in comparison with control groups in a number of randomized clinical trials."

OJJDP in its 1997 Focal Point publication on meeting the mental health needs of juvenile offenders identified the multi-systemic therapy approach as having a "very positive impact on future recidivism of participant youth as compared with control group youth. The program targeted seriously troubled youth in South Carolina. The youth averaged 3.5 previous arrests and 9.5 weeks of previous incarceration. Over half had at least one arrest for a violent crime, including manslaughter, assault with intent to kill, and aggravated assault. When the program was evaluated in 1992, comparing a control group (random assignment) who received regular services with the youth receiving MST, the findings were encouraging. "Fifty-nine weeks after the initial referral, (the) participants had slightly more than half as many arrests as the usual services control youth: 68% of the control youth experienced some incarceration compared with 20% of the (MST) group, and 58% of the (MST) youth had no arrests compared with 38% of control youth

Wraparound Programs

Wraparound Programs seem to be the latest "rage" in treatment these days. In fact, it is becoming so fashionable that many service providers claim to provide "wraparound" services, but in fact are merely providing their standard clinical model of treatment in the local community. That is not "wraparound". The principles of Wraparound are different than the traditional models of treatment. The programs are a very different way of approaching the problems of a child and family

Instead of looking at the family as if they have a "problem", that their way of functioning is "broken" and needs "fixing", the program is designed to be truly a team effort that identifies their strengths and acknowledges the areas of their family, behavior or communication that needs additional support. The team does not abandon the family and the child simply because something is not working. If some aspect of the plan needs bolstering, then the plan is modified but the family is not abandoned because the nature of the problem or situation is too difficult. The primary difference between "wraparound" and other programs is that it is family-centered and strength-based; it provides the family and the child, as a member of the family team, with voice, choice, and access to the services they need

What have we learned?

First we have significantly broadened our knowledge about the underlying causes of crime in the lives of individual offenders, as well as the developmental pathways leading to delinquency and crime. Second, we have developed field-tested and piloted several strategies that appear to

markedly improve success in reducing delinquent behavior—both lowering the recidivism rates of adolescent offenders and preventing youth from lapsing into delinquency to begin with. Third, through innovation and research by scholars and practitioners, we have identified a set of empirically proven best practices to guide delinquency prevention and juvenile justice systems.

The JJCC has established working groups tasked with coordinating planning, development, and implementation activities in support of achieving these stated goals.

The ability to address needs through the resources provided through the Schiff-Cardenas Crime Prevention Act of 2000 will go far towards addressing gaps in the current system and needs in the continuum of services. These approaches require a collaborative and integrated approach as the services are linked closely together with service partners. The specific objectives and outcome measures are delineated for each specific program in the proposal section.

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Programs Developed To Respond To Identified Needs And Gaps

Programs

The following programs have been recommended by the Los Angeles Juvenile Justice Coordinating Council for inclusion in the submitted Schiff-Cardenas plan:

Priority	Program Name	CPA Only Cost	Total Cost
1.	Mental Health Screening, Assessment and Treatment Program	6,131,702	8,922,631
2.	Special Needs Court Program	1,532,926	1,532,926
3.	Community Treatment Facilities Program	817,560	817,560
4.	Multisystemic Therapy (MST) Program	306,585	306,585
5	School-Based Probation Supervision Program	8,942,065	11,206,086
6.	Abolish Chronic Truancy (ACT) Program	306,585	306,585
7.	Extended Day Community Supervision Program	1,346,904	1,346,904
8.	Gang Intervention Program	4,394,387	4,394,397
9.	Youth Substance Abuse Intervention Program	1,532,926	1,532,926
10.	Gender-Specific Services Program	3,065,851	3,302,651
11.	After-School Enrichment and Supervision Program	1,430,731	1,527,576
12.	Housing-Based Day Supervision Program	1,430,731	3,717,767
13.	High Potential Learning Academy	408,780	681,893
14.	Law Enforcement Prevention Program	1,584,023	2,653,023
15.	Intensive Transition Services Program	1,481,828	1,481,828
16.	Inside Out Writing Program	204,390	204,390
		34,917,974	43,935,728

Specific Objectives and Outcome Measures

Objective One: Increase Mental Health Capacity

Los Angeles County recognizes the need for increased mental health programs for youth in the juvenile justice system. In order to increase services in this area, the JJCC proposes to implement and expand mental health services in the juvenile justice system.

These enhancements will provide for:

- processing of youth with high end mental health needs in a special needs juvenile court,
- assessment and treatment services for detained youth in juvenile hall and camps,
- implementation of a new Community Treatment model for placement youth who are very difficult to place and who have experienced multiple placement failures; and,
- implementation of the family focused Multisystemic Therapy model to reduce out of home placements and to provide more effective treatment.

Mental Health Outcome Measures

Assess all new juvenile hall entrants (approximately 18,0000) to identify those youth in need of mental health services.

1. Provide treatment services both while detained and/or treatment upon release to the community to approximately 6-7,000 youth identified through the juvenile hall assessment screening.
2. Develop a full-time Juvenile Mental Health Court that will be staffed by District Attorney's, Public Defenders, Department of Mental Health, School and Probation Department employees who are trained in the special needs of juvenile offenders who suffer from serious mental illness, organic brain impairment, or developmental disabilities.
3. Provide supplemental funding for Community Treatment Facility beds for approximately 64 Seriously Emotionally Disturbed children and adolescents.
4. Provide an integrative, cost-effective, family-based treatment program for 50 chronic juvenile offenders and their families, that will serve as an alternative to residential placement.

Objective Two – Education First Neighborhood Juvenile Justice Initiative

Los Angeles County has done a great deal with Interagency/community collaboration. While Los Angeles County is advanced in its implementation of interagency collaboration at an administrative level, the county has yet to achieve a line-level service delivery model based on true integration across all services lines. In a county the size and complexity of Los Angeles, it requires massive effort and time to achieve those goals. The county seeks to further expand its prevention resources to at-risk youth and families with the investment of a significant portion of the $34.9 million anticipated revenue from AB 1913 by locating services in local neighborhoods and communities and at school sites. Additionally, the county is seeking to assist those youth who have been in detention to successfully integrate into community life.

The Comprehensive Multi-agency Juvenile Justice Plan (CMJJP) for Los Angeles County and the Juvenile Justice Coordinating Council (JJCC) proposes to implement the Education First Neighborhood Juvenile Justice initiative to reduce crime and delinquency in high-risk communities. School success is one of the strongest protective and resiliency factors that can be provide to high-risk youth, even to those living in the most crime impacted neighborhoods. This community level

initiative focuses on building upon school success (attendance, achievement, and behavior) as the primary platform for juvenile justice prevention and intervention.

While school success is certainly a significant protective factor that can be developed for juvenile probationers, it represents only a part of a comprehensive intervention approach. The school based model must also be linked with additional community based services: 1) probation supervision, 2) mentoring/gang intervention, 3) tutoring, 4) after-school activities 5) substance abuse treatment, 6) gender specific programming 7) after care services; 8) truancy prevention; 9) family support and counseling; 10) prevention, 11) community service, and 12) literacy. When youth are successful at school, at-risk youth don't generally escalate into delinquency, probation youth do not generally re-offend, and a higher level of community safety can be achieved.

This objective is a community level strategy linking new service programs through partnerships of public agencies and community-based services. The programs listed under this objective seek to be comprehensive and target communities that are presently most impacted by crime and delinquency, but that also hold the most promise and opportunity for meaningful impact.

Outcome Measures

The county will target approximately 8,000 juveniles including approximately 5,000 minors on formal probation and 2,700 at-risk youth attending specific schools countywide in the selected 85 school service area or neighborhoods. The programs will:

1. Locate school based Deputy Probation Officers at 85 high schools, 30 middle schools and 5 elementary schools. DPO's will serve as primary case manager for youth and family with all other support services and provide quality supervision.
2. Focus on school attendance, behavior and performance for targeted youth.
3. Provide extended supervision after school and on weekends, and work closely with families at their homes.
4. Focus on linking families with available services and provide support for parents.
5. Reduce gang problems at school by providing gang intervention services that will work toward reducing gang ties and influences, particularly on school campuses. This will be accomplished through mentoring positive behavior, tutoring, job preparation, employment, and preventing school drop-out.
6. Provide substance abuse treatment to youth and families where addiction can be associated with disrupting healthy life functioning. This will be measured through assessing school success and relapse.
7. Provide gender specific procedures and curriculum for up to 1,220 juvenile females on formal probation and approximately 500 at-risk girls in the 85 school service areas. Additionally Los Angeles County will extend gender specific services to approximately 210 juvenile females detained in camp and approximately 200 girls detained in juvenile hall.
8. Provide after school programs to targeted youth at city and county parks.
9. Provide intensive case management, day supervision and programming for probationers living in eight public housing development. The public housing developments are located in neighborhoods with a high concentration of poverty, crime, drugs and gangs.
10. Develop a high achievement learning academy to encourage high potential probation youth, and at-risk youth, with academic and vocational skills. The new model calls for a learning environment that encourages youth to learn in every component and every life experience. It will encompass a rigorous curriculum that challenges youth to pursue their interest and build the required skills and set of knowledge.
11. Enhance law enforcement prevention programs by expanding the VIDA and Jeopardy programs operated by the Sheriff's Department and Los Angeles Police Department, in collaboration with community based organizations and the Probation Department to the school service areas covered by this plan. Provide a menu of services that include sports, mentoring, counseling and tutoring. Follow-up will include monitoring school and

job attendance and performance, further law enforcement contact, gang disassociation and parental input regarding the youth's familial performance.

12. Provide reintegration of minors returning from camp or placement in the school service area by providing post-residential services to juveniles returning to the community and emancipating youth. This will include development of a post-camp service plan which will place emphasis on academic improvement and achievement, positive school attendance, school citizenship, community service, pro-social activities, and taking personal and family responsibility.
13. Improve writing skills of youth 11 to 17-1/2 years of age who are detained in juvenile hall, including those youth impacted by Proposition 21.

Legislatively Mandated Outcomes

Los Angeles County will measure the six legislatively mandated outcomes for the minors served by the 16 programs. The areas to be measured include:

- Juvenile arrests per 100,000
- Successful completion of probation
- Successful completion of restitution and court ordered community service
- Arrests
- Incarcerations
- Probation violation rates of program participants
- Additionally, each of the 16 programs have specific outcomes that will be measured. Most include sampling of comparison groups during the prior calendar year or comparison of minors performance pre and post program services. Among the areas to be measured are:
- School attendance, per capita costs of the program, elimination or reduction of substance abuse usage, improved employment, elimination of gang affiliation, increased compliance with probation terms, reduction in confinement days, improved mental health and increased identification and delivery of treatment services to this population, lower crime rate in the housing projects, improved grade point average, reduction in suspensions and expulsions, and enhanced literacy.

Part 4 Proposed Programs

Initiative One: The Enhanced Mental Health Initiative

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3. Community Treatment Facilities..... 117
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Initiative Two: The Education First Neighborhood Juvenile Justice Initiative

5. School-Based Probation Supervision.....133
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11. After School Enrichment and Supervision.....167
12. Housing-Based Day Supervision.....171
13. High Potential Learning Academy 177
14. Law Enforcement Prevention.....183
15. Intensive Transition Services 188
16. Inside Out Writing.....193

All proposed programs will have internal program monitoring mechanisms as well as an outside independent evaluation. The data collection and outside evaluation will be conducted by a research organization or a university institute that will be selected through an request-for-proposal process.

All implementation timelines in the following program descriptions are approximate dates and are contingent upon Board of Corrections approval of this CMJJP by April 2, 2001.

Initiative One

The Enhanced Mental Health Initiative

1. Mental Health Screening, Assessment and Treatment.....107
2. Special Needs Court 113
3. Community Treatment Facilities..... 117
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1. Mental Health Screening, Assessment and Treatment Program

Program Objectives

The objective of this program is to provide mental health screening, assessment, and treatment services for all juveniles who are detained at juvenile hall. It is expected that this program will result in an increase in the number of juveniles who are identified as needing and receiving appropriate mental health services while in the juvenile hall, the camps, and the community.

Population to be Served

There are 18,000 newly detained minors that enter the juvenile hall system each year. The proposed program will screen and assess all new juvenile hall entrants to identify those youth in need of mental health services. Those needing treatment services, approximately 6,000-7,000, will receive treatment while detained and/or will be referred for treatment upon release to the community.

Program Design

This program is designed to provide screening, assessment and treatment services for newly detained youth entering juvenile hall. The program goals are to provide a therapeutic environment with intensive mental health and other ancillary services for juvenile hall minors to ready them for the most suitable placement, and to identify and secure appropriate linkages in the community for the minors and their families. It will provide a continuum of services from juvenile hall entry through service to the community upon release as appropriate.

This program will provide a multi-dimensional mental health screening protocol that will be used to screen and assess all newly detained youth at the juvenile halls. The Department of Mental Health (DMH) will provide staff to perform the screening, assessment, and crisis intervention functions. Mental health treatment will be provided for the youth while in detention or during a stay in camp by community-based mental health service providers contracted by the Department of Mental Health. Treatment will include group and individual therapy, intensive case management, medication management, substance abuse treatment, and family therapy. In addition to onsite services, families of the detainees will receive services that are collateral to his/her at the hall/camp and in the community. Upon leaving the juvenile halls or camps, a community-based mental health service provider will continue with the youth and family in his/her community.

Upon entry into juvenile hall, a professional staff from the Department of Mental Health will screen each minor. The screening protocol will utilize the Massachusetts Youth Screening Inventory (MAYSI) and a structured screening interview. This is anticipated to take approximately thirty minutes. The issues that will be reviewed include:

- Prior attempts of suicide or self-injury
- Prior history of mental health treatment
- Prior history of psychiatric hospitalization
- Prior or current use of prescribed psychotropic medications

- Evidence of learning disabilities
- Evidence of substance abuse

Information that is immediately available through police, probation, child welfare records as well as from the youth and his/her family will be included.

Based upon the initial screening, that youth require a more thorough review will be referred for a more comprehensive assessment. The assessment protocol will consist of the Department of Mental Health assessment, the Child and Adolescent Functional Assessment (CAFAS), and may include the Diagnostic Interview Schedule for Children (computer version), and the Kaufman Brief Intelligence Test (K-BIT). Together, these instruments will provide a psychosocial history, mental status, clinical symptomatology, and the DSM-IV diagnosis as well as an evaluation of adaptive and cognitive functioning. It is anticipated that the comprehensive assessment will take up to four hours per youth. Brief telephone interviews will be conducted with parents or parental surrogates to obtain family and youth history information.

The treatment plan will be developed and implemented by a multi-disciplinary team that includes: Department of Mental Health, including a substance abuse counselor; Probation Department, Department of Health Services, Department of Children and Family Services (for youth detained from the dependency court system), community-based providers, parents and youth, and Los Angeles County Office of Education.

The probation staff will provide oversight of community-based services and case management. The case management will include assessment, goal setting, case plan, frequent client and family contact, regular school contacts, and progress notes. The case management should lead to greater accountability of the probationer and his or her family. The probation staff will ensure that all critical information is appropriately shared with service partners. This becomes especially important as the youth transitions from one setting to another. The probation staff will also coordinate the provision of services to reduce fragmentation and duplication. The services will address needs that surface during the assessment with specific progress recorded in the probation staff case files review and evaluation.

The Department of Mental Health currently provides services primarily focused on crisis intervention in the camps and halls (43 positions, $2.9million). This will be expanded into a comprehensive service delivery system through CPA 2000. An additional 125 positions and 20 expanded community-based mental health service provider contracts will be added, offset with $2.2 million in EPSDT funding (see budget for detail).

Community-based organizations receiving contracts to provide services must be able to provide equal delivery of services to limited English speaking and monolingual non-English speaking youth and their families in a language they can understand. Gender specific services and protocols shall be developed and provided as appropriate. Each contract shall specify proportionate resources for juvenile females. Gender specific services and protocols shall be developed and provided as appropriate. Staff involved in providing services shall receive gender-specific training.

Collaborative Partners

Collaborative partners include the Department of Mental Health, service providers contracted by the Department of Mental Health, Department of Health Services Alcohol and Drug Programs, Department of Children and Family Services, Los Angeles County Office of Education, the Probation Department, and community-based organizations.

The CPA 2000 Mental Health Screening, Assessment and Treatment Program was planned by a Juvenile Justice Coordinating Council Workgroup comprised of Department of Mental Health, Los Angeles City Community Development department, Assembly Member Cardenas' staff, Los Angeles County Chicano Employees Association Public Health Foundation Enterprises, Amer-I-Can, Board of Supervisor' Justice Deputies, Assembly Member Tony Cardenas' Office , Los

Angeles County Office of Education, El Centro Del Pueblo, Juvenile Court, Girls and Gangs, Superior Court, Public Defender, District Attorney, Public Council, and Eastlake Juvenile Court.

Data Sharing

Data will be collected and shared with all concerned partners through a variety of methods. Primarily, data will be collected by the case manager and recorded in the case file. This data, to the extent allowable, will be shared with collaborating service providers on several levels. Case managers will coordinate the receipt of any critical incident data and ensure partners are updated in a timely manner. Weekly reports will be used by case managers to share communication to service providers who are directly involved with the minor so that services can be properly linked. Monthly roundtable meetings will be called to collaboratively review selected cases. Accumulated data will be shared in bi-monthly meetings to identify trends and emerging issues.

Demonstrated Effectiveness

This program shares many components with the successful Ohio State Linkages Project as described in the OJJDP Bulletin Vol. 7, No. 1 entitled *Youth with Mental Health Disorders: Issues and Emerging Responses.* In the Linkages Project, the Ohio county of Lorain created the Project for Adolescent Intervention and Rehabilitation (PAIR) that targeted youth placed on probation for the first time for any offense. Youth are will be screened and assessed for mental health and substance abuse disorders, and individual treatment plans are developed. Youth will then be supervised by probation officers/case managers in conjunction with treatment providers. An evaluation of the PAIR program found that it provides an important service and coordinating function for youth, the courts, and the service systems involved.

The National Mental Health Association (NMHA) calls for effective treatment programs for juvenile offenders. NMHA studies indicate reductions of up to 61% in the number of crimes committed by youth on probation who are involved in “systems of care” programs. It recommends an integrated, multi-modality treatment approach as an essential requirement because of the high incidence of co-occurring disorders among the youth. Integrated systems involve collaboration that crosses a number of public agencies, including juvenile justice and mental health, to develop a coordinated plan of treatment that is family-centered, community-based and builds on the strengths of the family unit and the youth.

The Habilitation Unit at the Stevenson Correction Institution in Columbia, South Carolina was established in 1975 and has demonstrated the effectiveness of mental health services being provided in a correctional facility according to Hall, J. N. (1992) “Correctional services for inmates with mental retardation: Challenge or catastrophe?” The Habilitation Unit provides housing and services for male inmates and day treatment service for females.

While this institutional program was for adults, the structure and program is comparable to the juvenile hall proposal. When researchers review or examine treatment issues relating to offenders with serious mental health problems, adults and adolescents often are discussed interchangeably. First, many treatment and custody programs for the mentally ill have adopted the philosophy and principles of the youth justice system (Garcia & Steel, 1988). Second, given the considerable variability from state to state in defining “juveniles” many adult studies include residents that are 16 and 17 years old. Finally, the distinction between adult and youth may not be as significant for this population. Most offenders with serious mental health problems are mildly retarded (e.g. Santamour, 1989). Persons with this level of intellectual impairment generally attain a mental age in the range of eight to eleven years (Baroff, 1986).

Outcome Objectives and Measures

The **comparison group** for this program will be a historical group of all detained minors who entered juvenile hall in January 2000. The comparison group will be studied for six months following release from juvenile hall. The **treatment group** will be all juvenile entrants who are assessed and receive services upon program implementation. The treatment group will be studied for six months following release from juvenile hall.

Outcomes for the minors served by this program will be measured by rates of: 1) juvenile arrests per 100,000 population; 2) successful completion of probation; 3) successful completion of restitution and court-ordered community service; 4) arrests; 5) incarcerations; 6) probation violation rates of program participants.

Expected outcomes for the treatment group for the six legislatively mandated outcomes are:

■ Arrest rate/100,000	No change	■ Arrests	Decreased percentage
■ Successful completion of probation	Increased percentage	■ Incarcerations	Decreased percentage
■ Restitution and community service	Increased percentage	■ Probation violations	Decreased percentage

An additional anticipated outcome for this program is an increased percentage of the treatment group (those who received treatment services) that shows an improved mental health profile as measured by their profile upon entry and subsequent profile upon exit.

Program costs and the minors served will be traced in order to establish annual per capita costs of the program.

Mental Health Screening, Assessment and Treatment Program Costs (Approximation)

Existing Mental Health Program

Salaries and Benefits	2,790,929	
44 Mental health professionals and support Staff		
Services and Supplies	0	
Equipment	0	
Total Existing Program Cost		2,790,929

CPA 2000 Expanded Program:

Salaries and Benefits	8,210,558	
125 Mental health professionals and support staff		
Services and Supplies	2,960,000	
Operating expense	800,000	
Training	160,000	
Mental health service provider contracts	2,000,000	
Equipment	0	
Data collection and evaluation	131,702	
Revenue	(5,170,558)	
Estimated EPSDT revenue @ 27%	($2,216,851)	
Other revenue (STOP, etc.)	($2,953,707)	
Total Expanded CPA 2000 Program Costs		6,131,702

Implementation Schedules/Timeframes

Necessary Implementation activities include:	
Identify space	May 2001
Hire and train mental health staff	April and May 2001
Complete MOU with Mental Health	May 2001
Begin program in Central Juvenile Hall with existing staff	April 2001
Amend contracts with existing mental health providers	May 2001
Implement program in second juvenile hall	May 2001
Implement program in third juvenile hall	July – August, 2001
Program fully implemented program	August 2001

2. Special Needs Court Program

Program Objectives

This proposed program will initiate a comprehensive, judicially-monitored program of individualized mental health treatment and rehabilitation services for juvenile offenders who suffer from diagnosed Axis I mental illness (serious mental illnesses), organic brain impairment or developmental disabilities

A specific objective of this program is to reduce the rearrest rate for juvenile offenders who are diagnosed with mental health problems and increase the number of juveniles who receive appropriate mental health treatment.

Population to be Served

Youth eligible for this program will meet the following eligibility criteria:

- Must be diagnosed with a Axis I mental illness, organic brain impairment and/or a developmental disability.
- The youth's mental illness must have contributed to the commission of the alleged offense.
- The alleged offense may not be an offense listed in the Welfare and Institutions Code section 707(b), except under certain conditions.
- The Youth must be found suitable for program participation by the Mental Health Court evaluation team.

Given that 34% of the incoming juvenile hall minors are affected mental health problems, it is estimated that the Special Needs Court will operate on a full time basis.

Program Design

The Juvenile Mental Health Court will be a full time court tentatively located in existing space at the Eastlake Courthouse that has been specifically designated and staffed to supervise juvenile offenders who suffer from serious mental illness, organic brain impairment, or developmental disabilities. All necessary staff for the Special Needs Court will have their offices at the existing Eastlake Courthouse. The proposed Mental Health Court will have as its primary focus the case processing through the assessment, treatment and monitoring of a juvenile's mental health treatment plan. The Juvenile Mental Health Court Program may find it appropriate to be flexible in its orders to best meet the changing needs of the minor. This may include the flexibility to hospitalize minors as determined by the mental health court team. The program design includes a referral process and the development and implementation of a treatment plan.

The referral process can be initiated by a bench officer, probation officer, public defender, private defense attorney, district attorney, or any other interested party. The defense counsel will advise the minor of his/her options under the Mental Health Court Program. If interested a suitability screening will be conducted by the Mental Health Court team. The Mental Health Court team will be composed of a judicial officer and representatives from the District Attorney's office, the Public Defender's office, the Probation Department, the Mental Health Department, Regional Centers, school/court liaison and other appropriate members such as community service providers, etc.

While the court will process cases under the same statutory guidelines as all other delinquent cases, it is anticipated that the court will also extensively utilize the 241.1 WIC process. The mental health problems of youth will be critically analyzed and weighed by the court. The court will ensure that each minor receive the proper mental health treatment both while in custody and later when released to their parents or to a placement that will provide the necessary treatment in the community.

The court will build linkages to community services and support structures that will operate across the mental health, juvenile justice, child welfare and education systems. The court will also make use of new options, including mental health wrap-around services, community treatment facilities, high-end placements, and new networks that include psychiatric hospitals. The court is expected to more comprehensively address the crossover populations of youth from the dependency and mental health systems to the delinquency systems.

Treatment plans will be developed by the Mental Health Court team and will have specified treatment objectives, therapeutic and rehabilitative activities and requirements for successful completion of the program. The treatment plans will be comprehensive in nature, addressing such issues as housing, transportation, family and general living needs, education, and vocational and employment needs.

It is anticipated that the pattern of continuous multiple placements can be effectively interrupted. Successful completion and graduation from the program could result in having theicharges dismissed. Failure or dismissal from the program will result in reinstatement and subsequent prosecution on the pre-adjudicated charges.

Community-based organizations receiving contracts to provide services must be able to provide equal delivery of services to limited English speaking and monolingual non-English speaking youth and their families in a language they can understand. Gender specific services and protocols shall be developed and provided as appropriate. Each contract shall specify proportionate resources for juvenile females. Staff involved in providing services shall receive gender-specific training.

Collaborative Partners

Partners in the program include the delinquency court Judge, Commissioner or Referee; the public defender or private defense attorney, the district attorney; probation officer, Department of Children and Family Services; Department of Health Services - Drug and Alcohol Program Administration, Department of Mental Health; community based providers that are sub-contracted by the Department of Mental Health, and the Los Angeles County Office of Education (LACOE) or school district representative.

These partners will function as a supportive, treatment team in a manner similar to a juvenile drug court program. Each member of the team will work towards treatment in the least restrictive and treatment-oriented environment as is possible to meet the needs of the minor. The court team will address the problems that the minor is facing in the Juvenile Justice System and build linkages to community service and support structures that have not reached or benefited the minor prior to their involvement with the system.

The CPA 2000 Special Needs Court Program was planned by a Juvenile Justice Coordinating Council Workgroup comprised of Department of Mental Health, Los Angeles City Community Development department, Assembly Member Cardenas' Office, Board of Supervisors' Justice Deputies, Los Angeles County Chicano Employees Association Public Health Foundation Enterprises, Amer-I-Can, Los Angeles County Office of Education, El Centro Del Pueblo, Juvenile Court, Girls and Gangs, Superior Court, Public Defender, District Attorney, Public Council, and Eastlake Juvenile Court.

Data Sharing

Data will be collected and shared with all concerned partners through a variety of methods. Primarily, data will be collected by the case manager and recorded in the case file. This data, to the extent allowable, will be shared with collaborating service providers on several levels. Case managers will coordinate the receipt of any critical incident data and ensure partners are updated in a timely manner. Weekly reports will be used by case managers to share communication to service providers who are directly involved with the minor so that services can be properly linked. Monthly roundtable meetings will be called to collaboratively review selected cases. Accumulated data will be shared in bi-monthly meetings to identify trends and emerging issues. Semi-annual reviews of aggregate data, derived from the 85 school service areas, will demonstrate overall performance and aid in long term planning. Wireless remote web access and expanded intranet capabilities are being pursued to ensure the broadest exchange of information with governmental agencies and private vendors to maximize service delivery to at-risk and delinquent youth.

Demonstrated Effectiveness

In April 2000, the U.S. Department of Justice in 'Mental Health Courts' reviewed four recently developed adult mental health courts in Fort Lauderdale, Florida; Seattle, Washington; San Bernardino, California; and Anchorage, Alaska. As these specialty courts were relatively new, the evaluation results were limited but promising. In Anchorage, of the 49 original participants from February 2000, there have been only 18 re-arrests; of the 18 re-arrests, 17 were for misdemeanors and 1 was for a felony.

The DOJ also specifically referenced the success of drug courts, as a comparable special needs type court. Drug courts have played an influential role in the recent emergence of mental health courts. Drug courts resulted from "problem solving" initiatives that seek to address the problems ("root causes") that contribute to criminal involvement of persons in the criminal justice population. The judicial problem-solving methodology originating in drug courts has been adapted to address the mentally ill and disabled in the criminal justice population. Since mental health courts have not been operational long enough to be statistically validated, evidence for the potential success of mental health courts can best be extrapolated from the benefits produced by drug courts.

A 1997 Department of Justice survey reported that drug courts have made great strides over the past 10 years in helping drug-abusing offenders to stop using drugs and lead productive lives. Recidivism rates for drug participants and graduates range from 2 percent to 20 percent. A National Institute of Justice evaluation of the nation's first drug court in Miami showed a 33 percent reduction in re-arrests for drug court graduates compared with other similarly situated offenders. The evaluation also determined that 50 to 65 percent of drug court graduates stopped using drugs. According to the DOJ, "the drug courts innovation set the stage for other special court approaches including the mental health courts, by providing a model for active judicial problem solving in dealing with special populations in the criminal caseloads."

The proposed program incorporates several major design elements of existing drug and mental health courts across the country. These design elements include a multidisciplinary team approach involving mental health professionals and the juvenile court; employing intensive and comprehensive supervision and case management services; and placing the judge at the center of the treatment and supervision process, to provide the therapeutic direction and overall accountability for the treatment process.

Given the similarities of this proposed program with similar existing models, it is anticipated that we will achieve similar positive results.

Outcome Objectives and Measures

The **comparison group** for this program is 55 dependant children with Axis-I mental health problems from MacLaren Children's Center (MCC), (the County's shelter for abused and neglected children) who, while at MCC, were charged with a law violation and were transferred to the delinquency system between January and October 2000. The comparison group will be studied for six months following release from juvenile hall. This program's **treatment group** is all youth accepted into Special Needs Court. The treatment group will be studied for six months following release from juvenile hall.

Outcomes for the minors served by this program will be measured by rates of: 1) juvenile arrests per 100,000 population; 2) successful completion of probation; 3) successful completion of restitution and court-ordered community service; 4) arrests; 5) incarcerations; 6) probation violation rates of program participants.

Expected outcomes for the treatment group for the six legislatively mandated outcomes are:

- Arrest rate/100,000 — No change
- Successful completion of probation — Increased percentage
- Restitution and community service — Increased percentage
- Arrests — Decreased percentage
- Incarcerations — Decreased percentage
- Probation violations — Decreased percentage

An additional anticipated outcome for this program is a reduction in the average length of confinement time in juvenile hall for the treatment group as compared to the comparison group measured at six months following entry into the program.

Program costs and the minors served will be traced in order to establish annual per capita costs of the program.

Special Needs Court Program Costs (Approximation)

Salaries and Benefits	1,326,670	
Judge	159,181	
Judicial assistant	69,025	
Courtroom assistant	47,531	
Court reporter	95,584	
School court/liaison counselor	119,920	
Mental health liaison	159,300	
Case manager/facilitator	159,300	
1 Deputy District Attorney IV	159,211	
1 Public Defenders	159,211	
1 Probation Officer II (court officer)	100,155	
1 Deputy Sheriff	98,252	
Services and Supplies	173,330	
Travel and training	44,330	
Misc. supplies	129,000	
Data Collection and Evaluation	32,926	
Equipment	0	
Total Program Cost		1,532,926

Implementation Schedules/Timeframes

Necessary Implementation activities include:

Recruit, hire, train court staff	May 2001
Complete MOU with courts	June 2001
Finalize space at court	July 2001
Program fully implemented program	August 2001

3. Community Treatment Facilities Program

Program Objectives

This program will provide supplemental funding, $2500 per month per bed, to establish the Community Treatment Facility (CTF) category of care for seriously emotionally disturbed children. This level of care will be for minors who need a greater level of care than can be provided in a group home, but in a less restrictive and more community-based facility than a state or an acute care institution.

The objective of this program is to provide an appropriate and secure treatment setting for juveniles with multiple, complex, and enduring mental health needs. These youth may be referred to this program from the delinquency, dependency, or mental health systems.

The objective is to effectively treat mentally ill children in the most appropriate manner for their specific needs to prevent their behavior from escalating to the point of a crime. This program will effectively deter mentally ill children from entering the juvenile justice system. It will intervene in the behavior of mentally ill children including those already served by the delinquency system by intervening with effective treatment modalities in a secure setting.

Population to be Served

The population to be served will be approximately 64 Seriously Emotionally Disturbed (SED) children and adolescents, as defined in Welfare and Institutions Code Section 5699.2, for whom less restrictive mental health interventions have been tried, and who may require periods of containment to participate in and benefit from mental health treatment. The actual number of youth served will be dependent upon the length of stay in the program for each youth. These children and adolescents may be referred from the existing caseloads of the Probation Department, Department of Children and Family Services and the Department of Mental Health.

Program Design

SED children and adolescents who have been subject to multiple placements, including psychiatric hospitalizations and multiple disciplinary removals are the target population of this program. These youth have exhausted the traditional placement options and end up in long waits at MacLaren Children's Center or at the juvenile halls. They are in need of a new model of treatment that can better provide for their safety and treatment while at the same time protect the safety of other residents, staff and the surrounding community. This new model is referred to as "Community Treatment Facility (CTF)." This licensing category was establishing by the State of California under Health and Safety Code Sections 1500, et seq., Welfare and Institutions Code Sections 4094, et seq., and Implementing State regulations.

This program is designed to provide supplemental funding in the amount of $2500 per treatment bed per month to meet the State-required increased staffing ratios and staff credentialing described below. This amount is above and beyond State funding provided for group homes funded at the State Rate Classification Level (RCL) 14. The State has deferred providing such additional funding pending actual CTF operating experience. By providing supplemental funding through CPA 2000, access to the much needed secure treatment beds will be expedited and we will be able to demonstrate to the State the actual funding above the RCL 14 level that is required to operate the program.

CTFs are required to have a Mental Health Program Director who is a licensed mental health professional designated to oversee and implement the overall mental health treatment program. A registered nurse must also be present at all times to oversee all program nursing services. All child care staff are required to meet higher minimum qualifications than in other group home settings, with higher staff to child ratios that should be further enhanced based on the needs of the children in their care.

The admission is restricted to children and adolescents with an SED diagnosis as certified by a mental health professional. A county interagency placement committee, composed of the Departments of Mental Health and Children and Family Services, the Probation Department, MacLaren Children's Center and the community-based provider, will evaluate the child's need for a CTF level of care.

The court will continue to oversee the progress of the youth throughout their stay. Youth placed in these facilities, whether from the dependency or delinquency systems, will have an order from either the dependency or delinquency court for suitable placement (foster care).

CTF is considered a long-term placement program (9 months to a year or longer), with length of stay dependent upon each youth's individual case plan. Deputy probation officers (DPOs) will provide oversight of community-based services and case management. The case management will include assessment, goal setting, case plan, frequent client and family contact, regular school contacts, and progress notes. The case management should lead to greater accountability of the probationer and his or her family. The DPOs will ensure that all critical information is appropriately shared with service partners. This becomes especially important as the youth transitions from one setting to another. The DPOs will also coordinate the provision of services to reduce fragmentation and duplication. The services must address needs that are surfaced during assessment with specific progress recorded in the DPO case files review and evaluation.

Upon successful completion of the treatment program at the CTF, these youth will be transitioned to a less restrictive treatment environment in accordance with the law and followed with wraparound-like services to ensure continuity of care and casework consistency.

CTFs have evolved to an environment that has significant medical model features and yet attempts to preserve features of a home-like setting that are critically important in the care of children and adolescents. The CTF will provide a very much-needed enhanced form of treatment for youth needing specialized services, a program that bridges the gap between a hospital setting and a group home residential placement setting.

Community-based organizations receiving contracts to provide services must be able to provide equal delivery of services to limited English speaking and monolingual non-English speaking youth and their families in a language they can understand. Gender specific services and protocols shall be developed and provided as appropriate. Each contract shall specify proportionate resources for juvenile females. Staff involved in providing services shall receive gender-specific training.

Collaborative Partners

The collaborative partners include the Department of Mental Health, Department of Children and Family Services, Community-Based Organizations, and the Probation Department.

The CPA 2000 Mental Health Screening, Assessment and Treatment Program was planned by a Juvenile Justice Coordinating Council Workgroup comprised of Department of Mental Health, Los Angeles City Community Development Department, Assembly Member Cardenas' Office, Board of Supervisors' Justice Deputies, Los Angeles County Chicano Employees Association Public Health Foundation Enterprises, Amer-I-Can, Los Angeles County Office of Education, El Centro Del Pueblo, Juvenile Court, Girls and Gangs, Superior Court, Public Defender, District Attorney, Public Council, Eastlake Juvenile Court, and the Probation Department.

Data Sharing

Data will be collected and shared with all concerned partners through a variety of methods. Primarily, data will be collected by the case manager and recorded in the case file. This data, to the extent allowable, will be shared with collaborating service providers on several levels. Case managers will coordinate the receipt of any critical incident data and ensure partners are updated in a timely manner. Weekly reports will be used by case managers to share communication to service providers who are directly involved with the minor so that services can be properly linked. Monthly roundtable meetings will be called to collaboratively review selected cases. Accumulated data will be shared in bi-monthly meetings to identify trends and emerging issues. Semi-annual reviews of aggregate data, derived from the 85 school service areas, will demonstrate overall performance and aid in long term planning. Wireless remote web access and expanded intranet capabilities are being pursued to ensure the broadest exchange of information with governmental agencies and private vendors to maximize service delivery to at-risk and delinquent youth.

Outcome Objectives and Measures

The minors served by this program are seriously emotionally disturbed youth referred by the Department of Mental Health, Department of Children and Family Services, and the Probation Department, and who are accepted into a Community Treatment Facility.

Outcomes for all legislatively mandated outcome measures will be assessed by comparing pre-program rates with rates following program exit. The length of both time periods will be six months.

Outcomes for the minors served by this program will be measured by rates of: 1) juvenile arrests per 100,000 population; 2) successful completion of probation; 3) successful completion of restitution and court-ordered community service; 4) arrests; 5) incarcerations; 6) probation violation rates of program participants.

Expected outcomes for the treatment group for the six legislatively mandated outcomes are:

■ Arrest rate/100,000	No change	■ Arrests	Decreased percentage
■ Successful completion of probation	Increased percentage	■ Incarcerations	Decreased percentage
■ Restitution and community service	Increased percentage	■ Probation violations	Decreased percentage

An additional anticipated outcome for this program is the reduction of the total number of juvenile hall confinement days associated with the special placement of level 14 care, SED minors. Total juvenile hall confinement days is defined as the number of days spent in juvenile hall before and after placement in a level 14 care facility. The comparison group is all SED minors who were released from a level 14 care facility in the calendar year 2000. The treatment group is all minors accepted into the CTF program. It is expected that the total days of juvenile hall confinement for the treatment group will be lower than for the comparison group.

Program costs and the minors served will be traced in order to establish annual per capita costs of the program.

Demonstrated Effectiveness

The current out of home placement program is not sufficient to meet the treatment needs of certain children. Children who previously required this level of care, if not treated at the Metropolitan State Hospital, or a private psychiatric hospital, were placed in high end secure treatment facilities, sometimes out of state.

The State of California agreed with the demonstrated need for this specialized type of treatment program and passed legislation in 1983. Detailed regulatory requirements were finalized in 1998 and in May 1999 the California Department of Mental Health published a Request for Application

for Community Treatment Facilities. One program has been implemented in Santa Clara County. Implemented in October 2000, it has not been operational long enough for youth to complete their course of treatment. Their Executive Director reports that in the six months of the program, there have been no attempts to runaway, no AWOLs and no crimes.

Consistent with the Community Treatment facilities model, Denkowski, G. C., & Denkowski, K. M. (1986a). In their research "Characteristics of the mentally retarded adolescent offender and their implications for residential treatment design "Behavioral Residential Treatment" argue that, during the initial states of habilitation, adolescents with serious mental health problems and repeated offenses require secure facilities. Less restrictive community programs enable the offender to act on their impulse to avoid program requirements and contingencies by running away or not adhering to program requirements. Secure facilities are able to contain the youth for his or her own safety and implement behavioral management programs to effect changes in behavior.

Denkowski, G. C., & Denkowski, K. M. (1986b). In "Group home designs for initiating community-based treatment with mentally retarded adolescent offenders" describe such a habilitation program, developed at a secure halfway home for violent adolescent offenders with serious mental health problems. An analysis of treatment efficacy demonstrated significant reductions in aggressive behavior for boys in the modified, secure program compared to boys in the open, traditional residential placement system.

On average approximately 50 adults and 35 youthful offenders are accepted into the program annually. The average IQ for clients is around 66 and theft is the most common offense (particularly among the youthful offenders). The program boasts a 5% recidivism rate (Wood & White, 1992). Wood, H. R., & White, D. L. (1992). "A model of habilitation and prevention for offenders with mental retardation" suggests that the success of the program is due to: the joint systems approach; it works within its limits; the consistency and intensity in supervision; the emphasis placed on responsibility and accountability. Emphasis on community linkages and resources are also held to be extremely important in reducing recidivism with developmentally delayed offenders. These design elements are consistent with the proposed implementation of the CTF model.

Community Treatment Facilities Program Costs (Approximation)

Salaries and Benefits	0	
Services and Supplies	800,000	
CBO Contract(s)		
Sample cost per bed		
$2500x12month stay=26 clients		
$2500x9month stay=36clients		
Data Collection and Evaluation	17,560	
Equipment	0	
Total Program Cost		817,560

Implementation Schedules/Timeline

Necessary Implementation Activities include:

MOU with Mental Health and DCFS	May 2001
Develop contract with provider	June 2001
Execute contract	July 2001
Implement program	August 2001

4. Multisystemic Therapy (MST) Program

Program Objectives

The objective of the Multisystemic Therapy (MST) approach is to provide an integrative, cost-effective, family-based treatment that results in positive outcomes for adolescents who demonstrate serious antisocial behavior. MST focuses on improving psychosocial functioning for youth and their families so that the need for out-of-home child placement is reduced or eliminated. MST addresses the known causes of delinquency on an individualized, yet comprehensive, basis by focusing on the individual youth, his/her family, peer context, school/vocation performance, and neighborhood support.

Population to be Served

The MST program will provide treatment for 50 chronic juvenile offenders and their families and serve as an alternative to residential placement. Substance abusers and their family members will also be targeted by this proposed MST program.

Program Design

The MST program, copyrighted by MST, Inc., is a treatment approach designed to improve the psychosocial functioning of youth and their families so that the need for out-of-home placements is reduced or eliminated. MST, Inc. provides training of a local provider selected by the Department of Mental Health and oversees the program. Family interventions seek to promote the parent's capacity to monitor and discipline the adolescent. The MST approach is to remove youth from deviant peer groups and facilitate their development of friendships with prosocial peers. School interventions seek to enhance academic achievement and future employment. The services will be delivered in the home and community settings. Each therapist will carry a caseload of four to six families. The program services generally run from 3-5 months.

Youth who fit the target profile and reside in the 85 School Service Areas will be considered for the MST program. The program will seek to serve at least 50 delinquent youth and their families. As an alternative to residential placement and institutionalization, the program has had a demonstrated history of effectiveness. The program uses a family-centered and strength-based service delivery approach and focuses on preserving the family. It is based on the concept that the best way to help youth is to help their families

MST provides intensive service and support through the use of a MST therapy team for an average of three to five months. The team consists of one doctoral level supervisor, and three to four master degree level therapists who are contracted to provide the services by the Department of Mental Health. The team supports the youth and his/her family 24 hours a day, makes daily contacts, provides crisis intervention services, and performs case management services on an individual treatment plan. Services are holistic and directed toward the psychological, social, educational, and material needs of each family.

Youth will be referred to a multi-agency team composed of Probation, the Department of Mental Health, school, community based organizations, and program consultants. Youth will be referred to this team by probation or mental health staff at the juvenile halls, or a school-based or field-based DPO.

Deputy probationer officers (DPOs) will provide oversight of community-based services and share case management the MST team supervisor. The case management will include assessment, goal setting, case plan, frequent client and family contact, regular school contacts, and progress notes. The case management should lead to greater accountability of the probationer and his or her family. The DPOs will ensure that all critical information is appropriately shared with service partners. This becomes especially important as the youth transitions from one setting to another. The DPOs will also coordinate the provision of services to reduce fragmentation and duplication. The services must address needs that are surfaced during assessment with specific progress recorded in the DPO case files review and evaluation.

Community-based organizations receiving contracts to provide services must be able to provide equal delivery of services to limited English speaking and monolingual non-English speaking youth and their families in a language they can understand. Gender specific services and protocols shall be developed and provided as appropriate. Each contract shall specify proportionate resources for juvenile females. Staff involved in providing services shall receive gender-specific training.

Collaborative Partners

The collaborative partners include the Department of Mental Health, a community-based mental health services provider contracted with the Department of Mental Health, the Probation Department and Multisystemic Therapy, Inc.

The CPA 2000 Multisystemic Therapy Program was planned by a Juvenile Justice Coordinating Council Workgroup comprised of Department of Mental Health, Los Angeles City Community Development Department, Assembly Member Cardenas' Office, Board of Supervisors' Justice Deputies, Los Angeles County Chicano Employees Association Public Health Foundation Enterprises, Amer-I-Can, Los Angeles County Office of Education, El Centro Del Pueblo, Juvenile Court, Girls and Gangs, Superior Court, Public Defender, District Attorney, Public Council, and Eastlake Juvenile Court.

Data Sharing

Data will be collected and shared with all concerned partners through a variety of methods. Primarily, data will be collected by the case manager and recorded in the case file. This data, to the extent allowable, will be shared with collaborating service providers on several levels. Case managers will coordinate the receipt of any critical incident data and ensure partners are updated in a timely manner. Weekly reports will be used by case managers to share communication to service providers who are directly involved with the minor so that services can be properly linked. Monthly roundtable meetings will be called to collaboratively review selected cases. Accumulated data will be shared in bi-monthly meetings to identify trends and emerging issues. Semi-annual reviews of aggregate data, derived from the 85 school service areas, will demonstrate overall performance and aid in long term planning. Wireless remote web access and expanded intranet capabilities are being pursued to ensure the broadest exchange of information with governmental agencies and private vendors to maximize service delivery to at-risk and delinquent youth.

Demonstrated Effectiveness

MST is a unique copyrighted service system pioneered by Dr. Scott Henggeler at the University of South Carolina medical school in a research study funded by the National Institute of Mental Health. The program has been pioneered in a variety of locales including Simpsonville, Charleston, and Orangeburg, South Carolina and Columbia, Missouri. The Office of Juvenile Justice and Delinquency Prevention (OJJDP) has reported on the success of MST in the OJJDP *Juvenile Justice Bulletin*, May 1997.

The results of the Simpsonville, South Carolina project indicated that, after 59 weeks, youth receiving MST had significantly fewer rearrests (.87 versus 1.52) and weeks incarcerated (5.8 versus 16.2 weeks) than did youth receiving usual services. Studies over the long-term revealed that MST essentially doubled the percentage of youth not rearrested. In Columbia, Missouri where the target group was adolescent sexual offenders, MST was found to be more effective than individual counseling; MST had fewer rearrests for sexual crimes (12.5% versus 75%). Another target group in Columbia was chronic offenders and again the MST group after four years had a 22% recidivism rate compared with 73% for those who received individual therapy, and 87% for those who refused to participate in either treatment. Still another target group in Columbia was juvenile substance abusers; those in the MST group had fewer drug related arrests (4% versus 16%).

Outcome Measures and Objectives

The **treatment group** for this program is 50 chronic probationers who were accepted for MST treatment and the **comparison group** is the same number of similar probationers who left suitable placement in calendar year 2001 and resided in the 85 school service areas. The treatment group will be studied for six months following program entry and the comparison group will be studied for six months following termination of placement.

Outcomes for the minors served by this program will be measured by rates of: 1) juvenile arrests per 100,000 population; 2) successful completion of probation; 3) successful completion of restitution and court-ordered community service; 4) arrests; 5) incarcerations; 6) probation violation rates of program participants.

Expected outcomes for the treatment group for the six legislatively mandated outcomes are:

■ Arrest rate/100,000	No change	■ Arrests	Decreased percentage
■ Successful completion of probation	Increased percentage	■ Incarcerations	Decreased percentage
■ Restitution and community service	Increased percentage	■ Probation violations	Decreased percentage

An additional anticipated outcome for this program is a reduction in the number of juvenile hall confinement days for the treatment group as compared to the comparison group. The time period for this outcome will be six months after program entry.

Program costs and the minors served will be traced in order to establish annual per capita costs of the program.

Multisystemic Therapy (MST) Program Costs (Approximation)

Salaries and Benefits	0	
Services and Supplies	300,000	
Contract with Multisystemic Therapy, Inc.		
Program support and training	24,000	
Licensing Fees	5,800	
CBO Contract for Treatment Services		
Therapists, Supervisor, Support Staff	255,200	
Mileage, travel related, other expenses	15,000	
Data Collection and Evaluation	6,585	
Equipment	0	
Total Program Cost		$306,585

Implementation Schedules/Timeframes

Necessary Implementation activities include:

DMH executes sole source contract with Multisystemic Therapy, Inc. for support & training services	May 2001
DMH selects CBO provider	May-June 2001
Complete MOU between Probation and DMH	June 2001
Train treatment team	August 2001
Program fully implemented program	August 2001

Initiative Two

The Education First Neighborhood Juvenile Justice Initiative

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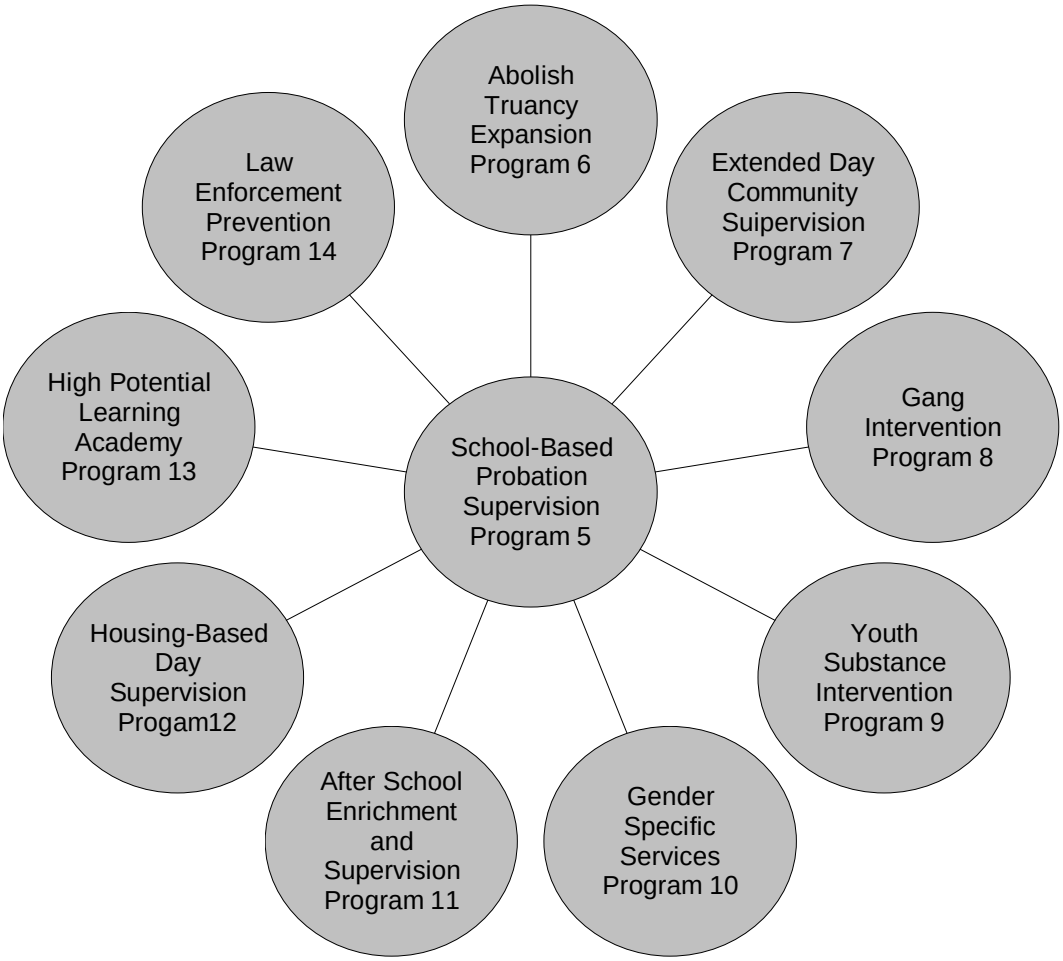
Schematic of Initiative Two

The Education First Neighborhood Juvenile Justice Initiative



5. School-Based Probation Supervision Program

Program Objective

To reduce crime and delinquency in 85 high-risk neighborhoods by targeting school based probation supervision and services for the population of probationers and at-risk youth in the schools. The service focus will be on building resiliency and enhancing protective factors by building school success supported through close supervision, mentoring, tutoring, and additional services.

Population to be Served

Approximately 8,000 juveniles including approximately 5,000 minors on formal probation and 2,700 at-risk youth attending specific schools countywide in the selected 85 school service areas or neighborhoods. The number of schools targeted in this proposal includes 85 high schools, 30 middle schools, and 5 elementary schools. The targeted neighborhoods were identified on the basis of: high numbers of youth on probation at the schools, high rate of overall crime, high rate of juvenile crime, high rates of substance abuse, high rates of child abuse and neglect, and high numbers of residents below the poverty level. These are identified as the most crime-impacted neighborhoods in Los Angeles County.

Program Design

Overview. The Probation Department proposes expanding the school-based probation model to provide more effective supervision of probationers, increase school success for these youth, and to build on a partnership with schools and others to promote campus and community safety. Deputy probation officers (DPOs) will be assigned and placed on school campuses with a focus on: reducing recidivism by probationers by enforcing conditions of probation, daily monitoring of school issues (attendance, performance, and behavior), reducing first arrests by at-risk youth, holding youth and families accountable, and building resiliency with a priority on school success and positive redirection though mentoring.

The Probation Department will partner and collaborate with schools, community-based service providers, law enforcement agencies and other County departments in developing a comprehensive and seamless delivery of services to probationers and at-risk youth enrolled at identified school-based DPO sites. DPOs will be located and placed on the 85 high school campuses with the highest numbers of probationers and 30 selected Middle Schools and 5 selected Elementary Schools. Included in the School Service Areas are alternative school settings such as LACOE operated community education centers (CECs), continuation schools, adult schools, and Soledad Enrichment (SEA) Action charter schools. The SEA charter schools currently have seventeen locations throughout the county and serve approximately 375 probationers. The selected feeder middle school and elementary schools will provide developmentally appropriate programming and services. Both direct agency and community- based services should be culturally and linguistically appropriate.

Existing Program. The Probation Department proposes to replicate and expand the successful Long-Term Family Self-Sufficiency (LTFSS) CalWORKS School-Based Probation Supervision Program implemented in March 2000. This pilot program has placed deputy probation officers on 25 high school and alternative school campuses throughout Los Angeles County. An alternative

school that has hosted the School-Based Probation Supervision pilot is the Soledad Enrichment Action (S.E.A) Charter School Girl's Academy.

The S.E.A. Girl's Academy provides the necessary structure and services to girls who need to make the transition from a juvenile camp setting to their home environment. The school provides a six-hour per day curriculum in addition to a variety of services to help teenage girls grow to become healthy and productive young women.

The staff assigned to the pilot program includes 25 deputy probation officers, 3 supervising deputy probation officers, and 3 clerk positions. These positions will continue to be funded out of the Probation Department budget. The data obtained to date, coupled with national and state studies, indicates that success is achieved at every level when officers are located on site with their probationers. The officers are dedicated to their assigned school and supervise both those students who are on formal probation and those that are considered 'high risk'. They supervise, counsel, and interact with youth on the campus and during campus-related events. Their focus is to enforce the court orders especially those targeting school attendance, behavior, and performance. DPOs will also initiate appropriate referrals to community-based services as specifically needed. The DPOs with their smaller caseloads, a maximum of 75 rather than 150, work closely with school personnel, the students, and the students' families.

The pilot involved 629 students and the preliminary results of the pilot are significant. Results for the first quarter are shown in the Demonstrated Effectiveness portion of this proposal.

The results of the pilot are consistent with the outcomes reported in other localities that have moved to a school-based model of probation services.

CPA Expansion Project

While currently at 25 high schools including alternative schools such as SEA charter schools, adult schools, continuation schools, and community education centers, the program seeks to be expanded to 85 high schools. At several schools, it will be necessary to place more than one DPO there to ensure the intensity of services and frequency of contacts is maintained.

This model though currently targeted at high schools needs to be expanded to select feeder middle schools with a focused early intervention approach. The intent is to expand the use the school based ROPP pilot model of early intervention and wraparound services particularly aimed at first time offenders.

Additionally, a pilot targeting selected feeder elementary schools of the already targeted high school and middle schools needs to be initiated. The elementary school project would target pre-delinquency children who have already demonstrated serious behavioral problems. A modified ROPP approach using the same concepts and principles that are, however, developmentally appropriate for children will be utilized.

Referral Process. Formal probationers attending any of the selected schools in this program will be accepted as program participants by virtue of their probation status. At-risk youth who become program participants must have been recommended by concerned parties and have met standardized assessment criteria. Additionally, at-risk youth must have a waiver signed by his/her parent or guardian giving permission to enter the program and consent for the Probation Department to track the progress of the youth, including arrests, until the age of 18. Parents, school teachers, and officials, or the school-based probation officer may recommend any at-risk youth whom they believe to be pre-delinquent. The school-based officer will determine the youth's eligibility for this program utilizing a screening and assessment instrument. This screening instrument evaluates gang involvement, school performance, substance abuse, runaway history, and other delinquency indicators.

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Program Operation, Staffing and Services: The DPOs shall provide case management by building a case plan with other partners, linking the youth and family with needed services and resources, and closely monitoring the progress of the case plan. The DPOs will also assist in the

coordination of community based after-school services, such as tutoring, mentoring, counseling, gang intervention, community service, transportation, and recreation activities. These services can be delivered at various community sites, including the school, the community-based organizations, parks, or public housing units. The assigned DPO serves as the single point of contact and case management for the school and for the immediate community for any needed probation services.

The specific role of the school-based DPOs will be to:

- Provide case management to all program participants at the school; case management includes screening and assessment, orientation, creating a collaboratively developed case plan, and enforcing conditions of probation, such as community service, restitution, and counseling.
- Monitor school behavior, attendance and academic performance.
- Meet regularly with school administrators, teachers, and school police to support any school safety efforts.
- Share data regarding progress or problems of probationers; share information and work with school police to identify trends that would be threats to overall school safety.
- Facilitate access to school-based and after school community based intervention services; focus on tutoring, after school homework assistance, and mentoring.
- Create gender-specific caseloads; coordinate with gender-specific community-based services.
- Coordinate counseling and mentoring services for all probation youth.
- Attend School Attendance Review Board (SARB) meetings.
- Attend and encourage parent participation in Parent Teacher Association meetings.
- Coordinate re-entry conferences for students returning from juvenile hall, camps or placement.
- Link with community services and agencies like, the Human Relations Commission, to address hate crimes, particularly targeting racial conflicts or sexual orientation, both on the school campus and in the community.
- Network with gang intervention community-based services.
- Collaborate with other DPOs providing additional supervision and support services during after-school and weekend periods.
- Facilitate, along with the YSS Worker, transportation for program participants in the school service areas.
- Facilitate and coordinate access to services for additional probationers in other schools, such as CECs, SEA charter schools, adult schools, and continuation schools, that are in the eighty-five School Service Areas.

The DPOs will provide oversight of community-based services and case management. The case management will include assessment, goal setting, case plan, frequent client and family contact, regular school contacts, and progress notes. The case management should lead to greater accountability of the probationer and his or her family. The DPOs will ensure that all critical information is appropriately shared with service partners. This becomes especially important as the youth transitions from one setting to another. The DPOs will also coordinate the provision of services to reduce fragmentation and duplication. Their services must address needs that are identified during assessment with specific progress recorded in the DPO case files for review and evaluation.

Community Based Organization Interface. In addition to DPO involvement, a critical component of this program is use of a Youth Services Specialist (YSS), provided through a community-based organization. The YSS Worker will assist the DPO primarily in monitoring school attendance, helping to validate absences, and coordinate linkages with in-school and after school community based treatment services. YSS workers from community-based organizations that have had experience working with probation youth will be solicited through an RFP process.

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Community-based organizations receiving contracts to provide services must be able to provide equal delivery of services to limited English speaking and monolingual non-English youth and their families in a language they can understand. Gender-specific services and protocols shall be developed and provided as appropriate. Each contract shall specify proportionate resources for juvenile females. Staff involved in providing services shall receive gender-specific training.

Intervention Services. In addition to the school based DPOs at the high schools, it is critical that at-risk youth in the feeder middle and elementary schools also be approached with early intervention services. The assignment of DPOs at selected middle and elementary schools will allow for the establishment of a vertical school-based cluster. Through this vertical cluster, a continuum of care, supervision and services will be provided to young probationers and at-risk youth residing in the School Service Areas with the largest concentration of juvenile offenders.

The objective of school based DPOs at the middle and elementary schools is to target first time offenders and at-risk youth fitting the multi-problem profile (the ROPP case management model will be utilized). The role of the DPOs will be similar to that as defined for those DPOs at the high school and will be both developmentally appropriate and, where feasible, address gender-specific issues through the gender-specific caseloads. Transitions, particularly for these youth, will be planned and coordinated with other school based DPOs. Additionally, there will be an even more focused intent to work with families.

Services in each of the vertical clusters will be tailored to:

- Leverage existing resources and services.
- Capitalize on neighborhood strengths and opportunities in each service area.
- Address the particular needs of the service area.
- Provide services that are culturally and linguistically appropriate.

In addition to the continuum of care and supervision, this vertical cluster will facilitate:

- Sharing of caseload information among collaborative partners.
- Assisting probationers and at-risk youth in successfully transitioning to other schools.
- Accessing educational services and resources for probationers and at-risk youth with special educational needs.
- Facilitating transportation services to support after school and weekend activities.
- Providing comprehensive services to the siblings and parents of the target youth.

The School-Based DPO Supervision Model will allow for maximum and intensive supervision and services for probationers and at-risk youth, thereby reducing the overall risk of these youth incurring new offenses.

Transportation Services: Transportation will be provided to youth traveling to and from after school and weekend services. Transportation will be key to making accessible the menu of services offered in the 85 School Service Areas. It is expected that youth may require transportation to service sites for after-school tutorial or mentoring programs, and park-based services. Since some of the intervention services will be located in high crime and high-need areas, transportation will be necessary for safe passage. School-based DPOs, along with the YSS Worker, will coordinate transportation services with parks and other community-based service providers.

Transportation will be contracted through a community-based provider. Further, transportation services will be indispensable in supporting field trips that provide experiences for at-risk youth, probationers, and their families outside of their immediate neighborhoods. Trips to museums or cultural and educational centers will enable the youth broaden and enrich their life experience.

Transportation services will also be used to transport parents, without resources or other options, to camp for family re-unification activities and aftercare transition conferences.

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Transportation is allocated to this proposal; however, after the proposed programs have been implemented and it has been determined how each program requires transportation services, the cost for transportation will be allocated and tracked among the individual programs. This data will be utilized when computing program per capita costs.

Collaborative Partners

The School-Based Probation Supervision Expansion Program is a collaborative partnership between Los Angeles Unified School District, the Los Angeles County Office of Education, other school districts, the School Attendance Review Boards (SARBs), the City of Los Angeles, the Los Angeles District Attorney's Office, law enforcement agencies, other County departments and agencies, and the Probation Department.

The CPA 2000 School-Based Probation Supervision Program was planned and developed through the Juvenile Justice Coordinating Council, using a workgroup planning process with representatives of the following organizations: the Los Angeles Unified School District, the Los Angeles County Office of Education, community-based organizations, law enforcement agencies, the Amer-I-Can organization, the Los Angeles City Community Development agency, the Soledad Enrichment Action organization, the Los Angeles County Board of Supervisors' Justice Deputies, the Public Health Foundation, the Los Angeles City Commission for Children, Youth, and Their Families, the Los Angeles City Youth Opportunity Movement, Assembly Member Tony Cardenas' Office and the Probation Department.

Data Sharing

Data will be collected and shared with all concerned partners through a variety of methods. Primarily, data will be collected by the case manager and recorded in the case file. This data, to the extent allowable, will be shared with collaborating service providers on several levels. Case managers will coordinate the receipt of any critical incident data and ensure partners are updated in a timely manner. Weekly reports will be used by case managers to share communication to service providers who are directly involved with the minor so that services can be properly linked. Monthly roundtable meetings will be called to collaboratively review selected cases. Accumulated data will be shared in bi-monthly meetings to identify trends and emerging issues. Semi-annual reviews of aggregate data, derived from the 85 school service areas, will demonstrate overall performance and aid in long term planning. Wireless remote web access and expanded intranet capabilities are being pursued to ensure the broadest exchange of information with governmental agencies and private vendors to maximize service delivery to at-risk and delinquent youth.

Demonstrated Effectiveness

Formal evaluations of the School-Based Supervision pilot program are currently in progress under the CALWORKS Long Term Family Self Sufficiency Plan. The pilot program started in March 2000 and involved 629 students at 25 high schools throughout the County. The high schools and program participants in the pilot program were selected using the same criteria as will be used for this proposed program.

The first quarter review of the pilot program show promising results:

- School absences were reduced from 2,239 to 696.
- Improved student attendance equates to $54,000 in increased Average Daily Attendance (ADA) funding.
- Suspensions were reduced from 147 to 31
- Grade point average increased for most of the minors.

- Students in “pass/fail” programs passed 17% more classes.
- In-person student/deputy probation officer contacts increased from 629 to 3,532.
- Of the 629 students, 59% increased their academic performance
- Of those participating in traditional grade systems, the Grade Point Average (GPA) increased from an average of 1.1 to an average of 2.07.
- DPOs increased their in-person contacts with these students from 629 to 3,532 - an increase of 462%.

Successful outcomes for School-Based Supervision programs are additionally verified by two school-based models based in Virginia and Pennsylvania.

The February 2000 issue of the Office of Juvenile Justice and Delinquency Prevention Bulletin cites the *Probation/School Liaison Program* in Norfolk, Va. as being a successful school-based supervision program. During its 3 years of operation, the program has improved school attendance, behavior, and academic performance of court-supervised youth.

The December 2000 issue of the Juvenile Accountability Incentive Block Grants Program (JAIBG) Bulletin cites the Pennsylvania School-Based program under the category of “promising program and best practices” and notes that it best exemplifies JAIBG practices. Both the LA County model and the Pennsylvania program contain similar key components, including the presence of a probation officer on the school campus, a single point of case management and a network of community services. Some of the overall results from the 1998-99 school year for all four school districts participating in the Pennsylvania School-Based program are:

- 38% reduction in unexcused absences
- 82% reduction in days suspended out of school
- 31% reduction in days suspended in school
- 15% reduction in tardiness
- 23% improvement in grade point average

The proposed program shares many components with this proven and the successful model in place in Pennsylvania.

Outcome Objectives and Measures

High School Age Program Participants

High School Probationer Group. The high school probationer comparison group for this program is composed of all juvenile probationers who, in September 2000, resided in the 85 school service areas, excluding the 25 schools served by the Long-Term Family Self-Sufficiency (LTFSS) Program. The high school probationer treatment group is composed of all formal probationers who attend the high schools in the 85 school attendance areas following program implementation. The comparison group will be studied for six months following September 2000 and the treatment group will be studied for six months following program entry.

Outcomes for the minors served by this program will be measured by rates of: 1) juvenile arrests per 100,000 population; 2) successful completion of probation; 3) successful completion of restitution and court-ordered community service; 4) arrests; 5) incarcerations; 6) probation violation rates of program participants.

Expected outcomes for the **high school probationer treatment** group are listed below for the six legislatively mandated outcomes

■ Arrest rate/100,000	No change	■ Arrests	Decreased percentage
■ Successful completion of probation	Increased percentage	■ Incarcerations	Decreased percentage
■ Restitution and community service	Increased percentage	■ Probation violations	Decreased percentage

High School Age At-Risk Group. The high school age at-risk **comparison** group for this program is the MAARY-C control group minors that are now between 15 ½ and 18 years old at this program's implementation date. The **treatment group** is all at-risk youth accepted into the program by the school-based deputy probation officer. Outcomes for all legislatively mandated outcome measures for the comparison group will be six months from program implementation date and, for the treatment group, six months from program entry.

Outcomes for the minors served by this program will be measured by rates of: 1) juvenile arrests per 100,000 population; 2) successful completion of probation; 3) successful completion of restitution and court-ordered community service; 4) arrests; 5) incarcerations; 6) probation violation rates of program participants.

Expected outcomes for the **high school at-risk treatment** group are listed below for the six legislatively mandated outcomes

■ Arrest rate/100,000	No change	■ Arrests	Decreased percentage
■ Successful completion of probation	Increased percentage	■ Incarcerations	Decreased percentage
■ Restitution and community service	Increased percentage	■ Probation violations	Decreased percentage

Additional anticipated high school probationer group and high school at-risk group outcomes are school attendance, suspensions and expulsions. The preprogram period is the last complete academic period prior program entry. The post-program period is the last complete academic period prior to program exit (or program review). The additional outcomes will be assessed by comparing the pre-program period rate with the post-program period rate. Improvements are expected in all these areas.

Elementary/Middle School Age Participants

The elementary/middle school probationer group. The **comparison group** for this part of the program is a representative sampling of juvenile probationers who attend schools that are not included in the eighty-five School Service Areas. The **treatment** group is composed of minors on formal probation accepted into this program. Outcomes for all legislatively mandated outcome measures for the comparison group will be six months from program implementation date and, for the treatment group, six months from program entry.

Outcomes for the minors served by this program will be measured by rates of: 1) juvenile arrests per 100,000 population; 2) successful completion of probation; 3) successful completion of restitution and court-ordered community service; 4) arrests; 5) incarcerations; 6) probation violation rates of program participants.

Expected outcomes for the treatment group for the six legislatively mandated outcomes are:

■ Arrest rate/100,000	No change	■ Arrests	Decreased percentage
■ Successful completion of probation	Increased percentage	■ Incarcerations	Decreased percentage
■ Restitution and community service	Increased percentage	■ Probation violations	Decreased percentage

The elementary/middle school at-risk group. The **comparison group** for this part of the program are the minors in the control group for the Multi-Agency At-Risk Youth Committee program who are 151/2 years old or younger at time of this program's implementation. The **treatment group** composed is of minors on formal probation accepted into this program. Outcomes for all legislatively mandated outcome measures for the comparison group will be six months from program implementation date and, for the treatment group, six months from program entry.

Outcomes for the minors served by this program will be measured by rates of: 1) juvenile arrests per 100,000 population; 2) successful completion of probation; 3) successful completion of restitution and court-ordered community service; 4) arrests; 5) incarcerations; 6) probation violation rates of program participants.

Expected outcomes for the treatment group for the six legislatively mandated outcomes are:

■ Arrest rate/100,000	No change	■ Arrests	Decreased percentage
■ Successful completion of probation	Increased percentage	■ Incarcerations	Decreased percentage
■ Restitution and community service	Increased percentage	■ Probation violations	Decreased percentage

Additional anticipated outcomes for the elementary/middle school probationer group and the elementary/middle school at-risk treatment groups are school attendance, suspensions, and expulsions. The preprogram period is the last complete academic period prior program entry. The post-program period is the last complete academic period prior to program exit (or program review). The additional outcomes will be assessed by comparing the pre-program period rate with the post-program period rate. Improvements are expected in all these areas.

Program Costs

Existing Program Costs:

The existing pilot program is funded through Long Term Family Self Sufficiency funds. These are federal funds passed through the State to local government.

Salaries and Benefits	$2,022,078	
3 Supervising deputy probation officers		
25 Deputy probation officers		
3 Clerks		
Services and Supplies	8,332	
Equipment	233,611	
Computer and electronic equipment		
Total Existing Program Cost		2,264,021

CPA 2000 School-Based Probation Supervision Program Expansion Program:

Salaries and Benefits	$5,922,981	
1 Probation Director		
7 Supervising Deputy Probation Officer		
65 Deputy Probation Officer II		
1 Secretary III		
7 Intermediate Typist Clerk		
Services and Supplies	396,000	
Desktop/Network Onsite Technical Support		
Cell phones, DSL lines		
Contract Services	1,600,000	
Community-based organizations	600,000	
Transportation contracts	1,000,000	
Equipment	656,428	
Digital cameras, laptop computers, desktop computers, printers, software, chairs, desks, file cabinets		
Indirect Costs	174,590	
CPA 2000 allowable overhead @ 0.05%		
Data Collection and Evaluation	192,066	
Total Expansion Program Costs		8,942,065

Implementation Schedules/Timeframes

Necessary Implementation activities include:

Recruit and hire deputy probation officers	March-April 2001
Train deputy probation officers	April-May 2001
Complete MOU with schools	May 2001
Finalize space, equipment at the schools	May 2001
Conduct RFP for YSS workers	March 2001
Sign agreement for YSS workers	May 2001
Program fully implemented program	July 2001

6. Abolish Chronic Truancy (ACT) Expansion Program

Program Objectives

Early school failure for youth as evidenced by truancies is strongly linked to future delinquency. The lack of early school progress especially in elementary schools undermines the foundation necessary for any prospect of future school success. Youth and their parents/guardians must be both responsible and accountable to ensure school attendance.

The Abolish Chronic Truancy (ACT) is a program developed by the District Attorney's office that focuses on truancy problems in selected elementary schools. The proposal is to expand the program to additional elementary schools. The program objectives are:

- Ensure that youth who are at risk of truancy or excessive absences attend school,
- Improve school attendance through parent and child accountability,
- Address attendance problems at the earliest possible time before the child's behavior is ingrained and while the parent still exercises control over the child, and
- Impact long-term reduction of delinquency, adult criminality and joblessness.

Population to be Served

The population to be served is at-risk youth and probationers who are truant in elementary schools in the 85 School Service Areas. The ACT Program is currently located at 343 elementary schools countywide, serving approximately 12,000 students. The program will be expanded to include 50 additional elementary schools and will serve an additional 2,000 students with CPA 2000 funding.

Program Design

The Abolish Chronic Truancy (ACT) program is an early intervention and prevention program administered through the District Attorney's office and initiated in 1993. The program targets truant students and their parents. The goal of the program is to return children to school and to hold the parent and child accountable when the child remains truant. ACT is an integral part of the School-Based Probation Supervision Program. It is one method utilized to ensure that children attend school and benefit from their educational opportunities.

The program partners with school based and community-based service providers to assist the family with the counseling services they may need to resolve family dynamics and other issues that impact the child's school attendance. The Probation Department is available to provide additional case management to ensure service linkage occurs and to follow-up on progress.

The District Attorney's office will receive referrals for students with truancy problems, directly from the school and also from school based DPOs. Both the DA's staff and the school-based DPO will work with the student and the family to remedy the problem. Services should be culturally and linguistically appropriate. The Probation Officer will provide case management services including:

- Assessing the student and family,
- Coordinating referral of in-school and off-campus services,
- Monitoring the school attendance, academic performance and behavior of the student,
- Coordinating the sharing of casework data with the District Attorney's office, and

- Supporting the District Attorney's efforts when escalation becomes necessary

The DA's staff, upon referral of truant students, will notify the parents of the truant student and follow-up with a meeting of the parents and student. If the student continues to be truant and, if the interventions of the school, the DPO, and the community-based service providers fail, the student and the parent will be referred to the School Attendance Review Board. A contract will be executed and monitored by the school and the school-based DPO. Continued failure on the part of the student and parents will result in legal action being taken by the District Attorney's office.

The collaborative effort of the DA's office, the school-based DPO, the school and community-based service providers will yield positive outcomes for at-risk youth, probationers and their families.

DPOs will provide oversight of community-based services and case management. The case management will include assessment, goal setting, case plan, frequent client and family contact, regular school contacts, and progress notes. The case management should lead to greater accountability of the probationer and his or her family. The DPOs will ensure that all critical information is appropriately shared with service partners. This becomes especially important as the youth transitions from one setting to another. The DPOs will also coordinate the provision of services to reduce fragmentation and duplication. The services must address needs that are surfaced during assessment with specific progress recorded in the DPO case files review and evaluation.

Community-based organizations receiving contracts to provide services must be able to provide equal delivery of services to limited English speaking and monolingual non-English speaking youth and their families in a language they can understand. Gender specific services and protocols shall be developed and provided as appropriate. Each contract shall specify proportionate resources for juvenile females. Staff involved in providing services shall receive gender-specific training.

Collaborative Partners

ACT is a collaboration with the District Attorney's Office, the schools, the Probation Department, community-based organizations, and school attendance review boards.

This expansion was planned and developed through the Juvenile Justice Coordinating Committee, using a workgroup planning process with representatives from the Los Angeles Unified School District, the Los Angeles County Office of Education, the Los Angeles County District Attorney's Office, El Centro Del Pueblo, the Public Counsel, the Los Angeles Chicano Employee Association, Assemblyman Tony Cardenas's Office, the Community Gang Reduction Project, the City of Los Angeles Legislative Office, Board of Supervisors' Justice Deputies, Board of the Los Angeles County Sheriff's Office, Montebello Police Department, and the Probation Department.

Data Sharing

Data will be collected and shared with all concerned partners through a variety of methods. Primarily, data will be collected by the case manager and recorded in the case file. This data, to the extent allowable, will be shared with collaborating service providers on several levels. Case managers will coordinate the receipt of any critical incident data and ensure partners are updated in a timely manner. Weekly reports will be used by case managers to share communication to service providers who are directly involved with the minor so that services can be properly linked. Monthly roundtable meetings will be called to collaboratively review selected cases. Accumulated data will be shared in bi-monthly meetings to identify trends and emerging issues. Semi-annual reviews of aggregate data, derived from the 85 school service areas, will demonstrate overall performance and aid in long term planning. Wireless remote web access and expanded intranet capabilities are being pursued to ensure the broadest exchange of information with governmental agencies and private vendors to maximize service delivery to at-risk and delinquent youth.

Demonstrated Effectiveness

In an article entitled "Truancy: First Step to a Lifetime of Problems" (OJJDP Juvenile Justice Bulletin, October 1999), truancy is cited as a pathway and "stepping stone to delinquent and criminal activity." Research shows that chronic truancy is the most powerful predictor of delinquent behavior. The article notes that several studies have documented the correlation between drugs and truancy. These studies have also found that parental neglect is a common cause of truancy and that truancy programs that hold parents accountable for their child's school attendance and where intensive monitoring and counseling of truant students are provided, the child's school attendance improves.

OJJDP documents several programs that have proven successful and effective in reducing truancy. The Save Kids Truancy Program in 12 elementary schools and 2 high schools in Peoria, Arizona showed solid results. After the City Attorney's Office notified the parents of their child's absence, attendance increased for 72.2 percent of the youth and only 27.8 percent were referred for prosecution. The program requires the City Attorney's Office to contact immediately the parents of youth with 3 days of unexcused absence. The parents must respond, outlining the measures they have taken to ensure that their children are attending school. If a student continues to be truant, the City Attorney's Office will send a second letter to the parent notifying them of their intent to request a criminal filing. In lieu of formal criminal proceedings, the prosecutor can refer the family to counseling or family support programs.

The proposed program shares many components with this successful program. Youth with chronic truancy are referred to the District Attorney's Office. Similar to the Save Kids Truancy Program, the District Attorney notifies the parents of the truant youth and follows up with a formal criminal filing if the parent fails to take appropriate corrective action. The Juvenile Accountability Block Grants Program, December 1999, Best Practices Series Bulletin cited the ACT Program and presented it as one model of an approach and program that holds juvenile offenders accountable for their behavior. The article stated " the program has experienced a 99 percent success rate in returning chronically absent minors to school and has generated enthusiasm within the community and the belief that the problem of truancy is not hopeless. Most important, ACT has empowered families to reestablish parental authority and improve family life."

The District Attorney reports success with the program and its "progressive engagement process" of working with youth and their families. Truancy decreases and attendance improves at every level of the engagement process, as evidenced by the statistics for the period 1993 through 1999 below:

Letters sent to parents to attend initial meeting	55,333
Meetings with parent and child still truant after initial meeting	7,554
Referrals of youth still truant to School Attendance Review Board	734
Cases filed where all previous interventions have failed	40

The above statistics document that over the course of seven years, 86.3% of referred truants corrected their behavior as a result of the initial letter and meeting with the District Attorney. Less than one percent of referred truants required the most severe intervention of formal case filing. Overall, over 99% of all referred truants resolved their school absenteeism problems through this program.

Outcome Objectives and Measures

The minors to be served in this program are minors who are excessively absent juveniles – those with fifteen or more excused or unexcused absences – who have been referred to the ACT District Attorney. Outcomes for all legislatively mandated outcome measures will be assessed by

comparing pre-program rates with rates following program exit. The length of both time periods will be six months.

Outcomes for the minors served by this program will be measured by rates of: 1) juvenile arrests per 100,000 population; 2) successful completion of probation; 3) successful completion of restitution and court-ordered community service; 4) arrests; 5) incarcerations; 6) probation violation rates of program participants.

Expected outcomes for the treatment group for the six legislatively mandated outcomes are:

■ Arrest rate/100,000	No change	■ Arrests	Decreased percentage
■ Successful completion of probation	Increased percentage	■ Incarcerations	Decreased percentage
■ Restitution and community service	Increased percentage	■ Probation violations	Decreased percentage

Additional anticipated outcomes for this program are reduced truancies, suspensions, and expulsions. These outcomes will be assessed by comparing pre-program rates with rates following program exit. The length of both time periods will be six months.

Program costs and minors served will be tracked in order to establish annual per capita costs of the program.

Program Costs

Salaries and Benefits	293,102	
2 Deputy District Attorney IV		
Services and Supplies	6,898	
Mileage, etc.		
Equipment	0	
Data Collection and Evaluation	6,585	
Total Program Cost		306,585

Implementation/Timeframes

Necessary Implementation activities include:

Finalize school sites	April 2001
Complete agreements with schools	May 2001
Complete MOU with District Attorney	June 2001
Recruit and train staff	June-July 2001
Implement Program	July 2001

7. Extended Day Community Supervision Program

Program Objective

To reduce crimes and delinquency by providing parents and family with the additional supervision and support service resources necessary to redirect youth away from inappropriate behavior.

Population to be Served

Program participants will be juveniles who experience difficulty complying with their terms of probation. Approximately 1200 juveniles and their families per year will be served. Juveniles residing within the 85 School Service Areas will be the primary target population.

Program Design

This program will be an extension of the School-based DPO supervision program. Juvenile support teams (JST) comprised of 15 Deputy Probation Officers (DPOs) will be located countywide in the eighty-five School Service Areas. With caseloads up to 20, the JST DPOS will provide intensive case management and supervision for probationers experiencing difficulties complying with the conditions of their probation and at high risk of re-offending. This special needs population will be referred to Juvenile Support Teams by the School-based DPOs. The referrals will be based on any single or combination of the following:

- Family dysfunction (Parents have consistent or ineffective control/ influence over the probationer's behavior or the probationer consistently refuses to follow rules, disobey curfew or sneaks out).
- Continued poor academic performance (Probationer has received two or more "Fs" or three or more "Ds" on the most recent report card).
- Excessive absenteeism or chronic truancy
- Probationer engages in fights, gang agitation, classroom disruptions, or bullying.

The Juvenile Support Teams will provide intensive case management and supervision during after -school and evening hours, as well as during the weekends. The case management responsibilities of the JST-DPO will include:

- Reassessment of the case plan.
- Communicating with the school-based DPO in coordinating intervention services for probationers and their families.
- Monitoring the after-school and weekend activities of probationers.
- Coordinating homework assistance and literacy services.
- Developing mentoring relationships for the youth.
- Supporting parents in the supervision of their children.
- Coordinating the sharing of casework information and behavioral observations.
- Conducting truancy and curfew checks.
- Making appropriate referrals for substance abuse or domestic violence issues.
- Assessing family counseling and resources for the family.
- Coordinating other services from other county departments (DPSS, DCFS, DMH, DHS).

In particular, JST-DPOs will work closely with the parents of probationers. The Juvenile Support Teams will employ a family–centered, strength-based, case management approach. They will assist the parents and probationers in implementing an individualized, strength-based, case plan unique to each family's situation and will give voice and choice to treatment services, which the family choose to access. Additionally, for probationers and families with acute problems, access to the Multisystemic Therapy Treatment Program may be made available. The JST-DPO will assess the progress of the probationer and family and refer those probationers who meet the eligibility criteria.

The Juvenile Support Teams will reassess the probationers' progress each month. It is anticipated that the average length of stay in the program will be 90 days. Probationers who demonstrate sufficient progress will be referred back to the school-based DPO. Probationers who need continued intensive case management and supervision will remain in the JST Program. The progress of the probationer and family will be measured by the pro social skills and protective factors developed and achieved by the probationer and family. Community Service projects will link families with community and faith-based organizations. Schools, local School Attendance Review Boards, the courts and the district attorney will all work together toward the common goals of improved school attendance and performance.

Deputy probation officers (DPOs) will provide oversight of community-based services and case management. The case management will include assessment, goal setting, case plan, frequent client and family contact, regular school contacts, and progress notes. The case management should lead to greater accountability of the probationer and his or her family. The DPOs will ensure that all critical information is appropriately shared with service partners. This becomes especially important as the youth transitions from one setting to another. The DPOs will also coordinate the provision of services to reduce fragmentation and duplication. The services must address needs that are surfaced during assessment with specific progress recorded in the DPO case files review and evaluation.

Community-based organizations receiving contracts to provide services must be able to provide equal delivery of services to limited English speaking and monolingual non-English speaking youth and their families in a language they can understand. Gender specific services and protocols shall be developed and provided as appropriate. Each contract shall specify proportionate resources for juvenile females. Staff involved in providing services shall receive gender-specific training.

Collaborative Partners

The JST Program is a collaborative approach primarily between the Probation Department and community-based service and treatment providers and the probationer's family. Within the Probation Department, JST will work closely with the School-Based Supervision Program DPO, the Park-Based Prevention and Intervention DPO, and the Housing-Based Prevention and Intervention DPO. Other partners may include the Department of Children and Family Services, the Department of Mental Health and other agencies that may be involved with the family or may need to provide services to the family.

The CPA 2000 Juvenile Support Team Program was planned and developed through the Juvenile Justice Coordinating Committee, using a work group planning process with representatives of the following organizations: the Youth Opportunity Movement, Los Angeles Unified School District, El Centro Del Pueblo, Central Recovery, Public Counsel, Project L.E.A.D.S, Assembly Member Cardenas' Office, Los Angeles County Board of Supervisors Justice Deputies, and the Probation Department.

Data Sharing

Data will be collected and shared with all concerned partners through a variety of methods. Primarily, data will be collected by the case manager and recorded in the case file. This data, to the

extent allowable, will be shared with collaborating service providers on several levels. Case managers will coordinate the receipt of any critical incident data and ensure partners are updated in a timely manner. Weekly reports will be used by case managers to share communication to service providers who are directly involved with the minor so that services can be properly linked. Monthly roundtable meetings will be called to collaboratively review selected cases. Accumulated data will be shared in bi-monthly meetings to identify trends and emerging issues. Semi-annual reviews of aggregate data, derived from the 85 school service areas, will demonstrate overall performance and aid in long term planning. Wireless remote web access and expanded intranet capabilities are being pursued to ensure the broadest exchange of information with governmental agencies and private vendors to maximize service delivery to at-risk and delinquent youth.

Demonstrated Effectiveness

The JST program is based, in part, on the successfully proven Intensive Aftercare Program (IAP) model cited in the OJJDP Bulletin of July 2000. The JST Program includes services-connected program elements from the IAP model as identified:

- Assessment, classification and selection criteria
- Individualized case planning that incorporates family and community perspectives
- A mix of intensive supervision and services
- A balance of incentives and graduated consequences
- Creation of links with community resources and social networks.

OJJDP found the IAP model is an effective intervention that is key to preventing recidivism among chronic juvenile offenders who are most likely to re-offend. The OJJDP Bulletin found that linkage with a wide range of service providers is necessary to meet the multiple and varied needs of the target population. The JST program model will similarly link families and troubled probationers to needed services that will facilitate a successful completion of probation.

The Juvenile Justice Coalition Public Policy Background Paper, dated August 18. 1998, recommended a collaborative multi-agency model as an effective approach to directing and redirecting juvenile offenders toward a successful path. A collaboration of community-based organizations, probation officers, law enforcement agencies, and others is an instructive and effective strategy for monitoring and mentoring youthful offenders. The JST program model will similarly provide extended hours and days of supervision and will provide extensive and varied services specific to the individual needs of the troubled probationers and the family.

According to Spergel and Grossman (1996) the Gang Violence Reduction Program in the Little Village area of Chicago is a project that uses two coordinated strategies: 1) target chronic offenders, including potentially violent gang members, and 2) provide a wide range of social services and opportunities for targeted youth to encourage their transition to conventional, legitimate behaviors through education, jobs, job training, family support, and brief counseling. The project was a partnership between probation, police, community youth workers, and community based organizations. The partnership provided service ***during the critical after school hours and weekend times.*** Program interventions have resulted in a decline in gang violence. Overall, gang related arrests increased by 32% in Little Village, while arrests increase 77% in the control area. The project design is similar to JST in that it targets chronic offenders that are impacting a relatively small geographic area; it provides after-school and weekend supervision: it is a partnership with law enforcement and community based organizations; it encourages education and jobs as alternatives; the program works closely with families.

Outcome Objectives and Measures

The minors to be served in this program are formal probationers who have been referred to the Extended School-Based and Community Deputy Probation Officer Supervision program by a

school-based probation officer, a school teacher, or a school official, for demonstrated difficulty with: chronic truancy, poor school performance, complying with their terms of probation, or other serious, delinquent activity.

Outcomes for all legislatively mandated outcome measures will be assessed by comparing pre-program rates with rates following program exit. The length of both time periods will be six months.

Outcomes for the minors served by this program will be measured by rates of: 1) juvenile arrests per 100,000 population; 2) successful completion of probation; 3) successful completion of restitution and court-ordered community service; 4) arrests; 5) incarcerations; 6) probation violation rates of program participants.

Expected outcomes for the treatment group for the six legislatively mandated outcomes are:

■ Arrest rate/100,000	No change	■ Arrests	Decreased percentage
■ Successful completion of probation	Increased percentage	■ Incarcerations	Decreased percentage
■ Restitution and community service	Increased percentage	■ Probation violations	Decreased percentage

An additional anticipated outcome for this program is improved school attendance for the treatment group as compared to the comparison group. The outcome for school attendance will be assessed by comparing pre-program rates with rates following program exit. The time period for both rates will be six months.

Program costs and minors served will be tracked in order to establish annual per capita costs of the program.

Extended Day Community Supervision Program Costs (Approximation)

Salaries and Benefits	$1,148,093	
15 Deputy probation officers		
Services and Supplies	24,602	
Mileage, etc.		
Equipment	145,279	
Computer equipment and furniture		
Data Collection and Evaluation	28,930	
Total Program Cost		1,346,904

Implementation Schedules/Timeframes

Necessary Implementation activities include:

Recruit and hire deputy probation officers	May 2001
Train deputy probation officers	May 2001
Complete MOU with schools	May 2001
Finalize space, equipment	June 2001
Program fully implemented program	July 2001

8. Gang Intervention Program

Program Objective

To reduce crime and delinquency to targeted youth gang members by providing intervention services aimed at redirecting them to education, vocational and job training, and employment.

Population to be served

Youth in the 85 School Service Areas who are gang members or who are involved in gang activity. The program will serve approximately 2,900 gang members. A significant number of gang members will be referred to the program by the Probation Department's Gang Unit as well as the School-Based Deputy Probation Officers.

Program Design

A partnership will be developed between Probation and community workers to implement a gang intervention strategy. These community workers will be contracted through community based organizations and will work with school officials, public park staff, public housing authority staff, law enforcement agencies, faith-based organizations and the Probation Department in providing a menu of gang intervention services. These services will be focused on involving identified gang youth in pro-social activity and behavior aimed at enhancing school readiness and school performance, and in reducing their involvement in gang activity.

Gang Intervention services will be provided by community-based organizations that have an established track record and experience in working with gang-involved youth. Selected gang intervention workers may be former gang members who have been able to redirect their lives toward positive endeavors and who have the skill to work with youth gangs and their families, school officials, probation officers, law enforcement agencies and other service providers. The gang intervention services will be provided in the schools and in the community, during peak crime hours immediately after school and on weekends.

The proposed program will: 1) mobilize a network of CBOs, parents, youth, school officials and former gang members to monitor and supervise gang-involved youth and support their pro-social activities, 2) provide an array of school services: homework assistance, tutoring, literacy training, GED preparation and vocational training/employment, 3) employ gang intervention workers (social intervention) to assist the community and the Probation Department in mentoring and counseling gang-involved youth, in providing supervised after-school and weekend activities for gang youth and in providing dispute resolution and violence intervention services, 4) employ a proactive gang suppression strategy which places an emphasis on preventive measures, i.e. tattoo removal, joint community and law enforcement monitoring of identified gang leaders and "hot spots" and immediate removal of gang graffiti (within 24 hours or less), and, 5) sharing and leveraging of resources and information among participating community-based organizations, schools and public agencies.

Deputy probation officers (DPOs) will provide oversight of community-based services and case management. The case management will include assessment, goal setting, case plan, frequent client and family contact, regular school contacts, and progress notes. The case management should lead to greater accountability of the probationer and his or her family. The DPOs will ensure

that all critical information is appropriately shared with service partners. This becomes especially important as the youth transitions from one setting to another. The DPOs will also coordinate the provision of services to reduce fragmentation and duplication. The services must address needs that are surfaced during assessment with specific progress recorded in the DPO case files review and evaluation.

Community-based organizations receiving contracts to provide services must be able to provide equal delivery of services to limited English speaking and monolingual non-English speaking youth and their families in a language they can understand. Gender specific services and protocols shall be developed and provided as appropriate. Each contract shall specify proportionate resources for juvenile females. Each contract shall specify proportionate resources for juvenile females. Staff involved in providing services shall receive gender-specific training.

Collaborative Partners

The Gang Intervention Program is a collaborative partnership with community-and-faith-based organizations, schools, law enforcement, public agencies and the Probation Department.

The CPA 2000 Gang Intervention Program was planned by a Juvenile Justice Coordinating Council Workgroup comprised of SEA Gang Intervention, City of Los Angeles Community Development Department, Boys Republic, Community Youth Sports & Arts Foundation, Sey Yes, Public Health Foundation, SEA, COPE, Los Angeles Chicano Employees Association, Stop the Violence, LEADS, Los Angeles City Commission for Children, Assembly Member Tony Cardenas' Office, Board of Supervisors' Justice Deputies, Youth and their Families, El Centro del Pueblo, and the Probation Department.

Data Sharing

Data will be collected and shared with collaborative partners including schools, community-based organizations, park and housing-based staff and with the school-based probation case manager. The data collected and shared will enable a more coordinated and expeditious approach to service delivery and to a higher level of responsiveness to potential gang conflict.

Data sharing will be executed and completed through a number of means including case planning and review sessions, weekly meetings with collaborative partners and referrals to other services. Additionally, a monthly meeting structure will be established which will allow participating agencies to discuss outcomes, services and issues. At the same time, it is our intent to develop a web-based information-sharing model for all of our partners to provide more immediate availability and access to data and communication.

Demonstrated Effectiveness

The OJJDP Research Summary entitled "Gang Suppression and Intervention Problems and Response" recommends a comprehensive approach as the most effective means of impacting gang violence and gang formation. Specifically, OJJDP cites as promising strategies: (1), targeting gang youth (for supervision and mentoring), (2), social agency intervention (crisis teams that mediate disagreements between gangs, work with police and probation officers to identify trouble spots, prevent gang retaliations or resolve gang problems without violence), (3), alternative education (teach gang members basic life and educations skills, (4), vocational training (job preparation and placement, and (5), mentoring adult involvement and supervision of targeted gang members).

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The Communities In Schools (CIS) Gang Intervention Model incorporates the five program elements outlined above by OJJDP. The CIS model, in the San Fernando Valley area of Los Angeles County is an effective gang intervention model. In recognition of the effectiveness of the

CIS model, the California State Assembly passed Assembly Bill 2650 (August 25, 1998), authored by California Assembly Member Tony Cardenas, to evaluate the Communities In Schools of San Fernando Valley/Valley Unity Peace Treaty Project. According to the legislation, the purpose of the study was to "acknowledge the effectiveness of the Communities IN Schools of San Fernando Valley Program in establishing a truce with the gangs in that community…" Section 2 of the legislation specifies that, "The purpose of the study will be to identify the key elements of the program that are responsible for this program's success for purposes of creating similar programs in other areas of the state that are experiencing gang-related problems."

The CIS model has shown promise and yielded significant outcomes such as reduction in gang-related homicides, success in gang dispute resolution and success in working with schools to enhance school performance (especially among gang members). With CIS intervention, gang-related homicides between 1992 and 1993 fell from 52 to 44 and in 1994 dropped to 29 in the San Fernando Valley. The schools, which CIS collaborated with, showed, according to the report to the California State Legislature, significant improvement in school attendance, and reduction in school dropout rates and suspensions. The program proposed here will use similar strategies as the CIS model and has many of the same program design features. The proposed model will employ gang intervention workers, collaborate with schools and CBOs, employ mentors and implement dispute resolution teams. It is anticipated that the proposed model will achieve similar results as that of CIS.

Outcome Objectives and Measures

The minors served by this program are youth in the targeted School Service Areas who are known gang members and those known to be involved in gang activity. Outcomes for all legislatively mandated outcome measures will be assessed by comparing pre-program rates with rates following program entry. The length of both time periods will be six months.

Outcomes for the minors served by this program will be measured by rates of: 1) juvenile arrests per 100,000 population; 2) successful completion of probation; 3) successful completion of restitution and court-ordered community service; 4) arrests; 5) incarcerations; 6) probation violation rates of program participants.

Expected outcomes for the treatment group for the six legislatively mandated outcomes are:

- Arrest rate/100,000 — No change
- Successful completion of probation — Increased percentage
- Restitution and community service — Increased percentage
- Arrests — Decreased percentage
- Incarcerations — Decreased percentage
- Probation violations — Decreased percentage

An additional anticipated outcome for this program is improved employment. The outcome for improved employment will be assessed by comparing pre-program rates with rates following program entry. The time period for both rates will be six months.

Program costs and minors served will be tracked in order to establish annual per capita costs of the program.

Gang Intervention Program Costs (Approximation)

Salaries and Benefits	0	
Services and Supplies	4,300,000	
CBO Contracts		
Equipment	0	
Data Collection and Evaluation	94,387	
Total Program Cost		4,394,387

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Implementation Schedules/Timeframes

Necessary Implementation activities include:

Community input regarding community-specific needs	March 2001
Review community input with law enforcement and schools	April 2001
Conduct RFP process	May-July 2001
CBO training and orientation	July 2001
Implement program	August 2001

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9. Youth Substance Abuse Intervention Program

Program Objective

To reduce juvenile substance abuse by deterring at-risk minors from becoming involved in drug and alcohol use and to provide treatment, supervision and other interventions to youth who are already abusing drugs and alcohol.

Population to be Served

This program will serve at-risk youth, and probationers who are on probation for drug-related offenses, and their families who reside in the 85 School Service Areas. There are approximately 3,600 juvenile probationers identified with drug-testing court orders. The estimated number of at-risk youth with substance abuse problems is speculative but experience would suggest three thousand youth might be in this category.

Program Design

Substance abuse poses a barrier to success in school and is a precursor to delinquency by contributing to deterioration in school attendance, academic performance, and behavior. Youth with substance abuse issues who do not receive treatment are unlikely to break the cycle of deterioration and may continue a downward spiral. The Probation Department proposes a substance abuse community based treatment model that partners both existing and expanded resources. Certified drug and alcohol treatment providers as coordinated by the Department of Health Services, Alcohol and Drug Abuse operation will provide services.

Youth with substance abuse issues will be referred by the school based DPO to a community-based provider for a comprehensive assessment. If the assessment indicates the need for treatment, the substance abuse provider will employ intensive case management that will require frequent contact with the youth and his/her family. Treatment through individual, family and group counseling will be provided. The treatment will be holistic and focus on roots of the problem and not just the substance abuse manifestation. A system of positive rewards will be established for those youth who achieve abstinence, and a system of graduated, community-based sanctions will be developed to increase accountability of youth. Testing will be utilized to verify abstinence and progress in the program. Relapse strategies and services will be developed. The treatment provider will need to have access to inpatient services as needed. The program will need a graduated system of treatment and supervision intensity.

Adult and adolescent substance abusers differ in many ways. In treatment, adolescents must be approached differently than adults because of their unique developmental issues, differences in values and belief systems, and environmental considerations, such as strong peer influences. At a physical level, adolescents tend to have a smaller body size and lower tolerance, putting them at greater risk for alcohol-related problems even at lower levels of consumption. Substance abuse compromises an adolescent's mental and emotional development because it interferes with how the adolescent interacts with others.

The provided treatment services and components of the program will address issues that include:

- Adolescent clients require core treatment services that differ from those needed by adult alcohol and other drug abusers. Providers are cautioned regarding the use of adult programs to treat juveniles
- Assessment and diagnosis; determination of appropriate type and level of treatment; counseling; a variety of other behavioral, cognitive and family therapies; continuing care and relapse prevention
- Programs will be sensitive to and provide services that take into account the special needs of gender, sexual orientation, disability status, ethnicity and culture, language, and stage of readiness to change
- Identify delays in normal cognitive and social-emotional development, as is commonly found with substance abusers, and the connection to academic performance, self-esteem issues, and social interactions
- Determine the impact of family issues on the adolescent's behavior and substance abuse. Involve the family in the treatment plan whenever possible because of the family's role in the origins of the problem and their ability to change the youth's environment
- Programs will include components that motivate the youth to participate. Coercive pressure to seek treatment is not generally conducive to the behavior change process. However, under some circumstances, coerced treatment has proven effective. Examples of such programs include the juvenile drug court programs and placement in therapeutic group home settings as part of the treatment plan. Treatment providers should be sensitive to motivational barriers to change at the outset of intervention. Several strategies can be used for engaging reluctant clients to consider behavioral change
- Ancillary services for substance abusers that are tailored to the specific needs of adolescents. Services include referral to medical care, dental care, mental health services, education and vocational services, legal services, health education and housing services and independent living skills training
- Benchmarks and progressive phases for the program will be established

Deputy probation officers (DPOs) will provide oversight of community-based services and case management. The case management will include assessment, goal setting, case plan, frequent client and family contact, regular school contacts, and progress notes. The case management should lead to greater accountability of the probationer and his or her family. The DPOs will ensure that all critical information is appropriately shared with service partners. This becomes especially important as the youth transitions from one setting to another. The DPOs will also coordinate the provision of services to reduce fragmentation and duplication. The services must address needs that are surfaced during assessment with specific progress recorded in the DPO case files review and evaluation.

Community-based organizations receiving contracts to provide services must be able to provide equal delivery of services to limited English speaking and monolingual non-English speaking youth and their families in a language they can understand. Gender specific services and protocols shall be developed and provided as appropriate. Each contract shall specify proportionate resources for juvenile females. Staff involved in providing services shall receive gender-specific training.

Collaborative Partners

Collaborative partners include: Law enforcement, school police, school administrators, community-based substance abuse treatment providers, Probation Department, Department of Health Services' substance abuse service providers, Assembly Member Tony Cardenas' Office, Board of Supervisors' Justice Deputies, Department of Mental Health community-based mental health service providers.

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Data Sharing

The Youth Substance Abuse Intervention program will be located in the 85 school service areas. Data will be collected and shared with partnering agencies including the Department of Health Alcohol and Drug Administration, Department of Mental Health, community-based treatment providers, school, and others. The data sharing will enable a coordinated approach to service delivery and treatment and a higher level of responsiveness as problems arise.

During the preliminary stages, the data sharing will be completed using the more traditional methods including regular meetings with all partners. A structure to provide timely response to request for referrals and the referral process itself as well as a method of standardized statistical reporting will need to be developed once all treatment service providers are identified and under contract. Regular meetings and interim updates will be established as necessary regarding any specific situations requiring attention. The partners will regularly review aggregate data as to the progress of achieving defined outcomes.

Demonstrated Effectiveness

The National Institute of Justice, in November 1999, reported that case management is useful as an adjunct to substance abuse treatment in that:

- Retention in treatment is generally associated with better outcomes, and a primary goal of case management is to keep the adolescent engaged in the treatment process
- Treatment is more likely to succeed when a youth's non-substance abuse problems (e.g. school performance and family problems, etc.) are also being addressed
- The Bridge Program in Columbia, South Carolina is a community-based substance abuse program that has demonstrated positive results. The major components of the program are: 1) comprehensive assessment, 2) intensive case management, and 3) continuing care. The assessment is completed by program staff and consists of interviews with the youth, home visits, and interagency communications about the family's history and needs. The program utilizes a four to six weeks first phase assessment period. The youth then receives four to six weeks of intensive case management during which the case manager maintains daily contact with the youth, family, and the agency providing treatment. Once clients achieve abstinence and improve areas, such as school and family relations, they are moved to continuing care. Continuing care lasts up to seven months, with less intensive treatment services. At the culmination of continuing care, a formal graduation is held
- The positive results of the Bridge program include: 1) of the 240 clients served annually, only 19% (including those who failed to complete the program) have been re-incarcerated, 2) at the time of graduation 78% are abstinent and 11% have reduced their level of use, 3) 85% of program graduates versus 64% of drop-outs have completed high school; 17% of program graduates versus 30% of drop-outs are successfully employed
- The proposed community based substance abuse initiative will use a similar design of assessment, intensive case management, and continuing care. Similar positive results are expected

Outcome Objectives and Measures

The minors to be served in this program are youth that are at-risk of substance abuse and formal probationers who are on probation for a substance abuse related offense.

Outcomes for all legislatively mandated outcome measures will be assessed by comparing pre-program rates with rates following program entry. The length of both time periods will be six months.

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Outcomes for the minors served by this program will be measured by rates of: 1) juvenile arrests per 100,000 population; 2) successful completion of probation; 3) successful completion of restitution and court-ordered community service; 4) arrests; 5) incarcerations; 6) probation violation rates of program participants.

Expected outcomes for the treatment group for the six legislatively mandated outcomes are:

■ Arrest rate/100,000	No change	■ Arrests	Decreased percentage
■ Successful completion of probation	Increased percentage	■ Incarcerations	Decreased percentage
■ Restitution and community service	Increased percentage	■ Probation violations	Decreased percentage

An additional anticipated outcome for this program is to reduce the number of positive tests by minors who have testing orders. This additional outcome will be assessed by comparing pre-program rates with rates following program entry. The length of both time periods will be six months.

A second anticipated outcome for this program is reduced number of minors with testing orders who test positive six months after program implementation compared to six months prior to program implementation.

Program costs and minors served will be tracked in order to establish annual per capita costs of the program.

Youth Substance Abuse Intervention Program Costs (Approximation)

Salaries and Benefits	0	
Services and Supplies	1,500,000	
CBO Contracts		
Community-based contracts for services including drug testing, comprehensive assessment, intensive case management, and continuing care, etc.		
Data Collection and Evaluation	32,926	
Equipment	0	
Total Program Cost		1,532,926

Implementation Schedules/Timeframe

Necessary Implementation activities include:

Obtain community input regarding community-specific needs	March 2001
DHS program linkages	April 2001
Conduct RFP process expansion of current DMS contracts	May-June 2001
Implement program	July 2001

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10. Gender-Specific Services Program

Program Objective

The goal of this program is to implement gender-specific procedures and curriculum components in the Probation Department's camp and juvenile hall systems and to expand two existing gender-specific community-based after school and weekend programs.

Population to be Served

This program will provide gender-specific services for up to 1220 juvenile females on formal probation and approximately 500 at-risk girls in the 85 school service areas. Additionally, this program will extend gender-specific services to approximately 210 juvenile females detained in camp and approximately 200 girls detained in juvenile hall.

Program Design

A gender specific strategy consists of services that are unique to females, developmentally appropriate, empowering, and supportive of girls and young women to reach their potential and to remove barriers. Young women often have a different value system than males relative to issues such as self-esteem, learning styles, communication styles, importance of relationships, and handling peer pressure. Consistent with the OJJDP reports “Guiding Principles for Promising Female Programming” and “Juvenile Offender: A Status of the States Report”, a juvenile justice gender specific strategy should cover the following major areas of concern that represent gaps in service:

- Intake process--Need for comprehensive health assessment
- Education that includes a gender specific curriculum
- Skills training, including self-esteem and assertiveness
- Developing positive relationships with adults and peers
- Community service opportunities
- Drug and alcohol assessment and treatment
- Assessment for abuse--sexual, physical and mental
- Need for gang intervention
- Improve family functioning and relationships—especially mother/daughter relationships

While the settings where these issues may vary such as in juvenile halls, camps, placements, or in the community, the need for unique approaches and services specifically for girls cannot be underscored sufficiently. Staff need to receive appropriate training to educate and sensitize them relative to gender specific issues and strategies.

This proposal seeks to develop new services through community-based organizations to provide enhancements that will complement existing services in a variety of settings. The services should be family focused and holistic. Consistent with national strategies, there needs to be a comprehensive assessment of major areas such as physical health, mental health, sexual abuse, drug and alcohol abuse, and school. Then the appropriate treatment plan should be developed and implemented.

The proposal will be composed of:

- New Services for juvenile halls and camps. Community based organizations will provide gender specific services to female detainees. The CBOs will work with health services, mental health, volunteers, school, and probation staff to collaboratively develop and implement new program. Efforts will be made to implement gender specific strategies in current services. The goal will be to ensure that existing services recognize the need for an approach sensitive to the needs of females. New services and programs will be provided by community-based organizations at least three hours per week for female probationers. The camp program will expand the current sports program to encourage young women's opportunity and participation in competitive athletics.
- Expansion of JOYAS. Project Joyas (Probation) is an after school, female, leadership academy in the Bassett Valinda area, with a gender-specific curriculum that focuses on delinquency prevention and early intervention for pre-delinquent, 13 to 15 year-old girls. All of the girls have demonstrated serious academic problems and were referred by the school. The program meets twice each week and empowers the participants by allowing them to develop a curriculum addressing issues of importance to them. It uses community service, group discussions, peer relationships and mentors to develop personal and social competence. The young women are provided mental health assessments and treatment. They are exposed to learning and educational opportunities. During the short implementation, the girls have demonstrated significant academic improvement and improved family functioning. This proposal will expand the Joyas model to a number of middle schools and selected elementary schools targeting nine to twelve year-old girls. The model targeting the elementary schools will be tailored to meet the developmental needs pre-teen girls.
- Expansion of YWAR. The Young Women At-Risk Program (City of Los Angeles) is a school-based program located at Duke Ellington Continuation High School. The program seeks to eliminate, resolve, or reduce behaviors and environmental factors that increase girls' risk of delinquency, as well as develop a number of protective factors that have been identified as effective in avoiding delinquency. The program is voluntary and 20-30 of the schools' 50 female students participate in the program. Through this proposal, the program will be expanded to four additional sites in Los Angeles selected from the 85 sites in the School-Based Probation Supervision Program Expansion.

Deputy probation officers (DPOs) will provide oversight of community-based services and case management. The case management will include assessment, goal setting, case plan, frequent client and family contact, regular school contacts, and progress notes. The case management should lead to greater accountability of the probationer and his or her family. The DPOs will ensure that all critical information is appropriately shared with service partners. This becomes especially important as the youth transitions from one setting to another. The DPOs will also coordinate the provision of services to reduce fragmentation and duplication. The services must address needs that are surfaced during assessment with specific progress recorded in the DPO case files review and evaluation.

Community-based organizations receiving contracts to provide services must be able to provide equal delivery of services to limited English speaking and monolingual non-English youth and their families in a language they can understand. Each contract shall specify proportionate resources for juvenile females. Staff involved in providing services shall receive gender-specific training.

Specific Program Considerations

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The Gender specific workgroup of the Juvenile Justice Coordinating Council submitted the following specific program considerations to be part of a gender specific strategy to be implemented in juvenile halls, camps, and in the community:

- Expanded mental health services including a full time bilingual psychologist, a bilingual psychiatric Social Worker, daily group therapy sessions are needed at Camp Scott.

- Multi-agency case plan assessment for each female minor. It is important to develop a working collaboration among health services, mental health, schools, parents, and probation. A strong working relationship between organizations, institutions, and individuals is needed to maximize resources and share information in support of services and programs tailored to meet the need of each girl
- Mental health programs are needed to help girls cope with death and loss, and abuse (physical, sexual and emotional)
- Programs are needed that teach girls how to avoid gang recruitment
- Increased programs are also needed to develop girls' artistic abilities, independent living skills, athletic abilities, personal grooming
- Develop resources such as an Academic Achievement/Resource Center – where girls could study for their GED after school and on weekends
- Develop programs that serve girls whose primary language is not English. Programs are needed that address girls' diverse racial and cultural backgrounds and promote girls' innate strengths
- Provide training for staff relative to the unique needs of girls and effective gender specific approaches
- More frequent Cadet/baby visitations with program emphasis (LA MOM) at Camp Scott
- Transportation services are needed for families who lack the transportation necessary to visit their daughters in camp
- Prevention and Intervention services for pregnant girls and teen parents and their children are needed. Girls need intensive pre-natal preparation and education whether they are in custody, placement, or at home
- Increase substance abuse education and treatment
- Provide Parenting classes. Many youthful female offenders have young children and lack the requisite skills to be effective parents due to their young age and inexperience. Needed services include developmentally specific parenting classes, anger management training to cope with the stresses of being a parent, age appropriate expectations for child development structured and consistent disciplinary practices/rewards for behavior, developing/enhancing communication skills, basic needs support, and facilitation with enrolling children in school and in obtaining community based services
- Providing Vocational Training, resume workshop, and job interviewing skills that meet the vocational interest or build upon previous academic/work-related proficiencies girls have developed would be desirable. Appropriate supports and that may assist young females in securing employment such as dental care to improve appearance, appropriate clothing, and tattoo removal etc. would also be beneficial
- Anger management and conflict resolution workshops
- Provide classes to educate girls regarding issues involving Domestic Violence
- Provide tattoo removal services
- Provide recreational activities
- Create a gender-specific resource directory
- Create linkages to hot-line services
- Increased recreational opportunities

Collaborative Partners

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The CPA 2000 Gender-Specific Services Program was planned and developed through the Juvenile Justice Coordinating Council, using a workgroup planning process with representatives of the following organizations: Los Angeles City Commission for Children, Youth and their Families, Hathaway Children and Family Services, Comision Femenile, Montebello City Council & Mela

Counseling Services, Assembly Member Tony Cardenas' Office, Alhambra School Board, Youth Opportunity Movement, Board of Supervisors Justice Deputies, Public Defender, City of Huntington Park Councilwoman, El Centro del Pueblo, Mayor of Azusa.

Data Sharing

Data will be collected and shared with all concerned partners through a variety of methods. Primarily, data will be collected by the case manager and recorded in the case file. This data, to the extent allowable, will be shared with collaborating service providers on several levels. Case managers will coordinate the receipt of any critical incident data and ensure partners are updated in a timely manner. Weekly reports will be used by case managers to share communication to service providers who are directly involved with the minor so that services can be properly linked. Monthly roundtable meetings will be called to collaboratively review selected cases. Accumulated data will be shared in bi-monthly meetings to identify trends and emerging issues. Semi-annual reviews of aggregate data, derived from the 85 school service areas, will demonstrate overall performance and aid in long term planning. Wireless remote web access and expanded intranet capabilities are being pursued to ensure the broadest exchange of information with governmental agencies and private vendors to maximize service delivery to at-risk and delinquent youth.

Demonstrated Effectiveness

The demonstrated effectiveness of implementing the gender-specific strategies in this proposed program can be evidenced by the success of several OJJDP identified programs throughout the nation.

The PACE Center for Girls in Jacksonville, Florida, places a special emphasis on staff training and how staff relate to adolescent girls. Program participants get a thorough needs assessment and follow a curriculum that encourages positive life choices.

Working for Children and Families: Safe and Smart After-school Program, an April 2000 publication of the U.S. Department of Education and U.S. Department of Justice, references the success of the Friendly PEERsuasion Program for Girls Incorporated in New York. Young adolescent girls participating in the after-school program exhibited a decreased likelihood of starting to drink alcohol compared to their peers not in the program. Girls in the program were also more likely to leave situations where friends were using tobacco, drugs or alcohol and to disengage from peers who smoke or use drugs.

Additionally, Los Angeles County's existing pilot program, Project Joyas, shares many program components with the recommended OJJDP gender-specific strategies including positive adolescent development, career opportunities, mentoring, peer relationships, importance of academics, and family relationships. The improved school performance of the 13 Joyas program participants underscores the promise and effectiveness of the Joyas Pilot. The Joyas participants showed improvement in their academic performance and school behavior. For example, the six 7th grade Joyas participants failed 7 school subjects in the fall of 2000. In the winter of 2001, they as a group failed 5 school subjects. The seven 8th grade Joyas participants failed 17 subjects in fall, 2000 and 10 in the winter 2001 semester, a reduction of 7 failed subjects. Equally impressive, the Joyas participants significantly improved their school behavior. The Vice Principal of Giano Intermediate School reports that since the inception of Joyas, she has witnessed a marked decrease (80%) in the number of Joyas girls referred to the school office.

Likewise, YWAR has reported both promising results and demonstrated effectiveness in their gender-specific school-based pilot. Out of the thirty-two students enrolled in the pilot, one hundred percent of the females had failing grades and were chronically truant. After one year in the YWAR program, seventy-five percent had passing grades and had attended school regularly. The YWAR program shares similar program components with another successful gender-specific program, RYSE.

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The RYSE (Reaffirming Young Sisters Excellence) program has demonstrated the effectiveness of gender specific programming. Sixty (60) percent of females receiving programming were not rearrested and 80% did not sustain any new petitions. The treatment group sustained 6% fewer new petitions and 11% fewer arrests. The RYSE has eight specific components: 1) Sister Friends, 2)Pregnancy prevention, 3)Teen parent, 4)Anger management, 5)Teen group, 6)Parent education and support group, 7)Drug education and treatment, and 8)Career readiness. The proposed gender specific program will incorporate many of these components and will be similar in design.

Outcome Objectives and Measures

Camp Gender-Specific Program. The **camp comparison group** for this program is a representative sampling of all juvenile females who entered the Camp Scott program during the calendar year 2000. The time period for the legislatively mandated outcome rates for this group will be 6 months after camp graduation. The **camp treatment group** for this program is composed of all girls who received gender-specific services while at Camp Scott and upon return to the community. The time period for the legislatively mandated outcome rates for this group will be 6 months after camp graduation.

Outcomes for the minors served by this program will be measured by rates of: 1) juvenile arrests per 100,000 population; 2) successful completion of probation; 3) successful completion of restitution and court-ordered community service; 4) arrests; 5) incarcerations; 6) probation violation rates of program participants.

Expected outcomes for the treatment group for the six legislatively mandated outcomes are:

■ Arrest rate/100,000	No change	■ Arrests	Decreased percentage
■ Successful completion of probation	Increased percentage	■ Incarcerations	Decreased percentage
■ Restitution and community service	Increased percentage	■ Probation violations	Decreased percentage

Additional Outcome for Camp Gender-Specific Program: It is expected that the school attendance of the treatment group for six months post graduation from camp will exceed that of six months prior to arrest leading to camp.

Juvenile Hall Gender-Specific Group. The **comparison group** for this program is a representative sampling of all juvenile females who entered the juvenile halls during the calendar year 2000, were detained for at least one month, and released back to the community. The time period for the legislatively-mandated outcome rates for this group will be 6 months after release from juvenile hall. The **treatment group** for this program is all juvenile females who were detained for at least one month, who received gender-specific services, and who were released back to the community. The time period for the legislatively-mandated outcome rates for this group will be 6 months after release from juvenile hall.

Outcomes for the minors served by this program will be measured by rates of: 1) juvenile arrests per 100,000 population; 2) successful completion of probation; 3) successful completion of restitution and court-ordered community service; 4) arrests; 5) incarcerations; 6) probation violation rates of program participants.

Expected outcomes for the treatment group for the six legislatively mandated outcomes are:

■ Arrest rate/100,000	No change	■ Arrests	Decreased percentage
■ Successful completion of probation	Increased percentage	■ Incarcerations	Decreased percentage
■ Restitution and community service	Increased percentage	■ Probation violations	Decreased percentage

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Additional Outcome for Juvenile Hall Gender-Specific Program. It is expected that the school attendance of the treatment group for six months post graduation will exceed that of six months prior to arrest leading to detention in juvenile hall.

Community-Based Gender-Specific Program. Outcomes for all legislatively mandated outcome measures will be assessed by comparing pre-program rates with rates following program exit. The length of both time periods will be six months.

Outcomes for the minors served by this program will be measured by rates of: 1) juvenile arrests per 100,000 population; 2) successful completion of probation; 3) successful completion of restitution and court-ordered community service; 4) arrests; 5) incarcerations; 6) probation violation rates of program participants.

Expected outcomes for the treatment group for the six legislatively mandated outcomes are:

■ Arrest rate/100,000	No change	■ Arrests	Decreased percentage
■ Successful completion of probation	Increased percentage	■ Incarcerations	Decreased percentage
■ Restitution and community service	Increased percentage	■ Probation violations	Decreased percentage

An additional anticipated outcome for the community-based gender-specific program is that the school attendance of the treatment group will be higher for 6 months after program implementation than for the six months prior to program implementation.

Program costs and minors served will be tracked in order to establish annual per capita costs of the program.

Gender-Specific Services Program Costs (Approximation)

Existing Project Joyas Program

Salaries and Benefits	0	
Services and Supplies		
CBO contracts	50,000	
Equipment	0	
Total Existing Program Cost		50,000

Existing Young Women At-Risk Violence Prevention (YWAR) Program

Salaries and Benefits	98,000	
Project coordinator and project assistant		
In-kind Los Angeles City staff ($40,000)		
Services and Supplies	48,800	
Professional services and materials		
Equipment	0	
Total Existing Program Cost		146,800

CPA 2000 Expansion of Project Joyas

Salaries and Benefits	0	
Services and Supplies	1,430,000	
CBO Contracts		
Equipment	0	
Total Expanded Project Joyas Cost		1,430,000

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CPA 2000 Expansion of Project Young Women At-Risk Prevention Program

Salaries and Benefits	70,900	
Project assistant and clerk typist		
Services and Supplies	229,100	
Professional services	141,800	
Supplies and mileage	5,000	
CBO contracts	15,300	
Curriculum, materials, and activities	67,000	
Equipment		
Total Expanded Project Joyas Cost		300,000

Gender-Specific Program

Salaries and Benefits		
Services and Supplies		
VIDA CBO contract	200,000	
CBO for 9-12 year-old program	270,000	
Consulting and CBO Services in Camps and Juvenile Halls	800,000	
Equipment	0	
Data Collection and Evaluation	65,851	
Total of Joyas/YWAR Expansion and new Gender-Specific program Cost		3,065,851

Implementation Schedules/Timeframe

Necessary Implementation activities include:

Conduct RFP process Project Joyas Expansion	May-June 2001
Develop and execute YWAR contract	May-June 2001
Conduct RFP process for VIDA support CBO	June-July 2001
Conduct RFP process elementary school CBO	June-July 2001
Conduct RFP process for camps and halls CBO	June-July 2001
Implement program	August 2001

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11. After-School Enrichment and Supervision Program

Program Objective

Research shows that minors who are unsupervised during the after school hours and on weekends are more likely to use alcohol, drugs, and tobacco and to engage in criminal and other high-risk behavior. Also, research shows these minors receive poor grades, demonstrate poor behavior; and drop out of school more than those children who are engaged in supervised after school and weekend activities. After school and weekend` services provided by Los Angeles County and City parks can reduce the risk potential of at-risk youth in the 85 school service areas.

The aim of this program is to provide after school services and supervision for probationers in the 85 School Service Areas. The after school services will be offered at a time of the day when youth, especially probationers, are most likely to be without adult supervision. The provision of adult supervision will reduce the risk of probationers re-offending.

Population to be Served

At-risk youth and formal probationers residing in the 85 School Service Areas. After school services will be provided at existing after school program sites e.g. SB 1095 and SB 2196 sites. Additionally, after school enrichment programs will be provided at the following city and county parks: Athens, Pamela and Belvedere in the county and Valley Plaza Recreational Center, Rancho Cienega Recreational Center, and Sylmar Recreational Center in the city of Los Angeles.

Program Design

The proposed program is an after-school enrichment and supervision program. Los Angeles County and Los Angeles City Park and Recreational agencies, Los Angeles Unified School District, Los Angeles County Office of Education, other school districts, community-based service providers and the Probation Department will collaborate to provide after-school enrichment programs and supervision for youth on formal probation in selected locations in the 85 School Service Areas. These after-school enrichment programs, inclusive of SB 1095 and SB 2196, 21st Century and Beyond the Bell, will be located at county and city parks, schools, and community-based organizations. This program is designed to maximize the services rendered by these after-school enrichment programs. The program will provide a wide range of educational, cultural and recreational activities and will be supervised by county and city recreational staff along with participating community-based service providers and Deputy Probation Officers (DPOs). The DPO for this program will be budgeted out of the Probation Department's existing Juvenile Supervision Program staffing and not funded through CPA 2000. Enhanced services provided at the after-school locations can include:

- Tutoring and homework assistance
- Recreational and social activities
- Substance abuse classes and counseling
- Mentoring activities
- Optional services can include:
- Community service opportunities
- Multi-cultural activities, field trips and celebrations (promotion of racial harmony and tolerance)

- Teen clubs
- Vocational training
- Conflict resolution education (in partnership with County Human Relations Commission)
- Family Counseling and crisis intervention
- Late-night basketball
- Counseling for gang members

School-Based DPOs will refer probationers to after-school programs based on the following assessment: Probationers who lack after-school supervision, Probationers needing community or court ordered service, and, Probationers not participating in any after-school program.

Probationers with after-school home responsibilities and probationers with work requirements will be exempt.

The DPO at the after-school location will share in case management responsibilities with the school-based DPOs. Primarily, the after-school enrichment and supervision DPOs will be responsible for:

- Coordinating, with the YSS Workers, transportation services from school to home and for filed trips and family outings
- Coordinating on-site and off-site referrals
- Working with local law enforcement and community-based organizations to curb gang violence and activity in the surrounding after-school locations
- Sharing data and casework information and behavioral observation with participating agencies and service providers

After-school services and supervision will be available during critical after-school hours (3pm to 6 pm) and on weekends. Connecting probationers with caring adults in pro-social, after-school and weekend activities will provide much needed supervision for youth most at-risk of delinquency. It is anticipated that the after-school programs will yield positive results in the school performance of probationers. Additionally, the after-school adult supervision should reduce new law violations and arrests for probation youth. Probationers will benefit from community service opportunities that will aid in enhancing protective factors for probation and at-risk youth while reducing delinquency.

DPOs will provide oversight of community-based services and case management. The case management will include assessment, goal setting, case plan, frequent client and family contact, regular school contacts, and progress notes. The case management should lead to greater accountability of the probationer and his or her family. The DPOs will ensure that all critical information is appropriately shared with service partners. This becomes especially important as the youth transitions from one setting to another. The DPOs will also coordinate the provision of services to reduce fragmentation and duplication. The services must address needs that are surfaced during assessment with specific progress recorded in the DPO case files review and evaluation.

Community-based organizations receiving contracts to provide services must be able to provide equal delivery of services to limited English speaking and monolingual non-English speaking youth and their families in a language they can understand. Gender specific services and protocols shall be developed and provided as appropriate. Each contract shall specify proportionate resources for juvenile females. Staff involved in providing services shall receive gender-specific training.

Collaborative Partners

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This program will create a collaboration among the Los Angeles County Parks and Recreation Department, the Los Angeles City Recreation and Parks Department, local law enforcement agencies, schools, community-based organizations, other county agencies, and the Probation Department.

The CPA 2000 Gang Intervention Program was planned by a Juvenile Justice Coordinating Council Workgroup comprised of SEA Gang Intervention, City of Los Angeles Community Development Department, Boys Republic, Community Youth Sports & Arts Foundation, Sey Yes, Public Health Foundation, SEA, COPE, Los Angeles Chicano Employees Association, Assemblyman Cardenas' Office, Board of Supervisors Justice Deputies, Stop the Violence, LEADS, Los Angeles City Commission for Children, Youth and their Families, El Centro del Pueblo.

Data Sharing

Data will be collected and shared with all concerned partners through a variety of methods. Primarily, data will be collected by the case manager and recorded in the case file. This data, to the extent allowable, will be shared with collaborating service providers on several levels. Case managers will coordinate the receipt of any critical incident data and ensure partners are updated in a timely manner. Weekly reports will be used by case managers to share communication to service providers who are directly involved with the minor so that services can be properly linked. Monthly roundtable meetings will be called to collaboratively review selected cases. Accumulated data will be shared in bi-monthly meetings to identify trends and emerging issues. Semi-annual reviews of aggregate data, derived from the 85 school service areas, will demonstrate overall performance and aid in long term planning. Wireless remote web access and expanded intranet capabilities are being pursued to ensure the broadest exchange of information with governmental agencies and private vendors to maximize service delivery to at-risk and delinquent youth.

Demonstrated Effectiveness

Reported in *Working for Children and Families: Safe and Smart After-School Program,* an April 2000 publication of the U.S. Department of Education and U.S. Department of Justice, references the success of an after-school program as follows: "The Baltimore Police Department saw a 44 percent drop in the risk of children becoming victims of crime after opening an after-school program in a high-crime area. A study of the Goodnow Police Athletic League (PAL) center in northeast Baltimore, the first center to open in May 1995, also indicated that juvenile arrests dropped nearly 10 percent, the number of armed robberies dropped from 14 to 7, assaults with handguns were eliminated, and common assaults decreased from 32 to 20." This proposed program shares the same after school format and service components with these two successful after school programs and it is expected to yield similarly successful results.

Outcome Objectives and Measures

The minors served in this program are juveniles on formal probation who are accepted into the After School Enrichment Program.

Outcomes for all legislatively mandated outcome measures will be assessed by comparing pre-program rates with rates following program entry. The length of both time periods will be six months.

Outcomes for the minors served by this program will be measured by rates of: 1) juvenile arrests per 100,000 population; 2) successful completion of probation; 3) successful completion of restitution and court-ordered community service; 4) arrests; 5) incarcerations; 6) probation violation rates of program participants.

Expected outcomes for the treatment group for the six legislatively mandated outcomes are:

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■ Arrest rate/100,000	No change	■ Arrests	Decreased percentage
■ Successful completion of probation	Increased percentage	■ Incarcerations	Decreased percentage
■ Restitution and community service	Increased percentage	■ Probation violations	Decreased percentage

An additional anticipated outcome is higher school attendance for the treatment group 6 months after program implementation than for the 6 months prior to program implementation.

Program costs and minors served will be tracked in order to establish annual per capita costs of the program.

After-School Enrichment and Sup ervision Program Costs (Approximation)

Salaries and Benefits	549,516	
Probation: (DPO II and proportionate supervision and support staff. In-kind contribution valued at $96,845)		
Los Angeles City Recreation and Parks:		
Thirteen City Parks and Recreation staff	282,000	
Los Angeles County Parks and Recreation: Nine County Parks and Recreation staff	267,516	
Services and Supplies	745,484	
Los Angeles City:		
Los Angeles City general S&S	238,000	
Los Angeles City S&S used for conversion of utility room to Teen Club in the three sites.	135,000	
Los Angeles City professional counselors	45,000	
Los Angeles County:		
Los Angles County general S&S	150,000	
LA County Field trips	177,484	
Data Collection and Evaluation	30,731	
Equipment	105,000	
Los Angeles County equipment, computers,		
Total Program Cost		1,430,731

Implementation Schedules/Timeframes

Necessary Implementation Activities include:

Develop and execute contract with Los Angeles City Recreation and Parks	May-June 2001
Develop and execute MOU with Los Angeles County Parks and Recreation	May-June 2001
Hire and train staff	June-July 2001
Implement program	July 2001

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12. Housing-Based Day Supervision Program

Program Objective

The program is to provide case management and day supervision and programming for probationers and at-risk youth, living in the eight public housing developments. Additionally, this program will assist the families of probationers in gaining access to resources and services that will aid these families in becoming self-sufficient and thereby reduce risk factors associated with juvenile delinquency and re-offending.

Population to be Served

The population served by this program is juvenile probationers, at-risk youth, and their family members that are residents of specific housing developments countywide in the 85 school service areas. At-risk youth will provide a waiver for criminal and school records in order to be accepted into this program. These housing developments include: Carmelitos, Harbor Hills, Nueva Maravilla, Ujima Village & South Scattered Sites, Quartz Hill, Imperial Courts, San Fernando Gardens, and Ramona Gardens.

Program Design

The aim of this program is to provide intensive case management to probationers and at-risk youth residing in the selected public housing developments.

Many probationers reside in public housing developments. Their families receive CalWORKs, have incomes below the poverty level and limited education and employment skills. Further, the public housing developments are located in neighborhoods with a high concentration of poverty, crime, drugs, and gangs. The schools, which serve the housing developments, rank low in academic performance and are plagued by gang activity and violence. These public housing developments are high crime and high need areas, which places probationers at even higher, risk of re-offending. The proposed program will address this high risk population.

This program will provide day, evening, and weekend supervision and services for probationers, at-risk youth, and their families. Selected public housing developments will be used as hubs to provide day services and supervision for probationers. County and city housing authorities will partner with community-based organizations, schools, the Probation Department and other county agencies to provide a menu of services specific to the probationers living in public housing developments. Deputy Probation Officers (DPOs) will be teamed with public housing staff and Police units. Four DPOs will be funded through the existing Probation Department funds and three DPOs will be funded through CPA 2000. This team will work collaboratively to ensure that probationers access all available services. Enhanced services and activities can include:

- Tutoring and homework assistance
- Social and recreational activities
- Mentoring activities
- Substance abuse and alcohol counseling
- Family literacy
- Gang intervention

- Parenting classes
- Job training and placement
- Family counseling
- Community service opportunities
- Gender specific programming
- Counseling and conflict resolution for gang members (in partnership with the County Human Relations Commissions)

The DPO assigned to the public housing development will be responsible for working with Housing Authority Staff to:

- Communicate and coordinate with the School-Based DPO in conducting an assessment of probationers, at-risk youth, and their families,
- Monitoring after school and weekend on-site services,
- Sharing casework data with the School-Based DPO and other agency participant,
- Counsel at-risk youth and their families,
- Conduct truancy checks and coordinate on-site and referral services,
- Provide additional on-site probation supervision services beyond traditional officer hours and on weekends.

Housing Authority staff will work with the DPO and community-based service providers to:

- Identify other families and youth in need of services.
- Co-case manage program participants.
- Work with the DPO, community based service providers and public housing council to monitor and reduce delinquency, especially gang activity and drug trafficking,
- Providing a safe and secure environment for service delivery.

A Youth Service Specialist (YSS) will work with the DPO and Housing Authority staff in involving housing residents in pro social activities, which will support and enhance the quality of life in the public housing development. The YSS worker will be hired from the public housing community. Additionally, the YSS worker will work closely with the public housing resident organizations in mobilizing the residents to assume greater responsibility for maintaining a safe, wholesome environment for young people, especially probation youth.

It is anticipated that the day reporting model will greatly aid probationers, at-risk youth, and their families. With a “No Wrong Door” policy in place, probationers and their families will be able to access all available services, including mental health and wraparound-like services. These services and extended probation supervision, should enhance protective factors for this population of probationers who are most at risk of re offending.

DPOs will provide oversight of community-based services and case management. The case management will include assessment, goal setting, case plan, frequent client and family contact, regular school contacts, and progress notes. The case management should lead to greater accountability of the probationer and his or her family. The DPOs will ensure that all critical information is appropriately shared with service partners. This becomes especially important as the youth transitions from one setting to another. The DPOs will also coordinate the provision of services to reduce fragmentation and duplication. The services must address needs that are surfaced during assessment with specific progress recorded in the DPO case files review and evaluation.

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Community-based organizations receiving contracts to provide training, technical assistance, or services must be able to provide equal delivery of services to limited English speaking and mono-lingual non-English speaking youth and their families in a language they can understand. Gender specific services and protocols shall be developed and provided as appropriate. Each contract shall specify proportionate resources for juvenile females. Staff involved in providing services shall receive gender-specific training.

Collaborative Partners

The collaborative partners for this program include: Los Angeles City and County Housing Authority(s), community-based service providers, law enforcement agencies, public housing resident organizations, other county agencies, and the Probation Department.

The CPA 2000 Housing-Based Program was planned by a Juvenile Justice Coordinating Council Workgroup comprised of SEA Gang Intervention, City of Los Angeles Community Development Department, Boys Republic, Community Youth Sports & Arts Foundation, Sey Yes, Board of Supervisors Justice Deputies, Assembly Member Tony Cardenas' Office, Public Health Foundation, SEA, COPE, Los Angeles Chicano Employees Association, Assemblyman Cardenas' office, Stop the Violence, LEADS, Los Angeles City Commission for Children, Youth and their Families., El Centro del Pueblo.

Data Sharing

Data will be collected and shared with all concerned partners through a variety of methods. Primarily, data will be collected by the case manager and recorded in the case file. This data, to the extent allowable, will be shared with Housing Authority case managers and other collaborating service providers on several levels. Case managers will coordinate the receipt of any critical incident data and ensure partners are updated in a timely manner. Weekly reports will be used by case managers to share communication to service providers who are directly involved with the minor so that services can be properly linked. Monthly roundtable meetings will be called to collaboratively review selected cases. Accumulated data will be shared in bi-monthly meetings to identify trends and emerging issues. Semi-annual reviews of aggregate data, derived from the 85 school service areas, will demonstrate overall performance and aid in long term planning. Wireless remote web access and expanded intranet capabilities are being pursued to ensure the broadest exchange of information with governmental agencies and private vendors to maximize service delivery to at-risk and delinquent youth.

Demonstrated Effectiveness

The public housing communities in the County and City of Los Angeles have significant numbers of gang members. Many youth and adults have a long history of law enforcement contact, arrests and involvement with the Probation Department. As a result, housing projects have become places for recruitment of gang members, centers of drug trafficking and drug use, crime and victimization. These are living areas with poor quality of life standards and activities.

The U.S. Department of Justice, Bureau of Justice Assistance published an article entitled, "The Robert Taylor Boys and Girls Clubs of Chicago" which documented the success of an intervention model for public housing. The article cited the success of the model in providing a clean, warm and safe place for children, in providing meaningful after school and weekend activities. It was successful in reducing crime and gang activity despite the public housing unit being located in a high crime zone. Public housing units are vulnerable to gangs, drugs and crime. Yet, effective intervention, such as the Boys and Girls Club model in the Robert Taylor Homes project, demonstrates that youth and families can live in a safe, clean and warm place, free of gangs, drugs, and all of the other social ills that undermine the quality of life for public housing residents.

Working for Children and Families: Safe and Smart After-School Program, an April 2000 publication of the U.S. Department of Education and the U.S. Department of Justice notes that "New York City housing projects with Boys and Girls Clubs on site experienced a juvenile arrest rate that was 13 percent lower than that of similar housing projects without a club, according to a recent study by Columbia University. In addition, drug activity was 22 percent lower in projects with a club." The same publication also states that "Canadian researchers found that at the end of a

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year-long after-school program in a public housing project, the number of juvenile arrests declined by 75 percent while they rose by 67 percent in a comparable housing development without a program over the same period."

Outcome Objectives and Measurements

The minors served by this program are formal probationers and at-risk youth who are accepted into the Housing-Based Prevention and Intervention Program.

Legislatively mandated outcome measures will be assessed by comparing pre-program rates with rates following program entry. The length of both time periods will be six months.

Outcomes for the minors served by this program will be measured by rates of: 1) juvenile arrests per 100,000 population; 2) successful completion of probation; 3) successful completion of restitution and court-ordered community service; 4) arrests; 5) incarcerations; 6) probation violation rates of program participants.

Expected outcomes for the treatment group for the six legislatively mandated outcomes are:

■ Arrest rate/100,000	No change	■ Arrests	Decreased percentage
■ Successful completion of probation	Increased percentage	■ Incarcerations	Decreased percentage
■ Restitution and community service	Increased percentage	■ Probation violations	Decreased percentage

An additional anticipated outcome is higher school attendance for the treatment group 6 months after program implementation than for the 6 months prior to program implementation.

A second additional outcome is a lower crime rate at housing developments where housing-based deputy probation officers are assigned. This outcome will be assessed by comparing pre-program rates with rates following program implementation. The period of time for both periods will be six months.

Program costs and minors served will be tracked in order to establish annual per capita costs of the program.

Housing-Based Supervision Day Program Costs (Approximation)

Salaries and Benefits	1,101,760	
(Four in-kind Probation DPOs - $301,036)		
(In-kind Housing Authority – $586,000)		
(In-kind law enforcement – $1,400,000)		
(Total In-kind Salaries and Benefits – $2,287,036)		
11 full time housing staff and security	800,724	
4 DPO II	301,036	
Services and Supplies	241,640	
Van maintenance and mileage, etc.	41,640	
Community-based contracts-for technicalassistance-training contracts of YSS workers	200,000	
Equipment	57,000	
Van	21,000	
Computer equipment	36,000	
Data Collection and Evaluation	30,731	
Total Cost		1,430,731

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Implementation Schedules/Timeframes

Necessary implementation activities include:

Develop and execute contract with Los Angeles City Housing Authority	May-June 2001
Develop and execute MOU with Los Angeles County Housing Authority	May-June 2001
Hire and train staff	June-July 2001
Link with local CBOs	June-July 2001
Implement program	July 2001

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13. High Potential Learning Academy Program

Program Objective

To provide a school environment supportive of developing the intellectual potential and academic skills of probation and at-risk youth.

Population to be Served

Probationers and at-risk youth with high academic potential, attending school in the 85 School Service Areas. The program will serve youth ages 15 to 18 or youth who have achieved 9th grade status. Youth will attend the academy until they graduate, obtain a GED certificate or achieve a level of school performance that will allow them to transition and succeed in a comprehensive high school. The minimum stay in the Learning Academy will be one year.

Program Design

Far too many probationers are performing at a significantly lower academic achievement level than they are capable. Many of the probationers who fall into this category have high academic potential. Their lack of educational achievement is often thwarted by barriers: history of low school attachment, truancy, suspensions, academic failure, substance abuse and behavioral problems, gang involvement, negative peer relationships and periodic incarcerations in juvenile hall and residential treatment camps. All of these barriers present significant risk factors for probation and at-risk youth and contribute to their poor academic performance. While a significant number of probationers have high learning potential, they are typically unchallenged, bored and alienated from the formal school learning process. As a result, they tend to misbehave, become chronically truant or drop out of school. Their peer attachments and low school performance leaves them vulnerable to gangs, drugs and street crime.

Overview. The Probation Department proposes piloting a High Potential Learning Academy that will provide a school environment that will challenge the intellectual curiosity and cultivate the academic capabilities of probationers and at-risk youth. A multi-disciplinary team will be assigned to a dedicated school site with a focus on: (1) assessment of the academic and non-academic strengths and weaknesses of probationers and at-risk students, (2) development of a comprehensive school plan that includes a life plan and gives consideration and weight to the probationers' risk potential, (3) development of a learning a teaching model specific to probation youth who have multiple risk factors (especially home and neighborhood), and (4) a support system and learning environment that elicits the best effort of the probationers and at-risk youth.

Existing Program Resources. The High Potential Learning Academy will be funded through existing school, mental health and probation resources as well as CPA 2000 funds. Both the school and the Probation Department will provide staffing from existing budgets. The school will provide classroom instructor(s), counselors, other educational support staff, and the High Potential Learning Academy school site. The Probation Department will provide a dedicated School-Based Deputy Probation Officer (DPO).

CPA 2000 Funds. CPA 2000 funds will be used to obtain community-based support services, YSS Workers, during after school hours and on weekends. These services will include a cluster of mentors, field trips and weekend homework assistance and tutoring. Additionally, CPA 2000 funds

will be used to hire an educational consultant who will work with the multi-disciplinary team and High Potential Learning Academy participants.

Referral Process. Formal probationers and at-risk youth attending school in the 85 School Service Areas will be eligible to attend the High Potential Learning Academy. At-risk youth who enroll in the academy must have been recommended by concerned parties and have met standardized assessment criteria. Additionally, at-risk youth must have a waiver signed by his/her parent or guardian giving permission to enter the program and consent for the Probation Department to track the progress of the youth, including arrests, until the age of 18. Parents, teachers and officials, and DPO may recommend any at-risk youth whom they believe to be pre-delinquent. The DPO along with the multi-disciplinary team will determine the youth's eligibility for this program utilizing a screening and assessment instrument. This instrument will evaluate the youth's academic learning capability and non-academic strengths such as resiliency, educational and vocational interests and leadership skills.

Program Operation and Staffing. The High Potential Learning Academy will provide the participants with vigorous and stimulating academic classes. The class size will be small enough to ensure that each youth receives the individual attention needed. While the High Potential Learning Academy will offer standard and advanced school subjects such as English, History, Mathematics and Science, emphasis will be placed on educational fundamentals: reading, grammar, mathematics, and study skills/techniques. All of this will be supplemented by activities such as: internships, filed trips, job shadowing, guest teachers (television and radio personalities, industry leaders, elected officials, and vocational experts). Additionally, the High Potential Learning Academy will provide appropriate recognition and rewards for youth who achieve personal and case plan milestones (good attendance, report cards, test grades, etc.)

A key feature of the program will be the inclusion of the community colleges in both the development of the curriculum and the provision of services. The curriculum will be both educationally and vocationally focused. Youth with an interest in vocational trades, especially the new technologies (video, computer) will be able to pursue this field of interest while at the same time receiving an academic foundation in the core curriculum areas. Additionally, community colleges and trade schools will initiate, in the beginning semester, enrollment applications and financial aid packages for their programs for learning academy participants. This process will be incorporated into the youth's case and life plans.

School personnel shall be responsible for classroom instruction and will take the lead in curriculum development as well as the lead in the development of teaching and learning modalities specific to delinquent youth. The educational consultant will assist in the development of the curriculum and in the creation of new teaching and learning modalities.

Mental Health service providers will provide on-site counseling and will work with the academy in the development of effective learning and teaching methods. Further, Mental Health providers will assist in the screening and assessment of youth referred to the learning academy.

The Probation Department will assign a dedicated School-Based DPO. The DPO will provide case management by building a case plan with other partners, linking the youth with needed services and resources, and closely monitoring the progress of the case plan. The DPO will also assist in the coordination of after school services such as tutoring and homework assistance, mentoring, counseling, transportation and recreational activities. The assigned DPO will serve as the single point of contact and case manager for school, probation and immediate community services.

DPOs will provide oversight of community-based services and case management. The case management will include assessment, goal setting, case plan, frequent client and family contact, regular school contacts, and progress notes. The case management should lead to greater accountability of the probationer and his or her family. The DPOs will ensure that all critical information is appropriately shared with service partners. This becomes especially important as the youth transitions from one setting to another. The DPOs will also coordinate the provision of services to reduce fragmentation and duplication. The services must address needs that are

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surfaced during assessment with specific progress recorded in the DPO case files review and evaluation.

Community based organizations receiving contracts to provide services must be able to provide equal delivery of services to limited English speaking and monolingual non-English speaking youth and their families in a language that can understand. Gender specific services and protocols shall be developed and provided as appropriate. Each contract shall specify proportionate resources for juvenile females. Staff involved in providing services shall receive gender-specific training.

Collaborative Partners

Collaborative partners include the selected school, public and/or community-based service providers, Assembly Member Tony Cardenas' Office, Board of Supervisors Justice Deputies, other County agencies and the Probation Department.

Data Sharing

Data will be collected and shared with all concerned partners through a variety of methods. Primarily, data will be collected by the case manager and recorded in the case file. This data, to the extent allowable, will be shared with collaborating service providers on several levels. Case managers will coordinate the receipt of any critical incident data and ensure partners are updated in a timely manner. Weekly reports will be used by case managers to share communication to service providers who are directly involved with the minor so that services can be properly linked. Monthly roundtable meetings will be called to collaboratively review selected cases. Accumulated data will be shared in bi-monthly meetings to identify trends and emerging issues. Semi-annual reviews of aggregate data, derived from the 85 school service areas, will demonstrate overall performance and aid in long term planning. Wireless remote web access and expanded intranet capabilities are being pursued to ensure the broadest exchange of information with governmental agencies and private vendors to maximize service delivery to at-risk and delinquent youth.

Demonstrated Effectiveness

As part of the Challenge Grant I, the Life Learning Academy, a charter school with the San Francisco Unified School District operates an academic academy for juvenile offenders and high-risk youth that is reporting success. The model uses a project-based learning model and a school structure designed to address the "lived experience" of youth residing in neighborhood with multiple risk factors and high crime. The Life Learning Academy is showing improvements in academic performance, school behavior, and school attendance. Prior to enrollment at the Academy, 89% of the first entering youth population had dropped out of school or had started to exhibit serious school failure. Since enrollment, 100% of the students attend school regularly.

Eighteen of the Academy's youth – 12th grade level students had not passed all of their high school proficiency tests required for graduation. Since enrollment, seventeen of these students have passed one or more of the three tests required since attending the academy.

Before enrolling in the academy, student academic performance as measured by grade point average was 0.5 (failing). After enrollment, student performance was on average with respect to GPA is a hard 2.6 (C+ letter grade). Additionally, prior to entering the academy, youth averaged 61 days of absence a semester (approximately 90 days). After enrollment in Life Learning Academy, these same students have averaged only two days of absence for a semester. Youth attending the academy have also shown remarkable improvement and success in the Stanford Achievement Test (SAT 9) in reading and math.

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The proposed program, a high potential learning academy for probation and high-risk youth shares many components and program elements with the successful life learning academy. The High

Potential learning academy will feature a school structure designed specifically to meet the academic and social needs (nonacademic) of the youth population. The High Potential Academy, like that of the Life Learning will have extended school everyday. Academic and vocational teachers and study options, multicultural and community service activities, peer-driven school activities and youth involvement in the school. SAT and GED preparation, mentoring, and field trips to compliment the academic and activity-based curriculum.

It is this expected that the High Potential Learning Academy which has similar program elements and will serve the same type of youth as the life learning academy, will produce successful outcomes.

Outcome Objectives and Measures

The minors served by this program are formal probationers referred and accepted into the High Potential Learning Academy.

Outcomes for all legislatively mandated outcome measures will be assessed by comparing pre-program rates with rates following program entry. The length of both time periods will be six months.

Outcomes for the minors served by this program will be measured by rates of: 1) juvenile arrests per 100,000 population; 2) successful completion of probation; 3) successful completion of restitution and court-ordered community service; 4) arrests; 5) incarcerations; 6) probation violation rates of program participants.

Expected outcomes for the treatment group for the six legislatively mandated outcomes are:

■ Arrest rate/100,000	No change	■ Arrests	Decreased percentage
■ Successful completion of probation	Increased percentage	■ Incarcerations	Decreased percentage
■ Restitution and community service	Increased percentage	■ Probation violations	Decreased percentage

Anticipated additional outcomes for this program are improved school attendance and fewer suspensions, and expulsions. These outcomes will be assessed by comparing the preprogram rates and the post-program rates. The preprogram period is the last complete academic period prior to program entry and the post-program period is the last complete academic period during the program.

Program costs and minors served will be tracked in order to establish annual per capita costs of the program.

High Potential Learning Academy Program Costs (Approximation)

Salaries and Benefits	0	
(In-kind teacher @ $91,000)		
(In-kind DPO and support staff @ $96,845)		
(In-kind psychologist @ $85,268)		
Services and Supplies	400,000	
CBO contracts		
Data Collection and Evaluation	8,780	
Equipment	0	
Total Cost		408,780

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Implementation Schedules/Timeframes

Necessary Implementation activities include:

Select school	May 2001
Conduct RFP process for YSS and school consultant	May-June 2001
Program fully implemented program	September 2001

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14. Law Enforcement Prevention Program

Program Objective

To reduce crime and delinquency by providing prevention services through an expansion of the Vital Intervention and Directional Alternative program (VIDA) sponsored by the Los Angeles County Sheriff Department (LASD), and the Jeopardy program sponsored by the Los Angeles Police Department (LAPD) with the aim of providing services to at-risk youth.

Many at-risk youth present risk profiles similar to those of chronic offenders. These youth have multiple risk factors and reside in the 85 school service areas. The lack of prevention resources places them at even greater risk. The expansion of VIDA and Jeopardy will reduce the risk of youth in high crime and high need areas being lured into delinquency.

Population to be Served

Male and female youth between the ages of 11 to 171/2 in the 85 School Service Areas served by the County Sheriff's Department and the Los Angeles Police Department (LAPD).

Program Design

In a number of communities gangs and other anti-social peer groups have a sphere of influence on teenagers and pre-teenagers. The influence of these groups extends to school, neighborhoods, and the home. Parents and school personnel are often frustrated by the lack of program resources to deter and shield children and adolescents from the influence of gang and criminal culture. Prevention programs are vitally needed in communities with high concentrations of crime and gang activity. VIDA, Jeopardy and other law enforcement, preventive programs are needed to stem the increase of gang membership and juvenile crime.

This proposal will be an expansion of law enforcement and prevention and early intervention programs. VIDA is a 16-week intensive training course directed at reducing the harmful influences and effects of gangs, drugs, alcohol, peer pressure, and violence. The existing program operates at 12 sites and provides counseling, community service, physical training, organized sports and academic enrichment. The program is staffed by Deputy Sheriffs and support personnel. The Deputy Sheriff is responsible for case management and linking program participants with needed services. Further, Deputy Sheriffs serve as mentors and monitor the progress of the program participants. Graduates of the program are mentored and tracked for six months. Youth are referred to VIDA by law enforcement, school officials, and parents.

The LAPD Jeopardy Program is an early intervention gang program. The program is directed at deterring youth from gang association and involvement and other harmful behaviors which foster delinquency. Jeopardy serves youth ages 9 to 17 and their families. Youth are referred to Jeopardy by parents and school and law enforcement officials. The program duration is one year. The parent or guardian is required to sign a one-year voluntary contract. The Jeopardy Program operates at 18 sites and serves approximately 125 youth. The components of the program include: assessment of the family, remedial education and social enrichment, counseling and recreational activities. The current program is volunteer driven. Volunteers work with at-risk youth and their families at Jeopardy Family Centers. After completing the one-year program, youth are monitored for an additional year.

CPA 2000 Expansion. While presently at 12 sites, the VIDA Program will expand to include other unincorporated city sites and serve an additional 300 youth. The expansion will allow more youth in the 85 school service areas to access VIDA services. The Jeopardy Program will expand its services at its existing Jeopardy Family Centers and will serve from 150 to 200 more at-risk youth and families. Both VIDA and Jeopardy will increase the level of community-based involvement and services. Service providers from the communities surrounding VIDA and Jeopardy sites will provide a menu of services including gang and substance abuse counseling, tutoring, and homework assistance.

The School-Based Deputy Probation Officer (funded through Program #5) will work with both programs to coordinate a seamless, integrated plan of care for the program participants. DPOs will provide oversight of community-based services and case management. The case management will include assessment, goal setting, case plan, frequent client and family contact, regular school contacts, and progress notes. The case management should lead to greater accountability of the probationer and his or her family. The DPOs will ensure that all critical information is appropriately shared with service partners. This becomes especially important as the youth transitions from one setting to another. The DPOs will also coordinate the provision of services to reduce fragmentation and duplication. The services must address needs that are surfaced during assessment with specific progress recorded in the DPO case files review and evaluation.

Community based organizations receiving contracts to provide services must be able to provide equal delivery of services to limited English speaking and monolingual non-English speaking youth and their families in a language that can understand. Gender specific services and protocols shall be developed and provided as appropriate. Each contract shall specify proportionate resources for juvenile females. Staff involved in providing services shall receive gender-specific training.

Collaborative Partners

Collaborative partners include the Los Angeles County Sheriff's Department, the Los Angeles Police Department, and the Probation Department.

The CPA 2000 Law Enforcement Prevention Program was planned by a Juvenile Justice Coordinating Council Workgroup comprised of the Los Angeles County Sheriff's Department, LAPD, SEA Gang Intervention, City of Los Angeles Community Development Department, Boys Republic, Community Youth Sports & Arts Foundation, Sey Yes, Public Health Foundation, SEA, COPE, Los Angeles Chicano Employees Association, Assemblyman Cardenas' Office, Board of Supervisors' Justice Deputies Stop the Violence, LEADS, Los Angeles City Commission for Children, Youth and their Families. El Centro del Pueblo.

Data Sharing

Data will be collected and shared with all concerned partners through a variety of methods. Primarily, data will be collected by the case manager and recorded in the case file. This data, to the extent allowable, will be shared with collaborating service providers on several levels. Case managers will coordinate the receipt of any critical incident data and ensure partners are updated in a timely manner. Weekly reports will be used by case managers to share communication to service providers who are directly involved with the minor so that services can be properly linked. Monthly roundtable meetings will be called to collaboratively review selected cases. Accumulated data will be shared in bi-monthly meetings to identify trends and emerging issues. Semi-annual reviews of aggregate data, derived from the 85 school service areas, will demonstrate overall performance and aid in long term planning. Wireless remote web access and expanded intranet capabilities are being pursued to ensure the broadest exchange of information with governmental agencies and private vendors to maximize service delivery to at-risk and delinquent youth.

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Demonstrated Effectiveness

The 1999 Annual Report on School Safety documents the Gang Resistance Education and Training Program (GREAT) as a promising and effective prevention program. Evaluators found a 4% reduction in drug use, a 3% reduction in total delinquency, and a 4.5% reduction in minor offenses for those students that received GREAT training, compared to those students who did not receive training.

Similar to the proposed Law Enforcement Prevention Program, GREAT targets similar age groups, brings together the combined efforts of law enforcement, the community, and schools to impact the lives of children, uses law enforcement officers as trainers, and has a curriculum designed to help children set goals for themselves and learn how to resolve conflict without violence.

The results from both the VIDA and Jeopardy Programs are encouraging and show promise. In May 2000, 162 youth successfully completed VIDA's 16-week program. Only 17 of the 162 or 10% have been arrested since participating in the VIDA Program. The Jeopardy Program has shown remarkable improvements in reading levels. Seventy-five percent of Jeopardy participants have improved their reading by one or two grade levels. Twenty-five percent have improved their reading by two to three grade levels after one year in the Jeopardy Program.

Given that VIDA and Jeopardy programs serve similar populations and have similar program elements and design, it is anticipated that the VIDA and Jeopardy programs will achieve the same or greater outcomes.

Outcome Objectives and Measures

The minors served by this program are at-risk youth who are referred and accepted into the Law Enforcement and Prevention Program. Outcomes for all legislatively mandated outcome measures will be assessed by comparing pre-program rates with rates following program entry. The length of both time periods will be six months.

Outcomes for the minors served by this program will be measured by rates of: 1) juvenile arrests per 100,000 population; 2) successful completion of probation; 3) successful completion of restitution and court-ordered community service; 4) arrests; 5) incarcerations; 6) probation violation rates of program participants.

Expected outcomes for the treatment group for the six legislatively mandated outcomes are:

■ Arrest rate/100,000	No change	■ Arrests	Decreased percentage
■ Successful completion of probation	Increased percentage	■ Incarcerations	Decreased percentage
■ Restitution and community service	Increased percentage	■ Probation violations	Decreased percentage

Additional anticipated outcomes for this program are improvements in grade point average and attendance, and reductions in suspensions and expulsions. The preprogram period is the last complete academic period prior program entry. The post-program period is the last complete academic period prior to program exit (or program review). The additional outcomes will be assessed by comparing them for the preprogram period and the post-program period.

Program costs and minors served will be tracked in order to establish annual per capita costs of the program.

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Law Enforcement Prevention Program Costs (Approximation)

Existing VIDA Program Costs:

Salaries and Benefits	444,000	
29 existing Deputy Sheriffs		
Services and Supplies	0	
Equipment	0	
Total Existing Program Cost		444,000

Existing Jeopardy Program Costs:

Salaries and Benefits		
Services and Supplies		
Equipment		
Total Existing Program Cost		625,000

CPA 2000 Expansion Program:

Salaries and Benefits	0	
(In-kind VIDA staff: 28 deputy sheriffs @ $444,000)	0	
(In-kind Jeopardy staff @ $625,000)	0	
Services and Supplies	1,043,250	
VIDA program:		
Tour entry fees/food for participants	26,000	
Drug testing fees	12,750	
Uniform fees for families have no funds	3,000	
VIDA participant and information packets	30,000	
Travel/training	71,500	
VIDA support CBO contract	400,000	
Sub-total VIDA	***543,250***	
Jeopardy Program:		
Recreational programs	100,000	
Counseling services	112,000	
Education tutoring	20000	
Enrichment services	8,000	
Supplies (postage, printing, etc.)	10,000	
Jeopardy support CBO contract	250,000	
Sub-total Jeopardy	***500,000***	
Other law-enforcement CBO contracts	***250,000***	
Equipment	256,750	
VIDA vans		
Data Collection and Evaluation	34,023	
Total Expansion Program Costs		1,584,023

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Implementation Schedules/Timeframes

Necessary Implementation activities include:	
Obtain community input regard community-specific needs	March 2001
Develop and conduct RFP process for VIDA Jeopardy and other law enforcement RFPs	April-May 2001
Execute VIDA MOU	June 2001
Execute Jeopardy contract	June 2001
Implement program	July 2001

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15. Intensive Transition Services Program

Program Objective

This program is designed to reduce recidivism among groups of camp graduates that are in need of special, intensive services as they reintegrate into their communities.

Population to be Served

The minors listed below will receive Intensive Transition Services Program services:

1. Camp graduates who emancipate from the delinquency system and who subsequently reside in the eighty- five School Service Areas.
2. Camp graduates who emancipate from the delinquency system that cannot return to an appropriate place of residence or care.
3 Camp graduates who have an acute, dysfunctional family that is likely to significantly increase the minor's chance of recidivating.
4 Camp graduates selected by community-based organizations that participated in the minor's camp program as appropriate for receiving vocational, educational, and employment services subsequent to minor graduating from camp.
5. Camp graduates that demonstrating an ongoing problem with substance abuse.

Program Design

This program is a collaborative effort involving the Probation Department, schools and community-based service providers. These agencies will collaborate to provide: post residential services to juveniles returning to the community and emancipating youth. A particular feature of the program is the early involvement of community-based organizations (CBOs) with the family of juvenile offenders housed in Probation Camps.

In collaboration with the camp casework DPO, CBOs will work with the family and probationer in working out a post-camp service plan which will place emphasis on: (1) academic improvement and achievement, (2) good school attendance, (3) good school citizenship, (4) community service, (5) personal and family responsibility, (6) pro-social activities, (7) assisting parents with transportation to camp if necessary, (8) emancipation services when necessary to ensure shelter and basic services are accessed, and (9) Job training and placement. Placement DPOs will work out a similar reintegration plan for foster care youth returning home. The multidisciplinary assessment will address:

- Gang involvement
- Education and vocational needs and interests
- Physical health and Mental health needs
- Substance abuse treatment needs
- Life skills development
- Parenting training for teen mothers and fathers and increased opportunities to be directly involved with their children while still in camp or suitable placement
- Mentoring that begins in camp or placement and continues into the community

- Cultural sensitivity and conflict resolution skills training
- Link to faith based organizations in the community
- Tutoring and literacy enhancement while in residence and continuing upon return to the community
- Linkage with City and County Workforce Investment Board for job training and placement

The CBO, parent, and casework DPO will make an effort to link and build on the probationer's school performance in camp. Emphasis will be placed on reattaching the minor to school: academic study, homework assistance, after school tutoring, and connecting the juvenile with a mentor who will reinforce school orientation and school achievement. Emphasis also will be made on maintaining the parents' involvement in the youth's schooling and post-camp service plan.

Additionally, the casework DPO will work with the County and City Workforce Investment Boards (WIB) in providing job training and placement for youth leaving camp. Staff from the WIBs will screen and assess camp youth in terms of their suitability and area of work interest and make appropriate referrals for job training and job placement. The Workforce Investment staff along with the casework DPO will start employment preparation and training while the minor is housed at camp. Upon release, WIB staff will work with the Aftercare DPO in finding employment or a job training program for the youth.

Another major feature of aftercare service will be the transition services provided to youth emancipating through the delinquency system, particularly those eligible for Independent Living Program (ILP) services. This population of juvenile offenders is extremely vulnerable and lack a family support system. The casework DPO will identify resources for the emancipating minors prior to their leaving camp during the case plan assessment. The camp transition DPO will work with the camp casework DPO to ensure that an Independent Living Program referral is set up and an aftercare network is established to help emancipating minors through this difficult and vulnerable period. The absence of a family network places this population at risk. Advanced aftercare planning and the identification of resources however are strong protective factors, which mitigate the risk of re-offending. Additional issues that will to be addressed include:

- Post emancipation CBO and probation collaboration to provide follow-up services to youth and family
- Linkage to community based supportive services and vocational/career based programs
- Linkage to appropriate continuing education programs
- Linkage to job placement services
- Pro bono legal advocacy including education of legal rights such as sealing of juvenile records
- Knowledge of immigration options
- County employment opportunities for former foster care youth

Those youth emancipating but not eligible for ILP funds may require vouchers and stipends for room and board. Resource development will be required. CBOs will attempt to link with existing network of services.

DPOs will provide oversight of community-based services and case management. The case management will include assessment, goal setting, case plan, frequent client and family contact, regular school contacts, and progress notes. The case management should lead to greater accountability of the probationer and his or her family. The DPOs will ensure that all critical information is appropriately shared with service partners. This becomes especially important as the youth transitions from one setting to another. The DPOs will also coordinate the provision of services to reduce fragmentation and duplication. The services must address needs that are surfaced during assessment with specific progress recorded in the DPO case files review and evaluation.

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Community-based organizations receiving contracts to provide services must be able to provide equal delivery of services to limited English speaking and monolingual non-English speaking youth and their families in a language they can understand. Gender specific services and protocols shall

be developed and provided as appropriate. Gender specific services and protocols shall be developed and provided as appropriate. Each contract shall specify proportionate resources for juvenile females. Staff involved in providing services shall receive gender-specific training.

Collaborative Partners

Collaborative partners include community and faith-based organizations, Los Angeles Unified School District, Los Angeles County Office of Education, other County agencies, and the Probation Department.

The CPA 2000 Intensive Transition Services Program was planned by a Juvenile Justice Coordinating Council Workgroup comprised of SEA Gang Intervention, City of Los Angeles Community Development Department, Boys Republic, Community Youth Sports & Arts Foundation, Sey Yes, Board of Supervisors' Justice Deputies, Public Health Foundation, SEA, COPE, Los Angeles Chicano Employees Association, Assemblyman Cardenas' Office, Stop the Violence, LEADS, Los Angeles City Commission for Children, Youth and their Families. El Centro del Pueblo.

Data Sharing

Data will be collected and shared with all concerned partners through a variety of methods. Primarily, data will be collected by the case manager and recorded in the case file. This data, to the extent allowable, will be shared with collaborating service providers on several levels. Case managers will coordinate the receipt of any critical incident data and ensure partners are updated in a timely manner. Weekly reports will be used by case managers to share communication to service providers who are directly involved with the minor so that services can be properly linked. Monthly roundtable meetings will be called to collaboratively review selected cases. Accumulated data will be shared in bi-monthly meetings to identify trends and emerging issues. Semi-annual reviews of aggregate data, derived from the 85 school service areas, will demonstrate overall performance and aid in long term planning. Wireless remote web access and expanded intranet capabilities are being pursued to ensure the broadest exchange of information with governmental agencies and private vendors to maximize service delivery to at-risk and delinquent youth.

Demonstrated Effectiveness

One of the most critical periods for juveniles placed in residential treatment facilities occurs once they return from camp or placement and attempt to reintegrate into their homes and communities. Often, juveniles who benefit from a controlled, structured environment have difficulties applying their newly acquired skills and behavioral modifications to community-life situations. Aftercare services provide an extended period of supervision and service delivery to assist juvenile offenders during this transition period with the goal of preventing and reducing recidivism.

As part of the Challenge I Grant, Santa Barbara County Probation Department operates an aftercare program that is reporting success. The Santa Barbara County Probation Department's Aftercare model provides: (1), intensive supervision, (2), life skills training and anger management workshops, (3), drug and alcohol counseling, and (4), mental health counseling. The services offered in this model are designed to successfully transition back into the community (school and home) and to deter the youth from further involvement in criminal activity.

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Results from the Santa Barbara Probation Department's Aftercare Program evaluation to date lend evidence that supports the proven effectiveness of the program. According to a report issued by the Santa Barbara Probation Department in December 1999, 125 juvenile offenders entered their aftercare component (two dropped out through no fault of their own), 94 exited and 29 were still in the program. Out of the youth who exited, 48 successfully completed the intervention requirements and 46 failed to complete the requirements. Of the 48 youth, 31 had no arrest during the 6-month

follow-up period, 17 had 26 new arrests (an average of 1.53 arrests per youth). Of the 46 who failed to complete the Aftercare Program, 23 youth had a total of 56 new arrests (an average of 2.43 arrests per youth). Additionally, recidivism was lower, 43.2% for youth completing the program compared to the historical comparison group with a recidivism rate of 46.6%. Closely related to this is the rate of new felony crimes. 4 percent of youth in the Aftercare Program committed new felonies compared to 12.5% of the historical comparison group. In addition, youth who successfully completed the Aftercare Program had fewer new violent crimes, and fewer new drug and alcohol offenses. The same youth who completed the program had significantly fewer problems with drugs and alcohol after leaving the program.

The proposed Intensive Transition Services Program shares many of the features and components of the proven Santa Barbara Probation Department's Aftercare model. Both models provide intensive supervision an in-camp and post-camp treatment services. Additionally the proposed Intensive Transition Services Program reinforces the program principles outlined by OJJDP in the July 2000 Bulletin, "Intensive Aftercare For High Risk Juveniles: A Community Care Model."

Thus the utilization of the design principles of OJJDP's Aftercare model and the program elements and components of Santa Barbara's Aftercare Program should produce positive outcomes, decrease recidivism and successful home and community transition for youth in the proposed Intensive Transition Services Program.

Outcome Objectives and Measures

The **comparison group** for this program is a representative sampling of all juveniles graduating from camp in calendar year 2000. The time period for the legislatively mandated outcome rates for this group will be 6 months after camp graduation. The **treatment group** for this program is composed of all juveniles who graduated from camp and received services after program implementation. The time period for the legislatively-mandated outcome rates for this group will be 6 months after camp graduation.

Outcomes for the minors served by this program will be measured by rates of: 1) juvenile arrests per 100,000 population; 2) successful completion of probation; 3) successful completion of restitution and court-ordered community service; 4) arrests; 5) incarcerations; 6) probation violation rates of program participants.

Expected outcomes for the treatment group for the six legislatively mandated outcomes are:

■ Arrest rate/100,000	No change	■ Arrests	Decreased percentage
■ Successful completion of probation	Increased percentage	■ Incarcerations	Decreased percentage
■ Restitution and community service	Increased percentage	■ Probation violations	Decreased percentage

Additional anticipated outcomes for this program are improvements in grade point average and school attendance, and reductions in suspensions and expulsions. The preprogram period is the last complete academic period prior to camp entry. The post-program period is the last complete academic period prior to program exit (or program review). The expected additional outcomes will be assessed by comparing them for the preprogram period and the post-program period.

Program costs and minors served will be tracked in order to establish annual per capita costs of the program.

Program Costs (Approximation)

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Salaries and Benefits	0
Services and Supplies	1,450,000
CBO contract for Aftercare services	1,050,000
CBO contract for job training and placement	

County Workforce Investment Board	200,000	
City Workforce Investment Board	200,000	
Data Collection and Evaluation	31,828	
Equipment	0	
Total Program Cost		1,481,828

Implementation Schedules/Timeframes

Necessary Implementation activities include:

Conduct RFP process for Aftercare CBO	May-June 2001
Develop MOU with County Workforce Investment Board for job training	May-June 29001
Develop and execute contract with City Workforce Investment Board for job training	May-June 2001
Implement program	August 2001

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16. Inside Out Writing Program

Program Objective

To reduce crime by providing enhanced interpersonal skills in juvenile hall by using the vehicle of a weekly writing group composed of youth subjected to long periods of detention in juvenile hall.

Population to be Served

Youth, 11 to 17 years old, who are have been found unfit for juvenile court and who are subject to long term detention in juvenile hall. These minors are detained 9 – 12 months while they await trail.

Program Design

This program is for youth, 11 to 17 years old, who are have been found unfit for juvenile court and who are subject to long term detention in juvenile hall. These minors are detained 9 – 12 months while they await trail. The most effective interventions for youth who are detained focus on the development of interpersonal skills. The Inside Out program utilizes a writing program to provide such skill development for youth who volunteer for the program.

This proposal will provide funding to expand an existing program that has been provided at no cost to the county through volunteer program staff.

The program was initiated in May 1999 for selected youth detained for long periods of time at Central Juvenile Hall. The program was started by Sister Janet Harris to help youth to learn effective communication skills through both writing and verbal communication. The youth meet on a weekly basis with sessions led by professional writers. The youth then use the weekly session to both write and critique their writing work with others in the group. Youth have opportunity and are guided in both their writing and in their discussion of their written work. This group provides experience in building a supportive community. The youth share the personal insights through both the writing and the discussions. This opportunity supports the improvement of their interpersonal and communication skills and to provide an avenue of healing. The expansion of this program will provide additional detained youth with the opportunity to develop their communication and writing skills. The program will provide the youth with an opportunity for self-discovery and restoring self-esteem. It will allow them the opportunity to accept responsibility for their actions and it will provide an avenue of healing for them and their families.

The youth have expressed interest in sharing their insights in writing with others and view this as an opportunity to return something positive to their community. This product of writing is a demonstration of interpersonal skill development. A book of collected writings was previously produced and was found to have valuable insight into how these young people got into trouble. The program seeks to produce a second version with the goal of communicating to other young people alternatives to the lifestyle they led and better options to consider. The message that they have to offer to their younger siblings and to others provide powerful messages of learning and accountability. These young writers are able to provide insight as to why they became involved in gangs, drugs, and violence. The new book will be the collected writings into a violence prevention curriculum that could be implemented both in elementary and middle schools, and to produce a second book of collected writings.

The probation staff will provide oversight of community-based services and case management. The case management will include assessment, goal setting, case plan, frequent client and family contact, regular school contacts, and progress notes. The case management should lead to greater accountability of the probationer and his or her family. The probation staff will ensure that all critical information is appropriately shared with service partners. This becomes especially important as the youth transitions from one setting to another. The probation staff will also coordinate the provision of services to reduce fragmentation and duplication. The services must address needs that are surfaced during assessment with specific progress recorded in the probation staff case files review and evaluation.

Community-based organizations receiving contracts to provide services must be able to provide equal delivery of services to limited English speaking and monolingual non-English speaking youth and their families in a language they can understand. Gender specific services and protocols shall be developed and provided as appropriate. Gender specific services and protocols shall be developed and provided as appropriate. Each contract shall specify proportionate resources for juvenile females. Staff involved in providing services shall receive gender-specific training.

Collaborative Partners

Probation, community-based organizations, professional writing volunteers, Los Angeles County Office of Education.

The CPA 2000 Inside Out Writing Program was planned by a Juvenile Justice Coordinating Council Workgroup comprised of SEA Gang Intervention, City of Los Angeles Community Development Department, Boys Republic, Community Youth Sports & Arts Foundation, Sey Yes, Board of Supervisors' Justice Deputies, Public Health Foundation, SEA, COPE, Los Angeles Chicano Employees Association, Assemblyman Cardenas' Office, Stop the Violence, LEADS, Los Angeles City Commission for Children, Youth and their Families. El Centro del Pueblo.

Data Sharing

Data will be collected and shared with all concerned partners through a variety of methods. Primarily, data will be collected by the case manager and recorded in the case file. This data, to the extent allowable, will be shared with collaborating service providers on several levels. Case managers will coordinate the receipt of any critical incident data and ensure partners are updated in a timely manner. Weekly reports will be used by case managers to share communication to service providers who are directly involved with the minor so that services can be properly linked. Monthly roundtable meetings will be called to collaboratively review selected cases. Accumulated data will be shared in bi-monthly meetings to identify trends and emerging issues. Semi-annual reviews of aggregate data, derived from the 85 school service areas, will demonstrate overall performance and aid in long term planning. Wireless remote web access and expanded intranet capabilities are being pursued to ensure the broadest exchange of information with governmental agencies and private vendors to maximize service delivery to at-risk and delinquent youth.

Demonstrated Effectiveness

Mark Lipsey and David Wilson in "Effective Intervention for Serious Juvenile Offenders" (1996) completed a meta-analysis of 200 experimental programs. The study reviewed intervention programs and their impact on recidivism for both institutionalized and non-institutionalized youth. For institutionalized youth, there were 83 programs reviewed. The institutional intervention programs according to Lipsey and Wilson that had positive and consistent impact on recidivism were those that targeted interpersonal skill development (Shivrattan, "Social Interactional training and incarcerated juvenile delinquents, 1988).

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The study compared the recidivism of the treatment group in comparison to the assumed control group recidivism of .50. For the development of interpersonal skills as an intervention for institutionalized youth, the impact was determined to be .39/.50. This type of intervention was identified as having the most impact as compared to interventions such as individual counseling, group counseling, or behavior modification type programs.

The Inside Out writing program utilizes the same design elements noted by Lipsey and Wison. The program utilizes the development of writing skills as a vehicle to develop interpersonal communication skills. Youth learn how to positively communicate with adults and peers; they learn how to work together and build a supportive community. Additionally, the adult professional writers serve as volunteer mentors not only for the purposes of writing but for support during the detention period. Lipsey and Wilson described the Social Interaction Skills program, which used a structured dialectic program that encouraged youth to recall past experiences that were problematic and identify the aversive social stimulus that impinged on their social interaction. Youth were then taught how to develop alternative responses to these situations. The Inside Out program does the same type of process through both discussion but also through writing.

A review of 20 participants who attended a Writers' Retreat on January 20, 2001 was conducted for the period November 1, 2001 through February 8, 2001. Their behavior compared to the general population was significantly better. None of the 20 had been transferred to the Special Housing Unit for serious behavioral problems as compared to 169 lockups for the approximately 80 total youth in the same units.

Outcome Objectives and Measures

The minors served by this program are formal probationers referred and accepted into the Inside Out Writing Program.

Outcomes for all legislatively mandated outcome measures will be assessed by comparing pre-program rates with rates following program exit. The length of both time periods will be up to six months.

Outcomes for the minors served by this program will be measured by rates of: 1) juvenile arrests per 100,000 population; 2) successful completion of probation; 3) successful completion of restitution and court-ordered community service; 4) arrests; 5) incarcerations; 6) probation violation rates of program participants.

Expected outcomes for the treatment group for the six legislatively mandated outcomes are:

■ Arrest rate/100,000	No change	■ Arrests	Decreased percentage
■ Successful completion of probation	Increased percentage	■ Incarcerations	Decreased percentage
■ Restitution and community service	Increased percentage	■ Probation violations	Decreased percentage

An additional anticipated outcome for this program is reduced in-program violations for the treatment group six months after program implementation as compared to six months prior to program entry.

Program costs and minors served will be tracked in order to establish annual per capita costs of the program.

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Inside Out Writing Program Costs (Approximation)

Existing Inside Out Program Cost

Salaries and Benefits	0	
Volunteer program director and professional writers		
Services and Supplies	0	
Equipment	0	
Total Existing Program Cost		0

Inside Out Expansion Program: CPA 2000

Salaries and Benefits	0	
Services and Supplies	200,000	
CBO contract		
Equipment	0	
Data Collection and Evaluation	4,390	
Total Costs		204,390

Implementation Schedules/Timeframes

Necessary Implementation activities include:

Develop and execute CBO contract	April-May 2001
Implement program	June 2001

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APPENDIX A

PRIORITIZATION OF JUVENILE JUSTICE PROGRAMS

Priority	Program Name	CPA Only Cost	Total Cost
1.	Mental Health Screening, Assessment and Treatment Program	6,131,702	8,922,631
2.	Special Needs Court Program	1,532,926	1,532,926
3.	Community Treatment Facilities Program	817,560	817,560
4.	Multisystemic Therapy (MST) Program	306,585	306,585
5.	School-Based Probation Supervision Program	8,942,065	11,206,086
6.	Abolish Chronic Truancy (ACT) Program	306,585	306,585
7.	Extended Day Community Supervision Program	1,346,904	1,346,904
8.	Gang Intervention Program	4,394,387	4,394,397
9.	Youth Substance Abuse Intervention Program	1,532,926	1,532,926
10.	Gender-Specific Services Program	3,065,851	3,302,651
11.	After-School Enrichment and Supervision Program	1,430,731	1,527,576
12.	Housing-Based Day Supervision Program	1,430,731	3,717,767
13.	High Potential Learning Academy	408,780	681,893
14.	Law Enforcement Prevention Program	1,584,023	2,653,023
15.	Intensive Transition Services Program	1,481,828	1,481,828
16.	Inside Out Writing Program	204,390	204,390
	Total	34,917,974	43,935,728

APPENDIX B

EIGHTY-FIVE SCHOOL–BASED SERVICE AREAS

Alhambra High
101 S. Second St.
Alhambra 91801
Alhambra City & High School District

Antelope Valley High
2121 N. Division St.
Lancaster 93535
Antelope Valley Union High School District

Baldwin Park High
3900 N. Puente Ave.
Baldwin Park 91706
Baldwin Park Unified School District

Banning High
1527 Lakme Ave
Willmington 90744
Los Angeles Unified School District

Bell High
4328 Bell Ave
Bell 90201
Los Angeles Unified School District

Bellflower High
15301 S. Eucalyptus
Bellflower 90706
Bellflower Unified School District

Belmont High
1575 W. 2nd Street
Los Angeles 90201
Los Angeles Unified School District

Birmingham High
17000 Haynes St.
Van Nuys 91406
Los Angeles Unified School District

Burbank High
902 N. Third St.
Burbank 91502
Burbank Unified School District

Cabrillo (Cont)
2001 Santa Fe Ave
Long Beach 90810
Long Beach Unified School District

Canoga Park High
6850 Topanga Canyon Blvd.
Canoga Park 91303
Los Angeles Unified School District

Centennial High
2606 N. Central
Compton 90222
Compton Unified School District

Chatsworth High
10027 Lurline Ave.
Chatsworth 91311
Los Angeles Unified School District

Cleveland High
8140 Vanalden Ave
Reseda 91335
Los Angeles Unified School District

Crenshaw High
5010 11th Ave.
Los Angeles 90043
Los Angeles Unified School District

Daily, Allan (Cont.)
220 North Kenwood
Glendale 91206
Glendale Unified School District

Desert Winds High-Main
45030 N. Third St. East
Lancaster 93535
Antelope Valley Union High School District

Desert Winds South Valley
10801 E. Avenue R
Littlerock 93543
Antelope Valley Union High School District

Dorsey High
3537 Farmdale Ave.
Los Angeles 90043
Los Angeles Unified School District

El Camino
14625 Keese Dr.
Whittier 90604
Norwalk – La Mirada Unified School District

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El Camino Real
5440 Valley Circle Blvd.
Woodland Hills 91367
Los Angeles Unified School District

Fairfax High
7850 Melrose Ave.
Los Angeles 90046
Los Angeles Unified School District
Firestone (CEC)
9702 S. Holmes Ave.
Los Angeles 90002
LAC Community School

Franklin High
820 N. Ave. 54
Los Angeles 90042
Los Angeles Unified School District

Fremont High
7676 S. San Pedro St.
Los Angeles 90003
Los Angeles Unified School District

Frontier High (Cont)
9401 S. Painter
Whittier 90605
Whittier Union High School District

Garfield High
5101 E. 6th St.
Los Angeles 90022
Los Angeles Unified School District

Garey
321 Lexington
Pomona 91766
Pomona Unified School District

Glendale High
1440 E. Broadway
Glendale 91205
Glendale Unified School District

Grant High
13000 Oxnard St.
Van Nuys 91401
Los Angeles Unified School District

Grant High
13000 Oxnard St.
Van Nuys 91401
Los Angeles Unified School District

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Hamilton High
2955 Robertson Blvd.
Los Angeles 90034
Los Angeles Unified School District

Hawthorne Academy
4859 El Segundo Blvd.
Hawthorne 90250
Centinela Valley Union High School District

Highland High
39055 25th St. W.
Palmdale 93551
Antelope Valley Union High School District

Hollywood High
1521 N. Highland Ave.
Los Angeles 90028
Los Angeles Unified School District

Hope Academy (CEC)
Compton 90262
LAC Community School

Huntington Park
6020 Miles Ave.
Huntington Park 90255
Los Angeles Unified School District

Inglewood High
231 S. Grevilla Ave
Inglewood 90301
Inglewood Unified School District

Jefferson High
1319 E. 41st St.
Los Angeles 90011
Los Angeles Unified School District

John Glenn High
13520 Shoemaker Ave
Norwalk 90650
Norwalk-La Mirada Unified School District

Jordan High- Long Beach
6500 Atlantice Ave
Long Beach 90805
Long Beach Unified School District

Jordan High- Los Angeles
2265 E. 103rd St.
Los Angeles 90002
Los Angeles Unified School District

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Lakewood High
4400 Briercrest Ave.
Lakewood 90713
Long Beach Unified School District

Lancaster
4701 32nd St. W.
Lancaster 93536
Antelope Valley Union High School District

Lincoln High
3501 N. Broadway
Los Angeles 90031
Los Angeles Unified School District

Littlerock High
10833 E. Avenue R.
Littlerock 93543
Antelope Valley Union High School District

Locke High
325 E. 111th St.
Los Angeles 90061
Los Angeles Unified School District

Los Angeles High
4650 W. Olympic Blvd.
Los Angeles 90019
Los Angeles Unified School District

Lynwood High
4050 Imperial Hwy.
Lynwood 90262
Lynwood Unified School District

Manchester SEA (formerly St. Michael's)
1100 W. Manchester Blvd.
Los Angeles 90044

Manual Arts High
4131 S. Vermont Ave.
Los Angeles 90037
Los Angeles Unified School District

Mark Keppel
501 E. Hellman Ave.
Alhambra 91801
Alhambra City & High School District

Marshall High
3939 Tracy Street
Los Angeles 90027
Los Angeles Unified School District

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Milikan High
2800 Snowden Ave.
Long Beach 90815
Long Beach Unified School District

Monroe High
9229 Haskell Ave.
Sepulveda 91343
Los Angeles Unified School District

Monrovia High
845 W. Colorado Blvd.
Monrovia 91016
Monrovia Unified School District

Mount Olive High
1400 Mt. Olive
Duarte 91010
Duarte Unified School District

Narbonne High
24300 S. Western Ave.
Harbor City 90710
Los Angeles Unified School District

North Hollywood High
5231 Colfax Ave.
N. Hollywood 91601
Los Angeles Unified School District

Norwalk High
11356 E. Leffingwell Rd.
Norwalk 90650
Norwalk-La Mirada Unified School District

Palmdale High
2137 E. Avenue R
Palmdale 93543
Antelope Valley Union High School District

Paramount High
14429 S. Downey Ave.
Paramount 90723-4378
Paramount Unified School District

Pioneer High
10800 E. Benavon St.
Whittier 90606-3095
Whittier Union High School District

Polytechnic Math/Sci
12431 Roscoe Blvd.
Sun Valley 91352
Los Angeles Unified School District

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Polytechnic-Long Beach
1600 Atlantic Ave.
Long Beach 90813
Long Beach Unified School District

Reid (Cont.)
235 E. 8th St.
Long Beach 90813
Long Beach Unified School District

Reseda High
18230 Kittiridge St.
Reseda 91335
Los Angeles Unified School District

Roosevelt High
456 S. Matthews St.
Los Angeles 90033
Los Angeles Unified School District

Rose City (Cont.)
325 S. Oak Knoll Ave
Pasadena 91109
Pasadena Unified School District

Rosecrans (CEC)
10066 Rosecrans Ave.
Bellflower 90706
LACOE

San Fernando High
11133 O'Melveny Ave.
San Fernando 91340
Los Angeles Unified School District

San Gabriel High
801 Ramona St.
San Gabriel 91766
Alhambra City & High School District

San Pedro High
1001 W. 15th St.
San Pedro 90731
Los Angeles Unified School District

Santa Fe High
10400 S. Orr and Day Rd.
Santa Fe Springs 90670-4199
Whittier Union High School District

Somerset (Cont.)
9242 E. Laurel St.
Bellflower 90706
Bellflower Unified School District

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South Bay (CEC)
14600 Cerise
Hawthorne 90250
LAC Community Schools

South Gate High
3351 Firestone Blvd.
South Gate 90280
Los Angeles Unified School District

Sylmar High
13050 Borden Ave.
Sylmar 91342
Los Angeles Unified School District

Taft High
5461 Winnetka Ave
Woodland Hills 91364
Los Angeles Unified School District

Valle Lindo (Cont.)
12347 Ramona Blvd.
El Monte 91732
El Monte Union High School District

Van Nuys High
6535 Cedros Ave.
Los Angeles 90025
Los Angeles Unified School District

Venice High
13000 Venice Blvd.
Los Angeles 90066
Los Angeles Unified School District

Washington High
10860 Denker Ave.
Los Angeles 90047
Los Angeles Unified School District

West Covina High
1609 E. Cameron Ave.
West Covina 91791
West Covina Unified School District

West Valley (CEC)
15339 Saticoy St.
Van Nuys 91406
LAC Community Schools

Wilson High
4400 E. 10th St.
Long Beach 90804
Long Beach Unified School District

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APPENDIX C

CPA 2000 COLLABORATIVE PLANNING PROCESS

On September 22, 2000, the Chief Probation Officer convened the Juvenile Justice Coordinating Council. At that meeting, the Council approved in concept several potential funding areas and also approved a process to allow for further detailed discussions. The Council conducted a series of workgroup meetings to: 1) identify gaps in existing services, 2) update the Local Action Plan, and 3) develop and design best practices and proven program proposals.

The funding areas identified at the September 22, 2000 Council meeting became the basis for the formation of eight workgroups that were established to plan and develop the CPA 2000 program proposals. The eight workgroups and program areas were:

- Mental Health Services
- School-Based Probation Supervision
- Juvenile Support Teams
- Targeted Community Services
- Special Needs Programs
- Focused Community Service
- After-School Community Enhancement
- Data Collection and Evaluation

Workgroups and general meetings were held over a period of several months with the last meeting February 27, 2001. These workgroups developed the concepts that led to the development of the strategies, the two proposals, and the individual programs in the CMJJP. Attached are the minutes of the final meetings for each workgroup. These minutes include the specific recommendations of each workgroup (see “Workgroup Meeting Minutes” below).

Those participating in the planning process represent a full spectrum of interests including community-based services, various public and private agencies, commission members, County representatives, municipal representatives, judicial officers, law enforcement and education representatives. Over 1740 were invited to attend and approximately 590 people participated in the planning and design process. The Planning participants for CPA 2000 are listed below:

1. Los Angeles County Parks and Recreation Department
2. Los Angeles Unified School District
3. Pueblo Y Salud, Inc.
4. LACCCEA/La Maca
5. Assembly Member Tony Cardenas’ Office
6. Juvenile Court
7. Boys Republic
8. Los Angeles City CDD
9. Department of Children and Family Services
10. CYA, Southern Region
11. El Centro Del Pueblo
12. CCJCC
13. Department of Health Services Alcohol & Drug Administration
14. Phoenix House of California
15. Los Angeles County Office of Education
16. Department of Public Social Services
17. Mental Health Advocacy Services
18. Los Angeles City Mayor’s Office
19. Amer-I-Can
20. CSPI

21. Childrens Hospital Adolescent Medicine
22. UCLA Department of Pediatrics
23. Community Gang Reduction Project
24. Department of Mental Health
25. S.E.A.
26. Los Angeles City Commission for Children, Youth and their Families
27. Guidance Community Development Center
28. Organizational Concepts
29. South Gate Police
30. Public Defender
31. Tarzana Treatment Center/Antelope Valley
32. Centinela Valley Juvenile Division Project
33. District Attorney-Juvenile Division
34. Public Counsel
35. Housing Authority, City of Los Angeles
36. Communities in School, San Fernando Valley
37. Lexi-Tech
38. Stop the Violence
39. Los Angeles County Board of Supervisors' Justice Deputies
40. Los Angeles County Sheriff's Office
41. Girls & Gangs
42. L.A. City Legislative Office
43. Public Health Foundation
44. Community Youth Sports & Arts Foundation
45. SEY YES
46. COPE
47. Leads
48. YIP/SWW
49. SPA 2-MACA
50. Helpline
51. Murrells
52. Hathaway FRC
53. HACLA P.D.
54. Shield for Families
55. Integrated Care System
56. CCIF
57. InsideOut Writers
58. El Centro de Austad
59. L.A. County Housing Authority
60. Para los Ninos
61. LA Conservation Corp.
62. Probation Commission
63. World Literacy Crusade
64. Basic Life Institute
65. Commission on the Status of Women
66. C.G.R.P.
67. SPA 4
68. Montebello Police Dept.
69. Montebello City Council & Mela Counseling Services
70. Alhambra School Board
71. Commission Famenile de Los Angeles
72. Monterey Park City Council
73. Youth Opportunity Movement
74. Mayor of Azusa
75. City of Huntington Park

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76. Councilman Pacheco's Office
77. Central Recovery & Delivery
78. Positive Imaje
79. LA Youth Supportive Service
80. Department of Mental Health
81. Human Relations Commission
82. Korean Youth & Community Center
83. Torrance Police Department
84. New Directions for Youth
85. SPA 6
86. SPA 8
87. University of Southern California
88. Door of Hope
89. Bridge Focus
90. Sybil Brand Commission
91. Maxine Water's Office
92. I -ADARP
93. City Commission on Women
94. Tomorrow's Vision
95. All People's Center
96. Operation Y.E.S.
97. Sunrise Community Counseling
98. Barrio Action Youth & Family Center
99. Guidance Crenshaw Foundation
100. CLEAR
101. Human Services Association
102. Taking Charge
103. The Unusual Suspects
104. People Who Care
105. Asian Pacific Family Center
106. Boys & Girls Club of San Gabriel
107. Community College Foundation
108. Gateway Hospital
109. Community Vision
110. Multi-Cultural Collaborative
111. Gardena Complex Healthy Start
112. Action Parent and Teens Support Program
113. L.A. Theatre Works
114. Twin Palms Recovery
115. Asian Youth Center
116. Daily Journal
117. Watts/Willowbrook Boys & Girls Club
118. Constitutional Rights Foundation
119. Jacob's Ladder
120. Taking Charge
121. Phillips Graduate Institution
122. Richstone Family Center
123. Santa Clarita Child & Family Center
124. J.W.C.H. Institute
125. SAC-3
126. All People's Children Center
127. Fragment House Mission Institution
128. Latino Employees Association
129. LAUSD East L.A. Skills Center
130. Boys & Girls Club of Venice

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131. Tri City Mental Health
132. MASADA
133. L.A. City Human Relations Commission
134. C.G.P.D.
135. P.B.I.
136. Plaza Community Center
137. Gangs 4 Life

Workgroup Meeting Minutes

Mental Health Workgroup

MENTAL HEALTH AD HOC COMMITTEE RECOMMENDATIONS

November 16, 2000

- Mental Health Court - $ 1.5million
  Every child that is processed through Mental Health Court is to have a program or a placement that can address the specific needs that child
- Mental Health Care and Treatment for minors housed at juvenile halls and camps - $ 9million
- Continuum of Care into the Community - $ 3million (Plus $500,000 specifically for Administrative of resources)
- Pilot program using MST specifically – 50 minors in program over one and a half years. All treatment plans to be evidence-based treatment
- $9 million Care & Treatment for minors housed at juvenile halls & camps.
- $3 million Continuum of Care of into the Community
- $.5 million Administration costs for securing other revenues
- **Total:** $14million

Areas to be Considered

- Ensuring that there are comprehensive programs developed to meet the unique and more extensive mental health needs of female juveniles
- Community Based Organizations receiving contracts to provide mental health services must have the ability to provide equal delivery of services to limited English and monolingual non-English speaking youth and their parents or guardians in a language that they can understand
- Ensure staff are proficient in a language that the minor and parent and guardian can understand as required under Title IV of the Civil Rights Act and Federal HHS regulations and state regulations
- Mental Health to utilize the 2000 Annual Report of the Coalition for Juvenile Justice, which will be provided to consider the transitional service model and the therapeutic services model

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School-Based Supervision Workgroup

JUVENILE JUSTICE COORDINATING COUNCIL
EXPANSION OF SCHOOL-BASED DPO WORK GROUP

October 24, 2000

Issues and Areas of Concern

- Providing supervision and monitoring of probation minors attending school
- Providing services for 601 and other at-risk minors attending school
- Providing support personal to assist school-based DPO's (Youth Service Specialist Workers)
- Reducing truancy and incidents of violence at school
- Providing maximum services for probationers and at-risk youth attending school
- Providing sufficient DPOs and prevention services for minors attending middle schools
- Ensuring that schools located in high poverty areas are selected as school-based DPO sites
- Linking school-based DPO Services to existing school services
- Ensuring that schools receiving services from the probation department continue to receive those services even if the schools are not selected as school-based DPO sites
- Collaborating with LA Bridges school sites
- Identifying of school sites where there is a DPO on campus
- Providing sufficient DPOs prevention Services at middle schools
- Ensuring that schools located in high poverty areas are selected as school-based DPO sites

Work Group Recommendation # 1: Expansion of School-Based DPOs

- Support and Funding of 65 School-Based DPOs to be dedicated to a designated high school, middle school, and elementary school

Note: A YSS worker is to be assigned to schools who meets the criteria. Additionally, each DPO is to be assigned a computer and other appropriate equipment.

- 30 DPOs to be located at and assigned to a single high school (where caseload does not exceed 75 minors on formal probation)
- 30 DPOs to be located at and assigned to a dedicated middle school
- Five DPOs to be located at and assigned to a dedicated elementary school
- Criteria for school-based selection:
  - Schools with the highest numbers of probation youth enrolled
  - Schools that are identified in the LTFSS Project #17 School Attendance Area
  - School is willing to participate in the school-based collaboration and willing to provide office space
  - Schools spread proportionately across the geographical areas of the county

Criteria for Selection Middle Schools

- Schools with highest numbers of probation youth enrolled
- Schools that are identified in the LTFSS Project #17 School Attendance Area
- School is willing to participate in the school-based collaboration and willing to provide office space
- Schools spread proportionately across the geographical areas of the county
- Middle Schools which feed high schools with high numbers of probationers

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Recommendation #2: Expansion of School-Based DPOs

- Same as recommendation #1 65 DPOs (30 high schools, 30 middle schools, 5 elementary schools). Recommendation #2 differs in selection criteria for school-based sites (see attached)

Juvenile Support Teams

Juvenile Compliance Enforcement Team Work Group

October 25, 2000

Issues and Areas of Concern

- Public Safety
- Accountability of juvenile on probation, especially those identified as gang members
- Providing juvenile accountability with emphasis on intervention service rather than suppression activities
- Change and focus of juvenile compliance enforcement teams to place emphasis on intervention services
- Holding minor accountable
- Holding gang members accountable
- Providing Services to the families, especially siblings of juvenile offenders
-

Work Group Recommendation #1: Juvenile Compliance and Enforcement Teams Model

- Support and funding for juvenile compliance and enforcement teams model in the following statement of work (see attachment one)

Recommendation #2: Juvenile Compliance and Enforcement and Safety Intervention Teams. Support and funding for juvenile compliance and enforcement and safety intervention teams outlined in the following statement of work (see attachment two)

JUVENILE COMPLIANCE ENFORCEMENT TEAMS

(Attachment One)

Recommendation #1: Proactive Enforcement

- DPOs who will be in the community to proactively monitor compliance of probation conditions including:
  - Warrant enforcement
  - Curfew checks
  - Truancy
  - Drug testing
  - Search and seizure
- DPOs will work with youth and families to access and link with available community based services

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- DPOs will work as a countywide team and have the ability to mobilize to any area as necessary. DPOs will work varying hours including weekends and evenings. DPOs will not have specific caseload responsibility

JUVENILE COMPLIANCE AND ENFORCEMENT AND SAFETY INTERVENTION TEAMS MODEL

(Attachment Two)

Recommendation #2: Safety Intervention and Enforcement.

- Target group
  - "High risk
  - Age group: 10-18 years old
- Outcomes
  - Reduction in suppression
  - Reduction in truancies
  - Reduction in arrest
  - Increased number of probationers completing probation
  - Higher graduation rates
- Target Areas
  - Housing projects
  - Parks
  - Middle Schools
  - High Schools (in target area)
- Models
  - Neighborhood Action Councils of LA Bridges
  - Family Preservation Services in lieu of camp
- Accountability
  - Measurement outcomes for both CBO's and DPO's
- Juvenile Compliance Enforcement
  - Warrant enforcement
  - Curfew checks
  - Truancy
  - Drug testing
  - Search and Seizure

Targeted Community Services

TARGET COMMUNITY SERVICE WORKGROUP

October 26, 2000

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- Issues and Areas of Concern and Need
  - Violence

- Racial tension
- Public education and agencies including public officials
- Support training for school teachers
- Peer and non-existing social services
- Public safety
- Access to social services and responsiveness of (Social Service Agencies)
- Law enforcement training and education
- Train and educate law enforcement, teachers and other social service delivers
- Resident empowerment
- Drugs
- Lack of learning and education that takes place when children and youth attend school
- Need for non-profit and public institution collaboration
- Collaboration need for culturally and linguistically appropriate services
- Need better schools
- Substance abuse
- Gangs
- Fund organization who can be effective and really do the job (task)
- Recruit staff from local communities- encourage youth into CBO's profession
- Employment opportunities
- Open up new professions
  - Bilingual needs
  - CBO's
  - Teachers
  - Mediators
- Programs (educational social) for children and youth attending school that have off-track schedules (student out of school)
- Program (educational and social) which develop youth (emphasis on gifted and challenging programs)
  - Teen centers
  - Higher educational program needed such as Upward Bound
  - Citizen and adult involvement in and by the community residents
  - Involvement of youth in all aspects of program implementation and design is critical
- Need for Teen Post without fee.
- Need for partnership among schools, local law enforcement recreation and parks, community CBO's, "Faith-Based"
- Resources needed to develop neighborhood collaborative
- Need facilities and community centers that you can attend. The centers must be safe. These centers must have collaborative involvement – law enforcement, CBO's, community, parks and recreation – non-suppression model.
- Need for community building and community capacity.
- Design to succeed.
- Keep public facilities – schools and parks open.
- Need for a greater access to public facilities, agencies, and service delivers.
- Commitment to employ juveniles (request from second district.)
- Need for intervention workers and training for workers.

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- Employ intervention workers through CBO's to do this. In order to do this agencies may need to relax hiring standards, relative to felonies, or other strict employment regulation.
- Half of funding – AB1913 should go to intervention workers.
- Need to determine what resources and tool for intervention workers.
- Need to develop a comprehensive strategy, juvenile crime strategy, and service delivery model.

Work Group Recommendation # 1: Gang Intervention Workers

- Support and finding of gang intervention model and workers at the level five million.
- The model for gang intervention can be found in the community in school, SEA, Earn Respect (Lynwood, St. Francis Hospital)
- Gang intervention model should have the following components:
  - Case management
  - School involvement and presentations
  - Recreation and sports activities
  - Cultural, social, and recreational field trips
  - Intervention based programs
  - Community outreach and service
  - Conflict resolution and dispute
  - Youth support group
  - Youth mentoring
  - Job training and development
  - After school enrichment activities
  - 24 hours response team
  - Life and independent living skills
  - Street intervention
  - Crisis response – youth and family counseling

Recommendation # 2: Park and Recreation Programs

- Support for and funding of parks and recreational programs at the level of 1.5 million. Additionally, the recommendation stipulates the following:
- Two park and recreation site programs for each supervisional district (total ten parks).
- Each park site will have a Deputy Probation Officer and CBO.
- Park program hours are to include weekends and evenings.
- Selected parks should be linked to public housing unit.

Recommendation #3: Teen Post

- Support and funding of ten teen post (two in each supervision district) at the level of 2.5 million. Additionally the recommendation stipulates the following:
  - Teen post opens at 3 p.m.-12 p.m. Mon. – Thurs. And 12 noon to 12 midnight Fri. – Sun.
  - Each teen center must have a crisis response team.
  - Each team post must offer special services for the youth – crisis individual counseling, gang intervention, family intervention, and services 601's, probation services and educational, and recreational activities.

Recommendation # 4

- All services contracted through CBO's are to be linguistically and culturally appropriate.

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Special Needs Workgroup

SPECIAL NEEDS WORK GROUP

November 2, 2000

Issues of Concern and Need

- Educational Programming for juveniles housed in juvenile halls
- Early intervention programs
- Transportation for the families of juveniles housed at probation camps
- Full continuum of female specific services
- Truancy and 601 youth
- Advance educational program for 602 youth

Work Group Recommendations: Recommendation #1 (Following priority order)

- Female Specific Programs
  - Funding of JOYAS program at level of $ 4.5 million
    Funding of $ 2 million for program and services of females housed
    Camp Scott Juvenile Hall and Dorthy Kirby Center. Programs and services to be provided through RFP process (Probation CBO's)
  - Funding of Female Programs 9 – 12 years old at the level of $ 1 million. These are to be preventive programs and services
  - Funding of $ 1 million for After care directed to females transitioning camps, juvenile halls and other residential treatment centers back into the community
  - Funding of $ 500,000 to 601 females. The model for the 601 female would be the same as that of the Aftercare model

  Note: Alternative recommendation: recommendation of $ 5 million to girls at risk who are 13 – 15 years old with funding consideration given to JOYAS and other proven community based programs.

Recommendation #2: Female Specific Group Majority recommendation

- Funding of $ 300,000 for Young Women At-Risk Violence
- Intervention Program (YWAR)
  - The YWAR Program is a program which attempts
  - Successfully to intervene the lives of young females by eliminating, resolving or reducing behaviors and environmental factors that increase females risks of delinquency. The program was created by the Los Angeles City Commission on the status of women. The program seeks a match of significant funding from the city of Los Angeles to blend with its requested funding from the JJCC

Note: Alternative Recommendation: $ 300,000 to fund girls 15 – 18 years of age with funding consideration given to YWAR and other proven community based programs. (RFP process through the Los Angeles County Probation Department).

Recommendation # 3: Early Intervention

- Support for, funding and expansion of VIDA (LA County Sheriff's Program) at the level of $ 3 million
- $ 1.5 million to support sheriff program staffing and resources
- $ 1.5 million to fund support services (counseling, mentoring, etc) to be provided through CBO

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- Support for and expansion of LAPD Jeopardy and Youth Advocacy Program (YAP) at the level of $ 2 million
  - 1 million to support program staff and resources for jeopardy and YAP
  - 1 million to support services (counseling, mentoring, etc.) to be provided through CBO
  - 500,000 to support and fund programs like VIDA, Jeopardy and YAP in other municipalities
  - $ 1.6 million to support and expand ACT

Note: The work group recommended that ACT be considered that and funding out of school-based DPO Expansion category. The two programs support and complement program outcomes and goals.

Recommendation #4: Camp Aftercare Service

- Support for and funding of bus services for families to the outlying and distant camps to support family reintegration (inclusive of minors housed at camp who are themselves parents). The funding level recommendation is $ 500,000.

Recommendation #5: Services For Minor Detained in Juvenile Hall

- Support and funding of community-based organizations to provide educational and life skill services for juveniles detained for a lengthy period of time. The target population for the funding is the unfit minors detained in juvenile hall. The funding recommendation is $ 200,000.

Recommendation #6: Educational enrichment for juvenile offender placed on Probation Supervision. Consensus recommendation

- The Probation Department and the Los Angeles Unified School District examine the issue of providing an advanced and challenging academic enrichment program for a youth placed in Probation. The program is based at a LAUSD school site and would provide a full day of studies., The Probation Department and LAUSD will develop an submit a proposal to JJCC at the next meeting. Funding will be decided at the next JJCC meeting.

Recommendation #7. Consensus recommendation

- All services contracted through CBO's shall be linguistically and culturally appropriate.

Focused Community Workgroup

FOCUS COMMUNITY SERVICE WORK GROUP

November 1, 2000

Issues and Concerns:

- Providing a safe environment for residence living in public housing units
- Empowering residence living in public housing locations of public housing
- Keeping negative influence (gangs, drug dealers, ex-residence) from re-entering housing units and from using housing units for negative activity
- Need for close monitoring and suppression of gang and drug activity
- Closer collaboration with Probation Department and other community-based service organization
- Controlling gang activity and drug dealing
- Gang boundaries
- Lighting in and around housing units

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- Greater law enforcement presence in public housing units
- More collaboration with community-based organization
- Hiring residence to serve as community liaison workers

Public Housing Model:

- Collaboration of Housing Authority, Probation Department, Law Enforcement, and CBO Services

Follow up at the next meeting:

- County and City Housing Authorities will present a budget for 8-10 housing sites at the next work group meeting, November 13, 2000

After School Community Enhancement Workgroup

AFTER SCHOOL COMMUNITY ENRICHMENT PROGRAM

November 1, 2000

Issues of Concern and Need

- Create a safe park environment for children and youth in high crime areas
  - Reestablish parks as centers of play and recreation for neighborhood families' residence, children and youth
  - Eliminate parks as a place for gang activity and a gang "hang-out"
  - Expand operating hours of parks
  - Address the need for park to provide services for children of ages 8 – 14 and youth 15 – 18
  - Address the need for parks to provide enhance recreational programs
  - Address the need for parks to enhance its collaborative efforts with the community, CBOs, schools, and faith-based organizations
  - Address the need for parks to work closer and collaborate with law enforcement (including Probation)

Work Group Recommendations: Recommendation #1

- Safety Plan **-** Agency must spell out how they intend to provide a safe environment with emphasis on addressing gang violence, disruption and problems
- Support and funding of 8 park sites (4 county and 4 city) for after school and weekend programs for children and youth ages 8 – 14 and 15 – 18, funded at 2 million (250,000 for each park site). Agencies or CBOs must have a track record of providing recreational services. Additionally, the RFP for this funding should include the following:
  - Transportation **–** Pick-up and take-home service for youth attending after school program and for youth who have to cross gang boundaries
  - Outreach **-** Agency must spell out how they will involve and reach out to the juvenile offender population
  - Collaboration **-** Agency must collaborate with law enforcement, Schools and CBOs.
  - **Counseling -** Agencies must provide informal counseling
  - Resource Coordination - Agency must outline how it will leverage community- based resources
  - Data Collection **-** Agency must outline how it will collect requisite data

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- Need and Services - Agency must address how it will address the needs and services of juveniles on formal probation and at-risk youth
- Other Requirements
  - Mandatory use and involvement of civilian gang intervention workers and services
  - Funding for gang intervention workers is to be tied to the parks selected for funding.
  - The agency or park selected must spell out the relationship with the surrounding community
  - All services centralized through CBOs are to be linguistically and culturally appropriate

Juvenile Justice Coordination Council

JUVENILE COMPLIANCE ENFORCEMENT TEAM WORK GROUP

October 25, 2000

Issues and Areas of Concern

- Public Safety
- Accountability of juvenile on probation, especially those identified as gang members
- Providing juvenile accountability with emphasis on intervention service rather than suppression activities
- Change and focus of juvenile compliance enforcement teams to place emphasis on intervention services
- Holding minor accountable
- Holding gang members accountable
- Providing Services to the families, especially siblings of juvenile offenders

Work Group Recommendation #1: Juvenile Compliance and Enforcement Teams Model

- Support and funding for juvenile compliance and enforcement teams model in the following statement of work (see attachment one)

Recommendation #2: Juvenile Compliance and Enforcement and Safety

- Intervention Teams
- Support and funding for juvenile compliance and enforcement and safety intervention teams outlined in the following statement of work (see attachment two)

Juvenile Compliance Enforcement Teams

(Attachment One)

Recommendation #1: Proactive Enforcement

- DPOs who will be in the community to proactively monitor compliance of probation conditions including:
  - Warrant enforcement
  - Curfew checks
  - Truancy

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  - Drug testing
  - Search and seizure
- DPOs will work with youth and families to access and link with available community based services
- DPOs will work as a countywide team and have the ability to mobilize to any area as necessary. DPOs will work varying hours including weekends and evenings. DPOs will not have specific caseload responsibility.

Juvenile Compliance and Enforcement and Safety Intervention Teams Models

(Attachment Two)

Recommendation #2: Safety Intervention and Enforcement

- Target group
  - "High risk"
  - Age group: 10-18 years old
- Outcomes
  - Reduction in suppression
  - Reduction in truancies
  - Reduction in arrest
  - Increased number of probationers completing probation
  - Higher graduation rates
  - Target Areas
  - Housing projects
  - Parks
  - Middle Schools
  - High Schools (in target area)
- Models
  - Neighborhood Action Councils of LA Bridges
  - Family Preservation Services in lieu of camp
- Accountability
  - Measurement outcomes for both CBO's and DPO's
- Juvenile Compliance Enforcement
  - Warrant enforcement
  - Curfew checks
  - Truancy
  - Drug testing
  - Search and Seizure

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Appendix D

National and State Studies Referencing School-Based Supervision Models

National and State Studies

National studies have shown that school-based supervision is more effective in its approach than is regular supervision from an office that is removed from the actual location of the juveniles served by the program. The National Center for Juvenile Justice reports in its Winter 1999 In Focus reporting on Pennsylvania's school-based programs finds that "school-based probation yields some surprising benefits: not just more effective probation monitoring, but more impact on delinquent and at-risk kids, better communication between key youth-services institutions, and safer and more orderly schools. If you want to know them (the probationers), who their friends and enemies are, what pressures they're under, what matters to them and why — you have to see them in their natural habitat."

Pennsylvania School-Based Programs. The Pennsylvania program reports frequent contact (daily), improved communication between probationers and deputy probation officer, and with school officials. Unexcused absenteeism has decreased, classroom disruptions have decreased, conduct has improved, grade point average has jumped, reportedly, kids are "nice". Ad hoc disciplinary conferences are possible, relevant and timely. Preliminary research reveals absenteeism has been reduced by 15%, tardiness was down almost 10 %, the dropout rate had fallen by 29 % (Clause, 1995). Probationers' grades had improved by an average of 4%. Detentions and suspensions among probationers were down 4%.

Further, in a comparison of randomly selected participants (school-based and regular supervision) who matched on age, race, gender, crime, and county of supervision found that the school-based participants spent significantly more time in the community without being charged with new offenses or being placed in custody. It further found that when charges were filed, it was less likely to be for serious crimes but rather for status offense type crimes such as curfew. The resulting placement cost-savings were projected at $6665 per school-based probation client. The studies do not take into account the effects the program may have on students who are not on probation due to the regular contact all students have with the deputy probation officer. These officers have routine contact with at-risk youth—both formally and informally, as mentors, speakers, role models, and as cautionary advisors.

Of the 52 "Pennsylvania school administrators surveyed by Metzger, 63.5% said that the school-based probation officers had been "very helpful" in maintaining order in their schools, and another 30.8% found them at least "somewhat helpful" (Metzger and Tobin-Fiore, 1997). Metzger's survey of school officials found program satisfaction ratings approaching unanimity (Metzger and Tobin-Fiore, 1997). "I've never heard, since 1990, one bad word from anybody", swears a long-time Pennsylvania Juvenile Court Judges' Commissioner.

School-based programming also provides for early intervention with pre-delinquent kids, safer schools, and more effective discipline. It augments the school disciplinary structure. It deters potential conflicts involving the general school population and it diverts at-risk youth from formal juvenile court involvement. It affords access, insight, and leverage to professionals who know how to make use of them to reach kids.

Federal Bureau of Investigation. The FBI in its report (*Federal Bureau of Investigation (FBI) Law Enforcement Bulletin, September 1999)* on school violence targeted primarily crisis response. However, portions of the report dealt with issues of prevention and planning. Specifically, it recommends that "… all aspects of a community need to work together. School violence is not the sole responsibility of the school system". Law enforcement, local government, civic groups,

corporate entities, schools and parents must form a partnership to combat these violent acts. It recommends a good working relationship be in existence prior to an incident of major violence. Law enforcement agencies, schools, and communities can employ preventive measures that may help identify potential at-risk students and defuse violent confrontations. Anonymous reporting programs, on-grounds officers, zero-tolerance policies, educational programs, effective liaison, and legislative and social reforms constitute some of the ways communities can safeguard their children. Good communication between agencies can improve the timeliness of information transference to the appropriate agency.

The FBI specifically recommends that officers be permanently assigned to the school. The officers can provide positive information quickly to authorities. They can weed out rumors and develop intelligence regarding potential or planned acts of violence. Developing a relationship with the students gives them an opportunity to trust and talk to officers in a neutral, non-threatening atmosphere.

Educating teachers and other staff as to the potential warning signs of violence and background indicators would be of benefit to identify those more likely to need psychological assistance. Some of those indicators are a history of violence or family members who have committed a violent act, history of drug/alcohol abuse, a precipitating event such as a failed romance, the availability of a weapon or the means to commit violence, a lack of coping skills or strategies to handle personal life crises with no controls to prevent anger or positive ways to release it, and no apparent emotional support system.

Also recommend are strategies which enable law enforcement, schools, juvenile authorities, and other criminal justice agencies to share information for the purpose of criminal investigations or identifying children who may pose a danger to themselves and others. Communities should develop programs that denounce violence and encourage respect for life and education, along with initiatives that increase individual and parental responsibility and accountability. The report also states, “Communities also should advocate mental health services for individuals who need it, meaningful sanctions for those who demonstrate an unwillingness to conform their behavior to the law, and avenues for obtaining information that may enable behavioral scientists to better identify predictive behavior and thresholds of behavior that require intervention (treatment or sanctions, as appropriate).” Communities that come together to deal with this problem in a multidisciplinary approach are more likely to succeed.

California Studies

California has been a leader in its efforts to promote school safety and interagency collaboration between education, law enforcement, parents, and students. In 1982 California voters passed Proposition 8 “to provide all students and staff… the inalienable right to attend campuses which are safe, secure and peaceful”. To this end, the State Superintendent of Public Instruction and the Attorney General formed the School/Law Enforcement Partnership in 1983. It was later codified in 1985 with the passage of the Interagency School Safety Demonstration Act. It emphasized safe school planning, conflict resolution, school community policing partnerships and gang violence reduction.

Safe Schools Task Force. The Safe Schools Task Force was formed in 1999, by the State Superintendent of Public Instruction and the Attorney General. Its purpose is to analyze issues, identify strategies and to make policy recommendations to schools and law enforcement. It consists of 23 members representing education, law enforcement, community groups and youth. The Task Force was clear in its message that “success depends on everyone working together—parents, school staff, law enforcement, community service organizations, social service agencies, businesses, local government, faith community leaders and all other community members. There needs to be a full spectrum of response”.

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It found that “…increasing the presence of law enforcement on school campuses and integrating Community Oriented Policing and Problem Solving (COPPS) strategies with school communities; strengthen the capacity of the School/Law Enforcement Partnership Program; promoting positive youth development; establishing strong accountability measures; using research-based practices

and model programs; and increasing professional development training of educators and school staff to include school safety skills".

The report further found that "…additional student support services staff (school counselors, psychologists, nurses, and social workers) are needed to address the personal, family, peer, emotional and developmental needs of students. By focusing on these mental health needs, these staff will be able to pick up early warning signs of troubled youth and identify appropriate actions and services, thereby improving student behavior, performance and school safety." The Task Force found that good planning and strong partnerships could prevent many school safety problems. As such, safe school plans are intended to be collaborative and inclusive.

The Task Force recommended, in part, to "… support strategies, including community oriented policing and problem solving, to increase law enforcement and probation officers as partners on school campuses". Task Force member and former Chief of the Orange County Probation Department, Michael Schumacher, reported "Probation Departments already supervise delinquent, violent and disturbed youth in a variety of settings: institutions, group and family homes; schools; day treatment centers; and in the community. In addition, probation is an integral part of the juvenile justice system once a minor has crossed the line by committing a law violation. Given our experience in providing structure, guidance and accountability to youth, we can contribute greatly to the prevention and intervention activities related to school safety."

The third recommendation specifically recommended partnering with probation officers on school campuses to support strategies including community oriented policing and problems solving and to increase their presence on school campuses. Probation officers are a good partnership to make further inroads with youth by involving teachers, parents and friends. They can link families to appropriate counseling services and provide a social safety net for children at risk of delinquency. "School officials report that on-campus officers are effective in guiding relationships with students and acting as deterrents to truancy. According to the recent California Attorney General's 'Survey of Sworn Peace Officers on California High and Middle School Campuses'. 37% of high schools have no full or part-time officers on campus. Probation officers can provide intensive supervision for students on probation who attend school. School officials report that probation officers are very successful in reducing truancy and intervening with at-risk youth. They cite the probation officer's ability to work with juvenile offenders through the entire justice system."

Currently there are approximately 5,500 probation officers in California. There are more than 5.8 million students who attend over 8,330 public schools in California. A recent survey found that only 197 schools of the 2030 middle and high schools statewide have a probation officer that works regularly with students on campus.

In the majority of these schools, the probation officers are responsible for truancy reduction programs; working closely with at-risk juveniles, including those not formally on probation; and conducting home visits. At larger schools, probation officers work with other law enforcement or school district officers. There are currently innovative programs in schools that link a probation officer and a police officer on each campus and include interagency coordination with school officials, counselors and parents. Some teams link lower level "feeder" schools at the elementary or middle school level with an on-campus officer located at the high school. Prevention services are provided at the lower grades and early intervention strategies are incorporated at the high school level. The combination of prevention and early intervention, working with students on formal and informal probation, linking service strategies all contribute to the overall team approach.

The Task Force further recommended supporting legislation to provide funding for additional probation officers on school campuses. It recommended including probation departments in any proposed legislation defining partners in local school safety efforts and to include probation officers on school safety related commissions and task forces. It promoted information sharing among school/law enforcement/probation agencies including computer system compatibility to access appropriate and pertinent information. It recommended requiring evidence of sustainable collaboration among the school community and law enforcement on all school safety-related grant applications and entitlement funding.

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The Task Force encouraged schools to review the annual California Safe Schools Assessment Report with local law enforcement and probation departments and develop a collaborative plan for improvement of school climate. The Task Force further recommended building linkages between regional School/Law Enforcement partnership Cadre teams and networks such as Healthy Start and the After School Learning and Safe Neighborhoods partnerships.

Sworn Peace Officers on California High and Middle School Campuses. The California Attorney General issued a report on Sworn Peace Officers on California High and Middle School Campuses on April 4, 2000. The report was the first survey in California designed to capture information with regard to the number of police officers, sheriff's deputies, school district police and probation officers providing direct services to students on school campuses. The report indicates that probation officers provide services on the campuses of 197 middle and high schools in California.

The report noted that probation officers play a crucial role on school campuses in preventing violence, intervening with at-risk students, providing a single point of contact with law enforcement agencies to address school needs, reducing violence on and around campuses and providing a sense of safety and security on campus for teachers, administrators, students and parents. Although some reported initial concern with placing officers on campuses, the survey reports that most eventually came to appreciate the benefits of direct service benefits to students. Anecdotal information includes comments that on-campus officers were effective in guiding relationships with students and acting as deterrents to truancy, crime, and violence in and around the campus. Students reportedly developed relationships with the officers and were more likely to notify the officer of potential personal problems on campus and in the community. Additionally, officials indicated that because many students begin to manifest discipline problems in their early teens, intervention should begin prior to high school. Officers located on middle school campuses are better equipped to intervene with students before they enter the juvenile justice system.

Both law enforcement and school officials have overwhelmingly expressed support for implementation and expansion of programs. The survey concludes that "…probation officers play a crucial role on school campuses in preventing violence, intervening with at-risk students, providing a single point of contact with law enforcement agencies to address school needs, reducing violence on and around campuses and providing a sense of safety and security on campus for teachers, administrators, students and parents."

The Attorney General recommends that the Legislature and the Governor act this year to allocate additional resources to support the placement of probation officers on California middle and high schools. It also recommended that a school safety conference should be organized which focuses on coordinating state and local resources to address school safety issues. It recommended that probation officers be included as part of the conference.

National and State Studies Referencing Gender-Specific Programming

National Studies

"Guiding Principles for Promising Female Programming" and "Juvenile Female Offender: A Status of the States Report."

These two reports provide significant data with regard to the trends in female juvenile delinquency. Identification of the problem is the first step in determining how to address the issues and work toward comprehensive programming. There are significant trends nationwide with regard to females in the justice system. Statistics indicate that females accounted for 27% of juvenile arrests in the United States. Females accounted for 58% of all juveniles arrested for running away from home, 50% of all juveniles arrested for prostitution and commercialized vice and 31% of arrests for

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simple assault and 22% of juvenile arrests for aggravated assault. Over the next six years (1997), this rose to 21.1%.

Research revealed several common characteristics that present a profile of the youthful female offender. Typically, the girl is 14-16 years of age, has a low socioeconomic status, lives in a neighborhood with a high crime rate, she is likely to belong to an ethnic minority group, and has a history of poor academic performance and may be a high school dropout. She is likely to have been a victim of physical, sexual and/or emotional abuse or exploitation, she used and abused drugs and alcohol. She is likely to have gone without attention for medical or mental health needs, she feels that life is oppressive and she lacks hope for the future. In the 1980s and 1990s additional factors include that she is likely to be sexually or physically abuse, comes from a single-parent home and she lacks social or work-related skills.

Studies indicate that the use of alcohol is nearly universal and 55% of the girls drank more than 20 days in their life. More than 40% of the girls used marijuana more than 40 times. Forty-two percent of the girls used cocaine and began using the drug by age 12. Violence is prevalent. Nearly 70% of the girls reported being involved in a fight during the 12 months preceding their incarceration. The rate of drug users' involvement in violence was 10-20% greater than non-users. Forty-two percent of the girls reported gang involvement. The girls were twice as likely to be involved in suicidal activities (suicide ideation, planning, attempting, injury). Statistics of sexual abuse in the history of female juvenile offenders varied from a low of 40% to a high of 73% in some studies.

Other studies stated that 70% of female delinquents have a history of sex abuse, and in some institutions it is reported at approximately 90%. Usually the perpetrator is a family member or close family friend. This type of abuse often results in lessened self-esteem, inability to trust, academic failure, eating disorders, teen pregnancy, and other serious issues. Girls are at high risk for substance abuse if the sexual abuse is not addressed. Research shows that the female offender population has substance abuse problems combined with mental illness and academic failure at significantly higher rates than their male counterparts.

Female teen offenders are shown to engage is sexual activity at an earlier age than non-offenders. Teenage pregnancy virtually ensures the young woman's poverty and reliance on long-term welfare. These young women drop out of school, they earn an average of $5600 a year, less than half the poverty-level income. More than 60% of African-American and 50% of Hispanic teen mothers are concentrated in poor, racially segregated neighborhoods with poor housing and high crime rates. These young women are more likely to raise a child that goes to prison than mothers who delay having children until their early twenties (Robin Hood Foundation, 1996). Research also shows that these girls frequently have a second child within a year of having had the first child. The children of teen mothers are twice as likely to become victims of child abuse and neglect than are the children of adult mothers (Robin Hood Foundation, 1996). Because at least 70% of the girls in the justice system have a history of abuse themselves, this becomes an issue that spans generations. The sons of teen mothers are 2.7 times more likely to be incarcerated than the sons of adult mothers (Maynard & Garry, 1997).

Female gang involvement is on the rise. Research seems to indicate that girls join gangs out of a desire for safety or power and a sense of belonging (Molidor, 1996; Campbell, 1990). Studies indicate that these female gang members have come from homes with a high incidence of sexual abuse, domestic violence, and family dysfunction (Molidor, 1996). These girls feel a sense of hopelessness about their future, they grow up in poverty; they are isolated from the mainstream. Their involvement with gangs may result in more victimization and violence.

The most significant risk factor tied to early delinquency is poor academic performance (Dryfoos, 1990; Yoshikawa, 1994; Greenwood, et al., 1996). Twenty-six percent of female juvenile offenders have learning disabilities according to the U.S. Department of Justice, 1994. They often have developed a negative attitude about learning, they lack self-confidence about their academic abilities and they are often at least one grade-level behind their peers. Poor academic performance

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is so closely tied to employment opportunities and poverty that it is critical to address the needs of these young women in order to prevent their lifelong decline to the lowest levels of poverty.

Girls who have been abused, fail in school, participate in delinquent activities and abuse drugs are having serious issues with coping. They are often depressed over physical or sexual abuse, they often experience family dysfunction and inabilities to communicate effectively. Their mental health needs go untreated for these very serious issues. More than half of young women in training schools have reported attempting suicide; of those 64% have tried more than once to kill themselves (Bergsmann, 1994).

Studies indicate that the use of alcohol is nearly universal and 55% of the girls drank more than 20 days in their life. More than 40% of the girls used marijuana more than 40 times. Forty-two percent of the girls used cocaine and began using the drug by age 12. Violence is prevalent. Nearly 70% of the girls reported being involved in a fight during the 12 months preceding their incarceration. The rate of drug users' involvement in violence was 10-20% greater than non-users. Forty-two percent of the girls reported gang involvement. The girls were twice as likely to be involved in suicidal activities (suicide ideation, planning, attempting, injury). Statistics of sexual abuse in the history of female juvenile offenders varied from a low of 40% to a high of 73% in some studies.

Girl Power! Girl Power! is a campaign under the leadership of the Center for Substance Abuse Prevention (CSAP), Substance Abuse and Mental Health Services Administration (SAMHSA) and the Center for Mental Health Services (CMHS) with the U.S. Department of Health and Human Services. It provides information to assist girls in obtaining good mental health and to reduce substance abuse. The organization identifies risk factors and makes recommendations for improving good mental health in girls and to reduce substance abuse.

Girl Power! identifies that girls are seven times more likely than boys to be depressed and twice as likely to attempt suicide. Girls are three times more likely than boys to have a negative body image, one in five girls between the ages of 12 and 17 drink alcohol and smoke cigarettes. Teenage years are a time when girls may make decisions to try risky behaviors, such as drinking, smoking and using drugs.

Girl Power! reports that a study of nearly 6,000 people aged 15 to 24 show that among young people with a history of both a mental disorder and an addictive disorder, the mental disorder is usually reported to have occurred first. The onset of mental health problems may occur about 5 to 10 years before the substance abuse disorders.

Girl Power! recommends that children be provided with clear and consistent expectations for each child by all caregivers. Subjects of interest to concerned caregivers would include child development, constructive problem solving, discipline styles, and other parenting skills. Specific recommendations include: provide a safe home and community, nutritious meals, regular health check-ups, immunizations and exercise. Be aware of stages in child development so too much or too little is expected from the child. Also a child should be encouraged to express her feelings; respect those feelings, and be sure to let the child know that everyone experiences pain, fear, anger, and anxiety. Try to learn the source of the child's feelings. Help the child to express anger positively, without resorting to violence. Promote mutual respect and trust. Keep the voice level down. Keep communication channels open. Listen to the child, use words and examples the child can understand. Encourage questions. Provide comfort and assurance, be honest, and focus on the positives.

Girl Power! also recommends the importance of expressing a willingness to talk about any subject. Parents and caregivers need to look at their own problem-solving techniques and coping skills. They should identify if they set a good example, or do they turn to alcohol or drugs. Parents and caregivers should be encouraged to seek help if they are overwhelmed by the child's feelings or behaviors or if they are unable to control their own frustration or anger. Goals should be set and based on the child's abilities and interests, celebrate their accomplishments. Don't compare one child's ability to those of other children. Appreciate the uniqueness of the child, spend time regularly with the child. Foster the child's independence and self-worth. Help the child deal with life's ups and downs. Show confidence in the child's abilities to handle problems and tackle new experiences.

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Factors that reduce risk include those girls that have an interest and ability in areas such as academics, the arts, sports, and community activities are more likely to develop confidence and may be less likely to use drugs.

State Studies

Minnesota. The state of Minnesota began its efforts toward gender specific programming in 1978. They recommend identifying and addressing the specific needs of girls, identifying gaps in service, training staff at all levels as to how better to work with young female offenders. The Minnesota task force recommends seeking creative solutions and ensuring that the girls have a voice. Promoting the participation of those in need of the services will help to create a better plan of meeting the needs. Planning across disciplines was seen as critical to the effective development of programming. The task force recommends including private therapists, community mental health staff, corrections workers, county and local agency representatives, staff from community based organizations and others. Additionally, the task force recommends building allies in a grass roots effort to include private citizens in the local communities.

Maryland**.** The state of Maryland began addressing the needs of the female youthful offender in 1992 when a task force was formed to focus attention on the needs and issues of female juveniles. Caseloads were reorganized to form female caseloads. Gender specific treatment programs were identified with the help of community-based organizations and the Urban League. They initially targeted self-esteem issues. Additional issues that were addressed specifically included teen parenting issues, sexual abuse, pregnancy prevention and family planning, infant and toddler care and substance abuse education. They stress the importance of a female-friendly environment, specific training for staff on the needs of girls, understanding the role of relationships in the girls' lives, and building in success components so that the girls achieve a sense of accomplishment.

Oregon. Oregon sought to coordinate services for female youthful offenders in 1987. Specifically, they sought to address the needs of girls and young women who were involved in or at risk of becoming involved in the juvenile justice or welfare systems. They found an inequitable use of detention and training school commitments and that programs serving girls were only in metropolitan areas.

The At-Risk Girls and Young Women's Study Group began to study the lack of programming specifically for girls and young women. They found a cyclical nature of problems such as teen pregnancy, child and sexual abuse, domestic violence, and later dependency on the welfare system. The Group sought to develop strategies and programming specifically to target these issues. First they had to identify the gaps in services, they worked toward statewide planning, they did information gathering about current services and target populations, the conducted research on model programs serving girls. They coordinated a system of services, established education and training activities and materials, developed strategies to promote policy and system reform, and they developed regionalized and coordinated planning efforts.

Cook County, Illinois. The Cook County juvenile justice system began gender-specific research in 1994. They found that it was important to develop gender-specific assessment tools and did so with the help of the National Council on Crime and Delinquency (NCCD). The risk assessment instrument seeks to determine the risk for re-offending so that resources and services can be targeted effectively. The Strengths/Needs Assessment Instrument helps the service providers to plan and deliver gender-specific service interventions.

The Cook County Juvenile Probation Department formed a Female Offender Unit. They recommend publishing a resource directory of gender-specific programs that address the unique needs of girls. Also recommended is the coordination of training programs for service providers, community based organizations and justice system staff. Cook County piloted a gender-specific case management model in 1998 that addresses continuum-of-care issues. Committees were formed to target specific areas of programming; advocacy, education, policy development and programming.

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Ohio. The Ohio Office of Criminal Justice Services developed a work group in 1995. The mission of the group was to identify existing justice services for girls. They found a lack of facilities for female delinquents, insufficient funding, lack of parental involvement, the girls perceived a lack of respect from staff, and the girls had concerns that males had more privileges, more space, more equipment and better treatment than the girls.

The Ohio Office of Criminal Justice Services is using the results of the focus groups to develop programming specific to the needs of the female juvenile offender

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APPENDIX E

RESIDENTIAL TREATMENT SERVICES BUREAU PROGRAMS AND SERVICES

Camp Clinton B. Afflerbaugh
Computer Training
Camp Afflerbaugh in conjunction with Sprocketts Universe, Inc., provide computer training to camp wards. We are working on job placement as the goal of the program. Sprocketts Universe is providing staffing with their contact person being Michael Setlich who can be reached at (310) 937-7024 Contact: SDPO Richard Fort, (909) 593-4937.

Eagle Rock Baptist Church
Every other month, on a Saturday afternoon, Eagle Rock Baptist Church fields a baseball team and provides treats for interested minors. They have been faithfully doing this since the early 1960s. Their mission is to increase minor's spirituality through sports. The church pays for all treats. Contact: SDPO Richard Fort, (909) 593-4937.

Hillcrest Retirement Home
Every Friday the camp sends seven minors to Hillcrest Retirement Home. The boys interact on an individual and group basis with senior citizens, eat lunch at the home, and play games in an effort to improve the quality of life for senior citizens. The Probation Department provides a juvenile crew instructor to supervise the minors. Contact: SDPO Victor Holder, (909) 593-4937.

Honors Drama Ensemble
Camp Afflerbaugh's Honors Drama Ensemble has a group of consistent volunteers who come to camp on Thursday evenings to teach drama skills and choreography to the minors. The Drama Ensemble performs anti-drug and anti-gang skits to community groups, middle and grade schools, and churches throughout our community. The Probation Department provides staff to escort minors to performances. Contact: DPO II Wilbert Watts, (909) 593-4937.

Merit Rewards
On the second Thursday of every month a Supervising Deputy Probation Officer from the camp takes seven boys who have achieved high grades in school the preceding month to a tour and luncheon at Cal Poly University in Pomona. The boys tour the university and eat lunch with faculty. The mission of their event is to acquaint college prospects with a real college campus and answer all questions minors may have about attending college. Cal Poly University pays for lunch. The Probation Department provides staff to escort the minors. Contact: SDPO Richard Fort, (909) 593-4937.

Mobility Opportunity Via Education (M.O.V.E.)
Mobility Opportunity Via Education, or the M.O.V.E. Crew, sends seven boys each day to work with physically and mentally handicapped children at El Camino School in Pomona. Under the close supervision of El Camino instructors, the camp boys help children who cannot sit, stand or walk without help. The Probation Department sends one juvenile crew instructor with the crew on a daily basis. Contact: SDPO Victor Holder, (909) 593-4937.

Religious
Protestant and Catholic volunteers provide Sunday morning services as well as at least one Bible Study or Catechism class during the week. Once a month Protestant volunteers hold an assembly in the gym for boys who have had birthdays that month. At voluntary assemblies boys saw plays and skits from community groups after which they received treats. The goal is to increase minors' spirituality. Protestant and Catholic volunteers provide all services. Contact: SDPO Al Barnes, (909) 593-4937.

Tutoring
Between September and June of every year Camp Afflerbaugh hosts up to 50 undergraduate students who are in training to become teachers from Cal Poly University in Pomona. They tutor camp boys for 1-1/2 hours per week in all disciplines. This is our contribution to Project READ. Their goal is to increase the reading and math skills of remedial students. The Probation Department provides the staff to implement the tutoring. Contact: SDPO Richard Fort, (909) 593-4937.

University of LaVerne Tutoring
Throughout the week the camp hosts tutors who volunteer on their own to teach remedial skills in the evenings or who work through the University of LaVerne each semester for 96 hours with us to fulfill classroom requirements. Their goal is to bring minors up to grade-level in reading and math. Volunteers provide all of the services. Contact: SDPO Richard Fort, (909) 593-4937

Challenger Memorial Youth Center: Camp Gregory Jarvis, Camp Ronald McNair, Camp Ellison Onizuka, Camp Judith Resnik, Camp Francis Scobee, Camp Michael Smith

Challenger Memorial Youth Center (CMYC) is a complex of six probation camps located on a 42-acre site north of Lancaster. The Center is dedicated to the honor of the Space Shuttle Challenger crew members. There are six camps for boys plus a girls unit in the Special Housing Unit (SHU). Each camp carries the name of one of the Challenger astronauts and the School carries the name of the civilian teacher, Christa McAuliffe, who was aboard the Challenger mission.

CMYC is enclosed by a 16 feet high solid perimeter wall. Each camp has two large 55 bed dormitories and recreation/dining areas where the children eat and sleep. The facility also has a special housing unit (SHU) with 60 rooms, which are utilized as a combination infirmary and temporary separation from the resident groups for children experiencing exceptional discipline problems. The facility is divided into two mirror image sides. Each group of three camps shares a large athletic field and gymnasium. They utilize these recreational areas as separate camps so that each maintains its individual identity. The facility has 24-hr. nursing care and a mental health component where referrals are made from the facility and also from other camps in the system.

When minors arrive at the facility they attend a one-week orientation that includes modules instruction, regimentation training, school class testing and assignment. Common to all the camps is to have community meetings with minors where camp problems are discussed. Also all camps participate in the READ program, where minors with a reading level lower than 3.9 receive one on one tutoring. All minors in the facility attend a 300-minute school day with the exception of minors with a GED diploma. S.O.S. *Stay on the Streets* is a program that comes to the camps and is provided by a group of motivated inmates with less than two years in their sentence with the goal of providing motivation to our wards to conduct themselves lawfully. The Catalyst Foundation provides HIV training to our wards together with support and guidance to those minors who need it. LA DADS is involved in all the camps and targets youth 14 and over who are parents and provides them with the skills needed to be a better parent. Religious services are provides weekly (Saturdays and Sundays) to any ward who wishes to participate. Food services are prepared in a central kitchen and brought to the camp in hot and cold carts. Meals are served family style in the dining areas of the camp.

Within the CMYC facility itself there are some differences in the programs. Camp Jarvis is a phase II camp that has been approved for phase III. Camp Onizuka is a phase II camp. Camp McNair is a phase II camp. Camp Scobee is a phase II, III camp and takes minors who have mental health problems and need to take psychotropic medications. Camp Smith is a VAP program that handles minors with violence in their background. Camp Resnick is a phase II camp and also has been approved for phase III. SHU has a girls unit housed in the SHU building.

Camp David Gonzales
Gonzales Therapeutic Intervention Program (G-T-I-P)
The Gonzales Therapeutic Intervention Program (GTIP) is a comprehensive diagnostic and treatment approach that provides maximum casework services to wards of the court who have been ordered into camp community placement. It targets wards, parents , and the signigicant others of wards who have children of their own to facilitate transition back to the community after release, ensure compliance with court orders and aftercare instructions, and help wards remain crime-free once back in the community.
The program is supported by Phillips Graduate Institute, California Family Counseling Center, Verdugo Mental Health Center, Pepperdine University School of Education & Psychology, University of Southern California, and California State University, San Marcos.
Contact: Thomas Kratochvil, Ph.D, Program Director
Other Camp Gonzales Programs: Yoga Anger Management, ABC Learn, Time/Warner Reading, AA Program, Various Religious Services, Domestic Group Violence, Group Dealing with Violence to Family Members, Leadership Training, Junior College Courses, Writer's Workshop/English Literacy by "Create Now", Actor's Workshop-Filmmaking-Stunts Job Preparation Group

Camp Karl Holton
Community Programs
Fresh Start - In an effort to further aid the minors and help the families of these minors the Fresh Start Program is in the final stages of implementation. Community-Based Organizations in the Kenyon Juvenile Justice Center area and the Kenyon justice staff will be involved in working with the camp, the minors and their families. The focus is on minors' younger siblings. There will be an open line of communication between the minor's family, his counselor, and the Community-Based Organization**.** This line of communication will continue beyond the minor's camp program. The goal is to enable the parents to be effective in dealing with various family problems, which may rise. This program should help parents better cope with the minor when the minor returns home.
Counseling Program
Deputy Probation Officers integrate counseling with behavior modification, scholastic potential, and vocational planning. All minors are seen a minimum of once a week by their counselor. Areas of concern include camp behavior, individual responsibility, communication skills, school achievement, vocational planning, compliance with special court orders, and emancipation. Much attention is devoted to increasing group living skills through cooperation and respect for others.

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Education Program
All minors participate in a full time school program--a minimum of 300 minutes each day. One hour each evening is devoted to homework. Instruction is given at three basic skill levels which include remedial reading and math. The school has seven full time instructors, a speech therapist, and a program specialist.
Health Care Program
Camp Holton's nurse is available eight hours a day, Monday through Friday, and four hours on Saturday. A doctor is on call.
Operation Read Program
A literacy program designed to assist minors to increase their reading efficiency to the academic grade level**.** Minors in this program are identified through tests administered through the school. Each minor is provided a tutor to assist them in completing assigned curriculum during after-school hours and weekends. The tutors are comprised of volunteers from Community-bases Organizations and paid student workers.
Post Dispositional Program
The goal of this pilot project, referred to as Post-Dispositional Participation Program, is to serve minors who are placed in camp pursuant to court orders but whose needs are not being met in camp programs. The program identifies minors in this target population who could benefit more fully from programs and services in suitable placement or in a structured setting in the community. The program is being offered in collaboration with The Los Angeles County Public Defender's Office.
Recreation Program
Camp Holton offers a wide range of recreational activities which includes all court and field athletic activities. Throughout the year, the camp engages in intramural basketball and softball competition.
Religious Program
Religious Services for Catholic and Protestant faiths are held weekly. Minors may receive counseling from an authorized representative of their religion upon request.
Visitation Program
Parental visiting is regularly scheduled on Sunday afternoons between 1:00 p.m. and 4:00 p.m. Parents or legal guardians may visit any day between 8:00 a.m. and 8:00 p.m. Special visits for other persons must be arranged by the minor's counselor.
Volunteer Program
Volunteers from a local college serve as tutors for any minors who request their services. Special volunteers, from Amer-I-Can Program, Co-Dependent Anonymous, Alcoholic Anonymous, Sports figures as well as Tattoo Removal program, also enhance the Camp Program.

Camp Vernon Kilpatrick
Alcoholic Anonymous/Narcotics Anonymous (AA/NA)
Each week AA and NA representatives come to the facility and meet with camp minors to deter them from the abuse of alcohol and or drugs. Minors that have court orders to participate in drug and alcohol abuse programs as well as minors that volunteer for the programs are assigned to the weekly sessions. Both programs follow the seven (7) step approach toward abstinence.
Academics With Athletics Reaching Excellence (AWARE)
Camp Kilpatrick is the only Probation camp that has an academics and sports program focus. Through AWARE minors participate in the Alpha League football, basketball, soccer and baseball at varsity and junior varsity level. AWARE has full membership in the California Interscholastic Federation (CIF). AWARE students develop an academic self-confidence and enthusiasm for school as well as a sense of fair play, teamwork, honesty and ultimately integrity through athletics. Gang and ethnic rivalries are replace by very close peer relationships. Contact: DPO II Duane Diffie, 818/889-1353
Amer-I-Can Life Skills Program
Founded in 1988 by National Football League Hall-of-Famer, Jim Brown, this program consists of sessions of 20 minors who undergo a 60-hour, 15 chapter self-improvement and life-skills training program facilitated in controlled group discussions. The curriculum addresses, 1) motivation, habits and attitudes, 2) effective communication, 3) goal-setting, 4) problem-solving and decision-making, 5) emotional control, 6) family relationships, 7) financial stability, 8) employment search and detention and 9) drug and alcohol abuse. The program seeks to alter the mind-set of the participant from one of self-doubt to self-determination. Contact: Twilight Bey, 320/978-1315 or Camp Director Margaret Billingsley, 818/889-1353
American Heritage and Cultural Awareness Programs
These programs are presented throughout the school year by Kilpatrick High School. Each significant holiday and major cultural celebration is acknowledged and discussed in the classroom setting. School assemblies are held to offer informative presentations and skits to raise awareness and sensitize students to our history and our rich cultural diversity. These presentations are augmented by related field trips to special events and venues, i.e. Mark Taper Forum and the Museum of Tolerance. Contact: School VP Bruce Kundin/teacher Mrs. Westbrooks, 818/889-1353
Anger Management Group sessions
This program is provided at the facility for minors with identified needs for the service. The program is designed for a group of no more than 10 minors, which remains together to 10 weeks. Group sessions are held once a week and facilitated by the camp MSW. When individual needs and progress is demonstrated, the MSW intervenes the session and shares the information with the camp Probation Officer of record. This program raises the awareness level of the participants and allows them to develop better coping tools in the interaction with others. Contact: DPO II/MSW Yannashet Woods, 818/1353

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CISCO Computer Company Training

As part of the camp's academic and/or education programs, CISCO services approximately 51 students each year. These students are trained in Computer Technology and Repair. They undergo 160 hours of classroom and hands-on experience. At the conclusion of their course, they understand computer functions and program and are qualified to repair computer units. Through this partnership the camp school provides the program instructor. The equipment is provided by CISCO Company and donations. Contact: School Vice Principal/teacher Roger Espinosa, 818/889-1225

The Foliage Theater Arts Group

A group of actors, writers and musicians volunteer their time to teach acting skills and attempt to provide a networking system to link students with professionals in their area of interest. Youngsters have given live performances at the J. Paul Getty Museum in Malibu and the Los Angeles County Museum of Art in West Los Angeles. The group explores how movement, dress, dance and words have changes through history. They then have our young men create their interpretation of several scenes from Othello, but using their own writing and music, giving our young men an opportunity to relate modern day issues to problems faced by people of the past through the medium of classical theater. The hope is to create a sense of connection with a long line of humanity, and not be isolated and apart as so many of them feel. Contact: SDPO Ish Moran, 818/889-1353

L.A. Dads Program

The Los Angeles County Probation Department and the Los Angeles county Court Schools have joined in a collaboration to promote responsible parenting through intergenerational activities, and a classroom curriculum which is in compliance with the State health framework. As part of the program services, the young men in camp are involved in family activities with their child on specified weekends. The classroom portion of the program includes a computerized baby for homework. A young man is assigned to care for the baby 24 hours a day, and must respond to its cries, attending to its needs. The young fathers are also assigned a mentor in camp to assist with family communications and provide support upon release to the community. Contact: SDPO Dennis Schultz/DPO II Bruce Prescott, 213/637-3164

Operation Read

Operation Read is designed to improve the reading skills of at-risk youth served by the Probation Department, the Department of Children and Family Services (DCFS) and the Los Angeles County Office of Education, and provides one-on-one after-school tutoring services, five hours a week. The tutors are provided through volunteer groups as well as student workers. Targeted are youth from Los Angeles County who read at less than a fourth-grade equivalent. Referrals to the program are generally generated by the camp school after the school initial testing and assessment has been completed. Contact: Chestina Grayson, 818/889-1353

Scholastic Aptitude Test (SAT) Program

Camp Kilpatrick students participated in a 30-hour pilot program to prepare them to take the Scholastic Aptitude Test (SAT). Up to 15 students that have the potential for entry into college work with an instructor twice a week on their math and verbal skills. Course materials include a course manual, workbook and practice SAT exams. Student progress is evaluated through the course to assess which areas of study need the most focus. At the conclusion of the course students take the actual SAT in preparation of entry into college. The program was funded by the Probation Department, and it is anticipated that the program will continue for the upcoming semesters.

Student Run L.A.

Students Run L.A. is a non-profit sports-based youth education and intervention program. This program uses the experiences of training for and completing the 26.2-mile Los Angeles Marathon to teach the minors important life lessons in commitment, dedication and discipline. The minors benefit from receiving this first-hand experience in setting and accomplishing the challenging goal. Students Run L.A. is an annual facility event. Contact: SDPO Treneir Woodland, 818/889-1353

Tales by the Sea

Tales by the Sea is an inventive program designed to assist the minors with developing self-expression and public speaking skills. The program is offered to the camp minors free of charge through a local Malibu organization. Once a quarter the interested minors are invited to attend a one-day story development and story telling workshop. Later in the evening they attend a "concert" where professional storytellers weave their tales of intrigue and adventure. Contact: Camp Director Margaret Billingsley, 818/889-1353

Tutorial Assistance Program

This is a comprehensive program for all minors in need of such help. Volunteer tutors are provided by Pepperdine, Pierce and UCLA Colleges. The university students provide the camp minors assistance in all subjects once a week throughout their school semester. Approximate 40 Kilpatrick students receive these on-going services on a on-to-one basis. The camp minors make at least one field trip tp two university campuses each semester to meet with the university students and instructors. These outings allow the volunteers to meet our population of minors, and exposes the minors to the college environment. Camp Kilpatrick receives an average of 700 volunteer tutorial hours per semester.
Contact: DPO II Tom Barr, 818/889-1353

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Tattoo Removal Program

The Tattoo Removal Program is a year round program that services minors at both camps Kilpatrick and Miller. The program utilizes the services of local community doctors who volunteer their time, equipment and clinical space to remove gang related tattoos from camp youth while they are in camp and when they return to the community. All service is free to the

youth and his family. It is provided as a strong support for the minor's commitment to change his lifestyle and allegiance to the gang. Contact: DPO II Duane Diffie, 818/889-1353

Vocational Exploration

Many camp minors are afforded the opportunity to learn the art of landscaping and grounds maintenance of facilities, as well as culinary arts for large facilities. Young men that have graduated from high school or have obtained their GED, are assigned to work closely under the supervision of a crew instructor. The instructor teaches landscaping and maintenance skills. Other minors apply for the culinary arts program, in which they learn food preparation and kitchen operations under the supervision of professional cooks. Contact: Head Cook Ray Hernandez/Crew Instructor Jeff Obarski, 818/889-1353

Yoga Classes

Yoga classes are offered to all camp minors who express and interest in this life skill. This discipline is of Hindu origin, and is aimed at training the consciousness for a condition of perfect spiritual insight and tranquility. Through a system of exercises the minors practice control of their body and mind. This discipline assists the minors in the areas of anger management, self awareness, awareness of others and their environment, as well as self-discipline. The Yoga volunteers meet with the participants weekly through the year. They often incorporate music and story-telling into their weekly sessions. Contact: Krishna Kaur, 323/938-8397 or SDPO Ish Moran, 818/889-1353

Camp William Mendenhall

Religious

Camp Mendenhall has Protestant Services every Sunday. Catholic services are on Saturday. Bible study occurs on both Tuesday and Wednesday. There is also a First Communion Class on Saturday. In addition, church groups perform special programs for the minors, i.e. on June 10, 2000, the Eagles put on a religious play and musical.

Education

Camp Schools, along with Probation (which provides transportation) combine to help camp wards take the GED test at designated schools in Los Angeles County.

Operation Read" is a program designed by the Board of Supervisors and administered by probation to help wards learn to read. Volunteers work with a targeted population on a daily basis. On Friday, Probation staff meet with the Camp Mendenhall teachers to discuss scholastic and behavioral issues.

Therapeutic

Minors participate in AA meetings on Thursday. "Stay on the Street," an anti-crime gang message is delivered through a collaborative program jointly administered by the Los Angeles County Probation Department and State Prison, Los Angeles, one Tuesday every other month.

Mendenhall also has community meetings for each platoon once a week. Leadership meetings occur on Monday, Wednesday and Friday. Social skills, making decisions, communication and treating all people with dignity and respect are some of the benefits.

The camp has a position meeting where various staff and minors discuss suitability for various camp jobs.

Camp Mendenhall has a town hall meeting the first Saturday of the month to discuss recent problems or issues concerning staff and minors. Catalyst education classes on drug abuse and AIDS awareness are taught each week through school. Minors frequently attend the Museum of Tolerance. Camp staff counseling is offered. Mental health cases are counseled at Challenger Youth Memorial Center.

Social

Parents of camp wards are invited to camp each Sunday to visit their sons. They meet in the dining hall where a camp store is held. Nachos, sodas and candy are sold. Money gained provides funds for the weekly canteen and out-of-camp treats. On an occasional basis, special family visits are arranged with the minor and his caseworker. Special visits are set up to assist the minor and his family in establishing present and future goals, to help work through problem areas that have potential to short-stop the attainment of these goals; and family reunification and interpersonal conflict resolution.

Career

On June 12, 2000, a United States Navy recruiter visited Camp Mendenhall to discuss career opportunities. In May, 13 minors visited the Pierce College Campus for a tour and discussion of educational opportunities.In June, minors toured California State University at Northridge.

Sports

Occasional outside treats include Arena Football (The Avengers). Camp Mendenhall sent a group of minors to support the Camp Kilpatrick Mustangs in the CIF finals. USC/UCLA football is also planned for the year. A group of minors was sent to the Arrowhead Pond for a treat of boxing. The camp is organizing a running club, group competition for various sports, and PE in school has organized sports. A swimming pool for recreation and basic water safety training is available to the minors as part of their program as well as basic swimming lessons for non-swimmers and those with limited experience. Physical Therapy training for general physical fitness is practiced on a daily basis.

Cultural

Various groups do presentations, i.e. musical group "Saturday Night Bath" did a concert as well as gave a history of the different musical groups. The camp has special programs for Black History Month, Martin Luther King Day, Cesar Chavez Day, special holidays, etc.

Contact:

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Community
Adopt-a-Highway (project to keep a one-mile stretch of Lake Hughes Road clean). Color Guard that performs at graduations, parades, etc. Minors help the local community Lakes' Town Council to clean and maintain the town recycling area, clear brush for fire safety and help with clean-up projects.
Facility Improvement
Minors work off of community service hours by helping to improve the buildings and grounds, i.e. painting, reworking the softball field, gardening, and lawn maintenance.

Camp Fred Miller

Alcoholics Anonymous Panels
There are two AA panels at Camp Miller. Both group sessions focus on the twelve-step recovery model for alcohol and/or substance abusers. One group meets every Tuesday and the other on the third and fourth Thursdays of every month. The programs also provide the youth with adult mentors who have been experienced alcohol addiction and have remained sober for a significant amount of time.
ABC Learn
This is a special literacy enhancement program presented by adult volunteers from this community-based organization. This program provides minors with tutors who provide one-on-one and group instruction in reading and pronunciation. This program also provides the minor with a contact person who is available to provide additional services after the minor graduates from camp. The after school program is held on Tuesday and Thursday evenings.
Catholic Church Services
In addition to the actual religious services that they perform, they are also actively involved in promoting the tattoo removal program, tutoring and mentoring. At the close of each church service, there is a time for fellowship and religious counseling. Separate from that, the Catholics also provide a time for formal bible study on Thursday evenings.
Christian Science Services
This organization combines Bible study with religious counseling. The minors read from the Bible, as well as from the Christian Science Monitor and discuss relevant topics. The weekly group of minors tends to be small, but dedicated.
Culinary Arts Program
This program is offered to all minors in good standing, who are interested in learning how to cook, prepare meals and run a kitchen. Interested minors place an application with the Leadership Committee, specifying their interest in this program. The minors in this program must maintain satisfactory camp and school standing to participate. Training and instruction is provided by Probation cooks in camp, with occasional catering services outside the camp.
Dream Yard Poetry Writing Workshop
Taught by professional artists, the Dream Yard after school workshop inspires camp Miller youth to develop their own unique artistic voices through creative writing and various performance projects. Dream Yard/L.A. is a non-profit arts education organization dedicated to the creative process as a force for personal transformation and social change. The program was started at Camp Miller in 1995 and has expanded to other L.A. county probation camps, community and placement centers. The poetry composition class meets in groups of ten every Wednesday evening. Mr. Chris Hendrickson is the Executive Director of the program.
Educational Enrichment Excursion Program
Camp wards with outstanding behavior are selected for education enrichment excursions to the Los Angeles County Museum of the Arts, the Peterson Automobile Museum and other cultural sites.
Environmental Education Project
This is an ongoing program that allows camp residents to participate in interior and exterior landscape and gardening projects. A schoolteacher at Camp Miller provides instruction to minors in landscaping, plant maintenance, and ground clean up organized the program. In addition, the minors are taught how to clear brush, plant flowers and grow fruit trees.
Environmental Work Crew Program
This program allow camp residents to learn valuable skills in construction, landscaping and gardening. It has greatly contributed to the campsite's beautification, repair and maintenance. The program is offered to all minors in good standing, with no physical or medical limitations. The minors apply for this position through the Leadership Committee which selects candidates based on their past camp performance and current work ethic. The program coordinators are the Crew Instructors who instruct and supervise the minors in the completion of various tasks and projects in and around the camp.
Free Arts for Abused Children Projects
A collaborative effort between Camp Miller and this community-based organization provides special educational activities by artists and other volunteers both on and off-site. Projects include mural painting, crafts and performing art events.
Getty Museum Educational Enrichment Program
Selected camp wards participate in an arts appreciation program with the Getty Museum. The museum provides tour guides and transportation for the wards at Camp Miller. In addition, selected camp staff have been trained and certified by the museum to lead educational groups.

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Life Skills Training
Camp probation officers provide life skill training in eleven subject modules for all incoming wards. The curriculum includes one-hour interactive sessions on topics such as victim awareness, fostering healthy relationships, drug abuse and addiction avoidance, choices/consequences, communication and change.

Camp Community Mental Health Program
Full-time DPO II Treatment and Counseling staff provide therapeutic mental health counseling services for camp residents. Services include intake assessments, individual, group and family counseling. In addition, the mental health deputies provide crisis counseling.
Contact:

Music Workshops
These workshops deal with three areas of the recording industry - the music business itself, music writing and composition and the production end of the industry. Minors sign up for a workshop and learn from instructors who are currently working with artists in the related field. Minors in the program learn how to write lyrics, operate sound boards and equipment, manage talent and manage finances. The three classes run concurrently on Saturday afternoons. The program is collaboration between Camp Miller, Harold Monet Productions and the community-based organization, Create Now! In the near future, college scholarships and employment opportunities will be addressed. (Saturday, 2-4 p.m.)

Operation Read
Operation Read is the Los Angeles County Board of Supervisors endorsed literacy program for probation camps and community and public schools. The program was developed at the request of Board Chairman, Supervisor Don Knabe. The tutoring and mentoring program utilizes volunteers from various community colleges to provide supplemental after school literacy services. The program targets the bottom 25% of the minors in County facilities based on academic proficiency. The major thrust of "Operation Read" is to provide after-school and weekend tutoring in reading, and to raise these minors' academic level. Ms. Tina Grayson, and DPO Pedro Chavez are the site coordinators for this reading program that provides individual tutors for minors with reading difficulties.

Protestant Services
This program is sponsored by Chaplain's Eagles and is offered every Sunday at 9:30 AM to all Camp Miller minors who wish to attend. The minors are escorted to a classroom where the minors read and discuss Bible passages as well as observe the many important Christian holidays. The chaplains and their assistants offer communion to the minors and teach minors Christian songs. In addition, church representatives provide religious counseling support to any minor who requests. The chaplains offer one-on-one and group counseling on Thursday and Friday evenings.

Recognition Program
This program provides additional incentive to minors who perform well in camp. A treat, which may be a snack or an outing, is given out alternately to minors who are on the top of the merit ladder and who have the highest grades in school. Minors or groups of minors, who perform particularly well or who perform additional tasks outside their normal schedule are also given a treat.

Regimentation Program
The regimentation program includes community meetings, drill and marching, positive affirmation memorization, goal setting, development and participation in a caring community, and a structured program for enhancing the cadets' operating image. The community meetings provide training for problem solving, leadership development and self-awareness.

Reserve Officer Training Corps (ROTC)
This program is designed to instill discipline, respect for authority and self-pride in minors through their participation in military drills, commands and ceremony. In addition, this program provides healthy exercise through drill exercises as well as daytime "runs". This program is coordinated by Deputy Probation Officer I/Marine reserve, Joaquin Gurrola. It targets all eligible minors (no health problems or injuries, no write-ups, a "B" average in school, no kitchen or work crew members, at least four weeks in camp), who maintain a good camp and school standing. The minors must fill out an application form that is the reviewed by the program coordinator. With the exception of Saturdays and Sundays, all participants must wear their uniforms and must maintain them in good, clean order. This program accepts donations from community entities. Contact has been made with Reserve Officers to make a donation to the program of old but wearable uniforms and boots, as well as other supplies.

Screen-writing Workshop
This after school workshop, provided by industry professionals, provides creative writing skill development for fledging screen writers and/or playwrights. Interested camp wards may apply for participation. Selection is made on the basis of talent, interest and camp behavior. The workshop is held weekly on Monday evenings.

Tattoo Removal Program
The Conejo Valley Family Care Center in Thousand Oaks and Holy Cross Hospital in Mission Hills provide no-cost tattoo removal services to the minors of Camp Miller. They remove tattoos with the use of plastic surgery quality lasers. The camp wards' probation officers enroll minors who have tattoos, particularly those whose tattoos are visible even when fully clothed. The participants are transported by van to the respective centers for treatment. Most minors require three or more treatment sessions before their tattoo(s) are completed removed. Minors receive follow-up aftercare by the camp nurse.

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Transitional Partnership Program
This is a collaborative pilot program between Camp Miller, Los Angeles County Office of Education and the State Department of Rehabilitation. Special education youth are provided professional assessment in camp, and job preparation and placement and follow-up when transitioned back into the community.
Yoga Programs: "Yoga for Youth" and "Yoga Inside"
These two programs combines exercise and meditation in a curriculum which addresses fitness and anger management. One or more instructors conduct each class. The minors involved learn yoga positions, breathing techniques and concentration in an attempt to get in touch with their minds and bodies. These exercises have shown, in many cases, an increase in impulse control, anger management and overall flexibility. Classes are open to any minor who shows an interest and who is willing to stick with the program. Class sizes range between eight and ten minors. Occasionally, instructional videos and/or music are used to enhance learning. The classes are held simultaneously in two Camp Miller classrooms. (Saturday, 2 to 4 p.m.) Volunteer instructors include Brian Fitusi and Guru Godakhalsa.

Camp John Munz
Academic Program
The Academic Program provides an accredited high school and middle school level education to Juvenile Court wards with Camp community Placement (CCP) orders. The services is provided by the Los Angeles County Department of Education through the Juvenile Court Community schools. Funding is provided by the State of California based on "Average Daily Attendance" and the County of Los Angeles. The school is located at Camp Munz. Enhanced services include: the Occupation Exploration Program, Vocational Education (shop), Gang Awareness and the Visual and Performing Arts Program. Contact: Larry Vangor, Director, PEAT CJM/CWM, 661/724-1211.
Alcoholics Anonymous and Narcotics Anonymous (AA & NA)
AA and NA are progressive support groups for individuals with substance abuse problems. The program targets Juvenile Court wards that have been ordered Camp Community Placement (CCP) and that have abused drugs and/or alcohol. The program utilizes weekly "12-Step" meetings with wards who identify themselves with a substance abuse problem. The program is self-supporting, utilizing volunteers from the nearby community to provide the services. Meetings are held at the camp. Contact: Larry Vangor, Director, PEAT CJM/CWM, 661/724-1211.
Caring Community Living Experience
The "Caring Community" living experience teaches Juvenile Court wards with Camp Community Placement (CCP) orders life skills through meaningful interaction with others in a small living group considered to be a community. The processes involve Community Meetings where personal responsibility is emphasized and rewarded: Clearings, where community members (wards) learn to express feelings in a positive way; Three Part Meetings, where community members learn how to peer counsel and problem solve; Confrontation Groups, where community members learn how to confront negative images in each other in a positive way; and Art form exercises, where community members learn to expand their perceptions of common images that surround them. Also involved in the process is the normal day-to-day living experiences where the above skills are utilized on a concrete level. There is no funding required for this service which takes place at the camp daily. Contact: Larry Vangor, Director, PEAT CJM/CWM, 661/724-1211.
Catalyst Foundation
The Catalyst Foundation (a non-profit organization) provides information and counseling to Juvenile Court wards housed at the camp. Their curriculum covers sexually transmitted and/or blood borne pathogen related diseases. Catalyst representatives are customarily individuals who have experience with the above diseases. Funding for Catalyst services is provided by government grants and donations from the community. Contact: Larry Vangor, Director, PEAT CJM/CWM, 661/724-1211.
Competitive Sporting Events with Other Camps
Sports such as softball, soccer and basketball are the vehicles for team building amongst camp wards. The camp staff organize and coach wards in their preparation for games played between platoons at Camp Munz and later with other camps. There is no funding for this service over and above the normal budget for running the camp. The program takes place at Camp Munz and other camps as coordinated. Contact: Larry Vangor, Director, PEAT CJM/CWM, 661/724-1211.
Casework Counseling
Each ward at camp is provided with individualized counseling utilizing the "Social Casework Model." Case information is gleaned through a review of files and other related documents, and assessment of the situation is done utilizing a standardized "Risk and Needs" assessment. A case plan is developed based on the individualized needs and the ward is supervised to ensure compliance with any case plan demands. The ward's family is utilized if and when possible to play a role in the case plan. There is no funding over and above the normal operating budget of the camp and all services are provided at the camp. Contact: Larry Vangor, Lead Person, PEAT CJM/CWM, 661/724-1211.
General Education Diploma (GED) Preparation
Camp personnel and the Juvenile Court Community School cooperatively provide the GED Preparation program. Juvenile Court wards assigned to the camp may participate upon request. School personnel (teachers) provide the formal curriculum. Probation personnel (Deputy Probation Officer caseworkers) provide the support that ensures the motivation to complete the course. There is no funding over and above the normal operational budget of the school and the camp. Services are provided at the camp, although testing, when scheduled, is provided in community locations outside the camp. Contact: Larry Vangor, Lead Person, PEAT CJM/CWM, 661/724-1211.

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L.A. Dads

L.A. Dads is a community-based mentoring program that provides positive role models for delinquent and/or pre-delinquent youth. Their involvement at the camp level of programming for Juvenile Camp wards promotes a more effective transition for each participating ward when going back to their community. Representatives of L.A. Dads meet and begin to work with camp wards while still in camp. Furlough and other program expectations are made clear and contact people in the community are identified prior to the furlough of each ward. The furloughed ward has a re-integration plan established prior to hitting the streets. The community "mentor" provides an appropriate role model for the ward and will assist that ward in meeting all expectations of the furlough program. Funding for L.A. Dads comes from government grants and contributions. Services are provided at the camp and in the community during furlough.

Leadership Development Process (LDP)

The Leadership Development Process (LDP) provides instruction and practice in the art of leadership. A chain of command composed of Juvenile Court wards is utilized to organize the structure and activities of camp program. Formal instruction in leadership principles and character traits is provided weekly to the members of the "Chain of Command." Ethical dilemmas are introduced for the group to work through. What is learned formally is then utilized in the roles that the "Chain of Command" play in the camp. Camp staff supervise the activities of the chain of command and reinforce what is learned formally in the real world of the "Caring Community" in the camp. The "Chain of Command" extends to the newest cadet in camp. More tenured cadets in the "Chain" provide instruction and a role model for the new cadet. New cadets may be pulled at random to provide leadership during regular activities. All services are provided in camp and there is no funding over and above the normal camp budget for these services.

Position Meetings

Weekly meetings between school, probation and ancillary services staff are utilized to assess camp wards as to their suitability for responsible positions along the "Chain of Command." All camp wards are eligible for positions of responsibility. A ward's participation in a responsible position promotes self-confidence and self-esteem. There is no funding for this program over and above the normal camp operating budget. Meetings are held each Wednesday afternoon at the camp.

Physical Training Program

The Physical Training (PT) Program at Camp Munz utilizes a ritual developed by the armed forces of the United States (daily dozen). By utilizing the daily dozen, an easily learned ritual is provided that allows full participation in PT for all camp wards, leadership opportunities for subordinate wards in the "Chain of Command" (random selection of a ward to lead a given exercise), an approved process that minimizes the potential for injury, and compliance with Board of Corrections standards relative to ward physical activity and health. All services are provided to wards at the camp and there is no funding over and above the normal camp operations budget.

Public Defender Post Disposition Program (PDPDP)

The Public Defender Post Disposition Program (PDPDP) is a collaborative effort between the County of Los Angeles Public Defender's Office and the County of Los Angeles Probation Department. It provides an opportunity for the two agencies to review individual cases that would better be served with an alternative disposition, i.e. suitable placement. Referrals are made to the Public Defender's Office by Probation Officer Caseworkers in camp. A case specialist (MSW) reviews each case referred. The specialist determines if a given ward would be better served in a specialized program with enhanced services. Funding for the case specialist comes from TANF. Wards are housed at the camp pending disposition of their cases via a 778 WIC petition.

Religious Instruction and Counseling

Camp Munz has Protestant religious services every Sunday. Catholic services and first communion classes are provided on Saturday. Bible Study occurs both Tuesday and Wednesday. Both the Protestant and Catholic groups provide enhanced programming for the camp in the form of concerts, which are scheduled periodically. There is no funding over and above the normal camp operating budget for these services. All services are provided in camp.

Stay On the Street (SOS)

Stay On the Street (SOS) is a service provided by the State of California Department of Corrections through the Los Angeles County Prison in Lancaster, California. SOS targets all wards with Camp Community Placement (CCP) orders. Inmates from the above facility come to camp up to three times a year and counsel the cadets. Self-evaluation and introspection are the themes of the presentation. The inmates attempt to get through to the wards that the course they have chosen in their lives is self-destructive. The inmates become the examples of this. There is no Probations Department funding for SOS. All services are provided at the camp.

Visiting

The camp visiting program focuses on including families in the casework process, family reunification and community reintegration. Regular visiting occurs every Sunday in the afternoon. Special visits, on any given day, can be arranged with the individual caseworker for the purpose of assessing family situations and recruiting families into the casework process. There is no finding over and above the normal operations budget for the visiting program. All services are provided at the camp.

Weekly Cadet Store

The Cadet Store provides a behavior modification tool for the camp program. All wards at Camp Munz may participate. Good behavior is rewarded through points that may be used to purchase amenities such as "more desired" hygiene products, books, granola bars, etc. Funding for the Cadet Store is provided by the monies earned through the "Weekly Visitor's Canteen." Store services are provided exclusively at Camp Munz.

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Weekly Visitor's Canteen
The Visitor's Canteen operates during visiting hours on Sunday afternoons. Visitors of Camp Munz' cadets have the opportunity to purchase canned sodas, granola bars, nachos, and other treats while visiting their children. The money obtained from the canteen is used to purchase the "Weekly Cadet Store" items offered for behavior modification in camp. Funding for the "Canteen" is provided by the VISTO Canteen fund. Canteen services are provided at the camp in the dining hall where visiting takes place.

Camp Joseph Paige
Cal Poly Tutroial Program
Cal poly offers the wards a tutorial program run by Dorothy Mae Niven, a professor at the university. She enlists student teachers to work with small groups and one-on-one with the wards. The tutors learn how to help students improve their phonic skills, reading and writing skills in a twelve-week step-by-step program. This program consists of up to thirty (30) students. The program allows the Cal Poly students to attain the field research credits needed to complete their class at the University.
Catholic and Protestant Services
Every Sunday the wards of Camp Paige are afforded the opportunity to attend a worship service of their choice. Additionally, there is religious counseling offered during the week. The Catholic Chaplains are Frank and Cindy Cunningham, and the Protestant Chaplains are Larry and Dorothy Flores. Chaplain Flores holds a birthday party the 3rd Saturday of each month. Boys attend this well-received event enjoying music, inspirational speakers, and of course, cake, cookies and punch treats.
Fire Program
Camp Paige offers their minors a fire suppression program. Parental permission is required to participate in the fire program. Wards must be in good physical and psychological health. They receive two weeks of intensive fire suppression training, including classroom instruction and a physical fitness regimen overseen by the Los Angeles County Fire Department. Upon graduating from the training program, they are assigned to one of four fire crews in camp. The camp is responsible for suppressing wildfires in areas of the County east of Lake Avenue in Pasadena. The wards are not trained to fight residential or commercial fires. When not fighting fires, they participate in weed abatement or other community projects. Wards on training crew are paid $5/day; fire crew wards, $10/day.
Operation Read
Operation Read is a program sponsored by Cindy Costales, head of the Literacy Program through the Los Angeles County Libraries. This program is designed to help students improve their reading skills, phonics, decoding skills and comprehension. Students at Cal Poly assist in promoting the Operation Read program.
Paige Academic Vocational Education (P.A.V.E.) Program
This program, in collaboration with Citrus College's Lifelong Learning Center and courtesy of Dr. Michael Hurtado, Dean of Continuing Education, provides career training and job skills to prepare students to find and retain employment. The Center provides thirty computer stations equipped with an instructional program for core academic and work skills including reading, writing, mathematics, science and social studies. Additionally, life skills lessons apply newly learned skills to real-life situations. The P.A.V.E. Program is endorsed by Fifth District Supervisor Michael D. Antonovich, who is very supportive of this educational opportunity for our wards. The program consists of up to thirty (30) Camp Paige students. Each student participant is issued a certificate for completion of the class. Three fully paid scholarships at Citrus Community College that include room, tuition, books, clothing have been awarded with two full-time scholarships pending. Dr. Hurtado has talked with several company CEOs and up to twenty scholarships is our goal in the next twelve to eighteen months.
Reading Immersion Program
This program is sponsored by Los Angeles County Office of Education (LACOE) and teaches wards basic reading skills. By immersing students in an intensive reading program all day, every day, for 16 school days, they learn the everyday basics needed for reading. Reassessment at the 16th day indicates if the minor needs to continue in Immersion Reading (IR) for another 16-day period. Upon completion, (reading at late 3rd to 4th grade levels) the students are merged into the regular school curriculum.
Up to PAR Committee
This is a committee that consists of the three eastern camps: Paige, Afflerbaugh, and Rockey (PAR). This committee was formed in 1962 through the San Dimas Coordinating Council to help the young men, 16 to 18 year olds at Camp Glenn Rockey. Soon thereafter, Camps Afflerbaugh and Paige asked to be included so the committee could help all three camps. Fund-raising activities have helped in the supplying of extra needs of the three camps. Twice a year, the committee holds a luncheon and Chinese Auction to raise funds for the camps for various equipment, such as VCRs, TVs, etc.

Camp Glenn Rockey

Alcoholics Anonymous (AA)
Provides weekly services to young men who have issues related to alcohol abuse and substance abuse with or without court ordered interventions.
Azusa Pacific University Mentors/Tutors
During the academic school year, college students from local colleges participate in a semester of tutoring, mentoring and partnering with young men at Camp Rockey with a primary focus on tutoring in basic skills, reading, and development of communication skills.
Camp Glenn Rockey High School
Myriad special programs are offered through Los Angeles County Office of Education which enhance the success and skills of the young men in residence at Camp Rockey. Artists in residence program is one of the prime examples of enhanced services provided.

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Camp Glenn Rockey Parents' Advisory Committee
The Parents' Advisory Committee assists program development particularly in areas related to special activities, holidays, weekly visiting, canteen services.
Chaplain's Eagles
Provides on going support to young men from the Protestant religious community providing programs and services.
Detention Ministry, Archdiocese of Los Angeles
Provides on going support to the young men from the Catholic religious community providing programs and services.
Kid's Capital
Kid's Capital is a program designed to motivate young people (ages 14 - 24) how to capitalize on their talents, values and potential. Through coaching, the young men learn how to focus on their aspirations in spite of their circumstances and or inhibitions. Kid's Capital is a personal growth program that guides a youth through appreciating their self-worth to realizing the value of self-sufficiency.
Narcotics Anonymous (NA)
Provides weekly services to young men who have issues related to substance abuse and alcohol abuse with or without court ordered interventions.
Operation Read
Provides remedial reading services to young men at Camp Rockey in order to assist them in developing and improving basic literacy skills.
The Up to Par Committee
The Glenn Rockey committee began over 35 years ago under the direction of Dorothy Hawk, a long time volunteer at Camp Rockey, who expanded her services to include all three eastern camps--Paige, Afflerbaugh and Rockey--creating the Up to Par Committee! This Committee raises funds all year for the young men at the three eastern camps and insures that each youngster receives a festively wrapped Christmas gift every year.

Camp Louis Routh

Alcoholics Anonymous
Presented by the Los Angeles Hospital and Institutional Committee of Alcoholics Anonymous. The program also speaks to drug use as well. It is facilitated each Saturday from 1:00 to 2:30 p.m. by guest speakers and panel members. The program is designed to serve those wards the Court ordered to participate in drug/alcohol counseling. Other wards are required by their Probation Officer to attend based on the indicated need.
Drug Issue
Drug Issue Module is conducted by DPO I Octavio Rodriguez. Each new ward must participate. The program is designed to teach the wards the effects of drugs on them and their families. The class is conducted every Thursday from 6:00 to 9:00 p.m., for a total of ten (10) hours.
Family Issues/Substance Abuse
Each ward is required to attend a 10-hour module dealing with family issues. DPO I Swenson conducts two-hour classes on Tuesdays, 6:00 to 8:00 p.m., until the module is completed.
Religious Services
Each Sunday Church Services are held for the wards that are interested. Services are provided for both Catholic and Protestant. Approved Catholic volunteers and Chaplain's Eagles conduct services from 9:00 to 11:00 a.m. In addition, on Thursday nights, weekly services are conducted by volunteers from Chaplain's Eagles from 7:00 to 8:30 p.m.
GED Program
In conjunction with the Los Angeles County Special School, DPO II (MSW) Richardson coordinates the GED Program. He contacts the on-site teachers to confirm those wards who passed the pre-GED test and set up appointments for them to be transported to Barry J. Nidorf Juvenile Hall to take the GED test. This is a very successful program.
Traffic Court/California ID
DPO I Frank Andrade collects information from the wards who think they have outstanding traffic matters. He submits this to the Clerk in Traffic Court at 1145 S. Hill Street. They research and confirm outstanding traffic matters against the wards. Then they set up court dates each Friday. Mr. Andrade transports the wards to Court for their hearings. The process works so well, the Judge started a pilot program by coming to the camp to hold hearings for those considered too high a risk to be taken from the camp. Its success led the Court to conduct hearings at various other camps. The Department of Motor Vehicles in Glendale is now coming to Camp Routh, upon request, to make California Identification Cards for the wards. They have visited our camp on one occasion and will return every other month to ensure each ward has an ID prior to release.
Mission College Classes
Each Saturday Mission College conducts a three-unit class entitled "Addictive Studies" for 33 wards from 9:00 a.m. to 12:00 noon. The class placesemphasis on the effects of drugs and alcohol on families of addicts. We are discussing holding a Fire Science and Culinary program here as well.
LA Dads
For the past three years, DPO I Andrade has coordinated a Los Angeles Dads Program. He holds classes with the wards teaching them life skills relative to being a father to their children. Wards who have fathered children must attend. Every other Saturday from 9:00 to 11:00 a.m., the wards' parents may bring the child to visit. Dads are encouraged to interact with their kids, holding and playing with them. The goal is to develop a bond. Girl friends (baby's mothers) are not allowed.
California Literacy Program
Sponsored by the California Library Literacy Program and conducted through the Burbank Library, the program has been in place for over two years. Mrs. Rose Mary Majia, trained by the Burbank Library and approved by VISTO, conducts the classes each Saturday afternoon from 2:00 to 5:00 p.m. Wards' participation has been exceptionally strong since the

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program started. It should be noted that Mrs. Stanley of Operation Read has inspected the program and looks upon it very favorably. Five students from CSU Northridge are completing their internship tutoring the wards.

Camp Joseph Scott

ABC Learn

This program utilizes phonics to help minors, 5 to 10 girls, who are at a low reading level. Sound of words and the sounding out loudly of these words produces an irreversible ability to help a child or teenager, possibly adult, learn how to read. An intricate component of the program is the one-on-one teaching style. Also, the use of cassette records give the hearer a one-on-one effect. This method and style helps Spanish-speaking individuals learn basic English-speaking skills. This group meets three times weekly-Mondays, Wednesdays and Fridays. The funding is obtained through rigorous grant pursuits.

Alcoholics Anonymous

The recovering substance abusers are the foundation of this organization. Only females are use to conduct intimate group therapy sessions. They use the 12-step method as the hallmark of their organization. After camp, the graduates can continue their treatment with the group providing individual sponsors. This non-profit organization meets every Friday night utilizing ex-substance abusers to educate minors on the detriment of substance abuse of alcohol. This well established group receives their operating expenses through government grants, private donations and recovering substance abusers.

Cal-State Northridge University Outreach

A community outreach providing information on educational opportunities from financial aid availability in the selection of an institution and filing out of admissions application.

Cal-State University Dominguez Hills-Occupational Therapy Program

Offers vocational educational skill and training on life individual skills.

Catalyst Foundation

They discuss AIDS and infectious diseases with wards to educate and inform them about high-risk behaviors, prevention, and treatment options.

Child and Family Guidance Clinic of San Fernando Valley

A community-based organization specializing in individual, family and group counseling covering the ramifications causing dysfunctions in the family.

Communities in School

This community-based organization provides a variety of services: workshops on gang and delinquency prevention, Guest speakers on substance abuse, and ex-gang offenders and mentors. This Pacoima-based agency is a high profile agency which is actively involved in promoting gang peace treaties and the recruitment of gang members from the gangs and main-streaming them back into the community. They employ various avenues: utilizing job placement strategies, competitive sporting events between rival gangs, and high-profile community members give motivational talks in schools and camp schools. This organization does not meet consistently at Camp Scott, however, their services are being actively used by camp graduates and they periodically put on special events at Camp Scott. The funding is primarily through local government grants. The founding Director is Blinky Rodriguez.

Create Now

Twelve to thirteen girls participate in a writing exercise workshop that is conducted by a professional writer/author. This workshop is conducted on a weekly basis.

Creative Writing Class

Through the Los Angeles Office of Education and Camp Joseph Scott School, a writing class/workshop is conducted weekly on Tuesdays. The whole spectrum of the vast field of expression is utilized. The focus is to learn to express the young women's feelings through written expression. Confidence and self-esteem of the young women have been gained. The benefits have been instrumental in some minors earning their high school diplomas and passing their G.E.D. examination.

El Projecto El Barrios, Inc.

In conjunction with the camp school groups and workshops on AIDS prevention, education on safe sex, abstinence and educational opportunities for minors of the San Fernando Valley.

Girls and Gangs

A non-profit community-based organization which provides a variety of services. This organization is comprised of private and public professionals and semi-professionals from practically all fields of employment. They conduct workshops on employment opportunities, AIDS prevention, community college placement and mentors. Girls and Gangs put on panels, workshops and present motivation speakers, some former Camp Scott graduates. They actively provide a variety of on-going services, e.g. provide transportation and assist young women in enrolling in community colleges, arrange arts and humanities school field trips to the Museum of tolerance, Getty Museum, Ford Amphitheater, Dorothy Chandler Pavilion, Descanso Gardens, etc. This cultural exposure to the arts facilities matures and enhances their self-esteem. Their services are on-going. Organization contact persons are Marjorie Lyte and Belinda Walker.

Girl Scouts of America

A non-profit organization, which has a series of workshops that teaches teenagers self-esteem enhancement, art expression, career planning and basic skills such as grooming and hygiene. This takes place every quarter.

Instructional Television (ITV) Classes

A freshman college program offering Humanities classes to minors at least 16-1/2 years old. Classes are taught through videotapes and textbooks materials.

L.A. Moms

Through collaboration between Juvenile court and Community Schools and the Probation Department, this program teaches and promotes positive parenting. So often teen motherhood is seen as a detriment--a destructive force that cripples the young teen mom. She has to deal with judgement and persecution. This program seeks to break this stereotype. Promotion of positive parenthood through continued bonding of the mother and child while in camp. Programs for the mother and child are scheduled periodically in camp, which allows the mother and child time together bonding; some toys and arts and crafts

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are provided; food is served. Continued contact with the program is encouraged, participants are trained to help out other young mothers in detention.

Narcotics Anonymous

This society of women, for whom drugs had become the major part of their lives, use their experiences to help others kick and remain clean from drugs. A non-profit organization utilizing recovering addicts to educate minors on the destruction of specific narcotics, e.g. crack cocaine, heroin, speed and other popular elicit narcotics. Their services are free and life-long. This organization is city, county, state and nationwide. Meetings are held on Tuesdays, two times per month. Funding is through grants and donations.

Project U-Turn

A community-based organization operating in the San Gabriel Valley targeting minors in the cities of El Monte, Baldwin Park, Temple City and San Gabriel Valley. They provide services in drug rehabilitation, employment opportunities, individual and family counseling, referrals and school placement.

Soledad Enrichment Action (SEA) Charter Girls Academy

This program provides a variety of wrap around services designed to help teenage girls to become healthy and productive young women. These services include: career counseling, tutoring, self-esteem workshops and teen pregnancy prevention courses.

Spiritual Awakening

In conjunction with Los Angeles County Office of Education through Camp Joseph Scott High School, this group uses the minor's inner self to produce poetry and intimate group therapy sessions utilizing their own life's experience as the catalyst. Participants learn to express themselves through the humanities, which enables them the opportunity to explore their true inner feelings about their personal lives, which produces acceptance of themselves. This group works two to three days a week in the classroom, September through June. Funding is from Government grants and donations. The founder and facilitator is Akuyoe Graham, P.O. Box 3722, Santa Monica, CA 90708-3722.

Taking the Reins

A community-based organization and non-profit organization that fosters physical and mental well being of teenage girls through equestrian sports. Taking the Reins uses horseback riding, and the responsibilities that accompany it as a vehicle to encourage girls to assume leadership roles through mentoring, and to provide opportunities for exploring educational an cultural interests.

Theater of Hope for Abused Women

Theater of Hope for Abused Women "discovering inner resources through the art of creative expression, which enables young women to identify and develop skills for presenting themselves, their emotions, stories, and creative ideas in intimate, social and professional relationships within the context of the community." A group of professionals and semi-professionals conduct workshops and theater productions on all types of abuse experienced by females. An expressive arts program designed for women to gain insight into their own potential. The facilitator conducts workshops and puts on presentations periodically. This group meets on scheduled Saturdays. The funding is from government grants and donations. The group's facilitator is Bonnie Bernstein.

Theatre of Hearts, Inc.

The girls are taught the art of dancing to jazz and to cultural music. Classes are held Mondays and Thursdays.

Time to Read - Time-Warner Project

This program utilizes volunteer tutors to assist minors who have reading difficulties, some are borderline illiterate. Time Warner provides the reading material. By utilizing current magazines such as Time, Newsweek and People, the minors are reading acceptable, commonly used language. This technique enhances the reader's ability to orally communicate effectively. The overall measure of just how the youngsters confidence level soars is immeasurable. This group meets once a week at 3:30 p.m. on Tuesdays, in a school classroom. The funding is from the Time-Warner Entertainment Group.

Yoga Exercise Class

The practice of hatha-yogi is taught, which is based on physical posture and control. The desired results are discipline and control of one's emotions when faced with crisis and just life's everyday experiences. This workshop teaches minors the art of breathing and relaxation to reduce stress. The class meets every Wednesday at Camp Scott for one hour.

Camp Kenyon Scudder

AA Dancers

This program works with camp cadets on a weekly basis to deal with substance abuse issues.

ABC Learn

This program has tutored over 300 camp wards reading under the 4th grade level**.**

Camp Scudder Academy

This program features a carpentry curriculum in school where every other day students will work on projects for "Habit for Humanity."

Camp Scudder Behavior Modification Process

This program rewards cadets in camp with special treats and trips out of camp.

Camp Scudder Color Guard

The Camp Scudder Color Guard participates in departmental and community events on a regular basis. Such events include: Memorial Day at Eternal Valley, Operation Graduation at California State University at Long Beach, office or facility openings and dedications.

Camp Scudder Library Project

This project was designed by a former camp ward and has the support of both the community and Board of Supervisor Michael Antonovich's Office. Fund-raising and donations have been done to defray the costs of this project. Superior Courts have donated six computers, Internal Services Division has supplied windows, doors, and flooring to convert the day room into a library. Numerous organizations and persons in the community have raised several thousand dollars to purchase furniture and books for this project.

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Camp Scudder Track Team
The Track Team is a collaborative effort between school and probation. Our runners have been invited to run in numerous 5- and 10-K runs with a high degree of success. This team has received sponsorship from the community and is an extremely positive activity for our cadets.
Catholic Archdiocese
The Catholic Archdiocese has sponsored several retreats each year. These retreats, although of a religious nature, bring in family and help to solidify the family with the ward.
GED/High School Program
This program has helped the wards to accomplish five high school graduates and eight GEDs since July 1, 1999.
"Heads Up Therapy"
This program takes place at a horse ranch in Bouquet Canyon. Camp minors learn to groom and take care of horses. They also learn to teach handicapped children to ride horses.
Instructional Television (ITV) College Program
Instructional Television (ITV) is a Probation/Los Angeles County Office of Education (LACOE) community college program that allows cadets to take college level classes for credit via classroom video, class discussions with LACOE staff, text books and exams.
Spiritual Awakening
Spiritual Awakening is a Probation/Los Angeles Office of Education (LACOE) collaborative to assist cadets in becoming effective writers.
"We Care for Youth"
"We Care for Youth" is an organization that works with camp youth teaching them to live a peaceful and harmonious lifestyle. Cadets attend a workshop that deals with "Peaceful Coexistence," and involves them in peace rallies

Camp Michael Smith

Catalyst Foundation
The Catalyst Foundation, located in Lancaster, in cooperation with Probation and the School, teach HIV Prevention to all wards of the court assigned to Challenger Memorial Youth Center. This HBO offers support and guidance to youth through both their teachings and consultations. They have developed and trained over the past six years peer training teams for presentation in the health classes at school. These peer teams teach HIV prevention to their peers. The trainees earn community service hours for their commitment and sacrifice. These hours assist in fulfilling the orders made by the Court. Several of the participants upon leaving camp have found permanent positions with the Catalyst Foundation.
L.A. Dads
This program targets youth between fourteen (14) and eighteen (18) years of age who are in "fathering situations": 1) have a child, 2) are in a relationship with a woman with a child, or 3) have a younger sibling with a child. There are three components of the program: 1) twenty-four (24) one-hour parenting curriculum taught in the classroom over a twelve week period, 2) mentoring, and 3) family activities. The Los Angeles County Office of Education is responsible for conducting a school classroom survey to identify youths that meet the program's criteria and for teaching the curriculum. In addition, each student is matched with a mentor from a community-based organization who provides support and is a positive role model. A variety of special planned family events and activities to foster interactions between family members will also be scheduled. This program is targeted for Camp Smith and other CMYC camps for the near future.
Narcotics Anonymous
This group comes to Camp Smith and conducts meetings once a month on the first Saturday of the month. Rick is the coordinator and supplies all of the material necessary for conducting meetings and other business of the group. It is directed towards wards who have court orders relating to drug treatment and wards who have a background of drug abuse. The program and format follows the same format and twelve-steps approach as in Alcoholic Anonymous.
Operation Read
Operation Read is a reading initiative designed to provide an after-school and weekend reading tutorial for delinquent, abused or neglected children under the care of the County. The youth served will be those who are reading at least two grade levels below their appropriate grade level. At present, the target group are all wards who tested at a reading level of 3.9 or less (less than a fourth grade level). The targeted youth will receive at least five (5) hours of one-on-one tutoring instruction per week.
"Prison Smart" Foundation
Since 1993 "Prison Smart" (Stress Management and rehabilitative training) Foundation has been teaching angry, troubled, stressed and drug-dependent individuals to take control of their lives and regain their self-worth. The program provides their subjects with self-sufficient techniques to manage their stress-related challenges. This goal has been achieved through a unique program utilizing powerful, advanced breathing techniques and practical coping skills for re-entry into day-to-day life. The primary target group for the foundation has been the prison population. However, they have now turned their attention to support those affected by crime and for at-risk youth. This foundation has provided Camp Smith with three trial sessions. Each session consisted of a subject group and a control group. Both groups were given pre and post tests. Teachers and Probation staff also participated in this study. The results have shown that there is marked improvement and that the program has considerate merit. Our plan for the future is to incorporate this program into our anger management services.
Religious Services
Weekly services for Catholics and Protestants are provided. The Catholic services take place each Saturday and are open to anyone who wishes to attend. Protestant services are provided every Sunday and are also open to anyone who wishes to attend. The Catholic group has volunteers that provide a one-hour "rap session" on every Tuesday evening. The Protestant group provides an hour of Bible Study every Wednesday evening. Both of these sessions are open to anyone wishing to attend. If there are spiritual or religious needs that are not met by either of the two regular groups, provisions as needed can be arranged through the Director of the camp where the concern exists.

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Stay on the Streets (S.O.S.)
The California State Prison, Los Angeles, works with a group of motivated inmates who have less than two years to serve and who are interested in making changes in their lives to avoid future incarceration. Part of their program is to provide information and direction to youth at risk. The idea behind this part of the program is that they must know the answers before they are able give direction to others. This forces them to get serious about change and how to make it happen. There is also a backside group of parolees who participated in S.O.S. while in prison and are now on the outside putting into practice what they decided was necessary for changes that would keep them out of prison. These two groups come to the camps and give their motivational presentation to our camp wards. They then spend time receiving questions and providing answers.
300-minute School Day
Each ward attends school under the Los Angeles County Juvenile Court and Community Schools for a full Three hundred minutes each day from Monday through Friday. They receive instruction in reading, language arts, math, health, science, computer science, art, anger management, and peer mediation. The school personnel work closely with Probation personnel in a cooperative effort to provide the maximum services to meet the individuals' specific needs in the area of education.

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Schiff-Cardenas Crime Prevention Act 2000

COMPREHENSIVE MULTI-AGENCY JUVENILE JUSTICE PLAN

Los Angeles County
Juvenile Justice Coordinating Council

March 20, 2001

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