

DRAFT Planning Template for DJJ Realignment Subcommittee Topic Areas

Topic Area: Education

Target Population: Young people in San Francisco who have petitions sustained for 707(b) offensesⁱ.

This group of young people are most frequently ordered by the court to three distinct dispositions:

- 1) **formal probation in the community:** under the supervision of the court and Juvenile Probation; living at home with parent or guardian if under 18; must abide by certain conditions imposed by the court
- 2) **out of home placement:** ordered by the court to reside in a foster care placement (could be with a resource family or in a group home/STRTP); must abide by certain conditions imposed by the court; ordered not to leave placement to live anywhere else
- 3) **secure youth treatment facility:** a locked residential facility where the young person is not free to leave

Plan Development: To aide in the creation of SF's DJJ Realignment Planⁱⁱ, **please fill out the table on the next page** that asks what currently exists, what doesn't, and may be needed for this particular topic area across the continuum of possible dispositions for the target population.

When filling out the table, please keep the following in mind:

- The DJJ realignment subcommittee adopted the following as its guiding values. How are these values reflected in this topic area?
 - Healing-Centered Models
 - Family- Centered Models
 - Community Involvement
 - Culturally Responsive Models
- Have the voices of young people and directly impacted people been included in these ideas?
- At each stage of the continuum, what is needed to prevent deeper system involvement?
- What does integration of services, programs, or resources look like for this topic area across continuum and/or as a young person is stepped down from a more restrictive setting?
- What does this topic area look like for young people under 18 vs. over 18?

Topic:	Formal Probation in the Community	Out of Home Placement	Secure Youth Treatment Facility
<ul style="list-style-type: none"> What resources and services currently exist in San Francisco and are working well for the target population? 	<ul style="list-style-type: none"> Project Rebound (SF State) Second Chance Program (City College) CHALK (Policy) 826 Valencia (Tutoring) Loco Bloco (Drumming and Dance) <ul style="list-style-type: none"> This list will only grow depending on the particular interest of the child. There are plenty of educational opportunities for youth in SF. Just a matter of what we want to invest in for youth experiencing the justice system. Education Resources and Services in Bayview/Hunter's Point: <ul style="list-style-type: none"> http://bayviewmagic.org/filters/education/ City Youth Now Center for Criminal and Juvenile Justice (CJCJ) Success centers's BT Express (community services with JRT/LSB education) 	<ul style="list-style-type: none"> Project Rebound (SF State) Second Chance Program (City College) CHALK (Policy) 826 Valencia (Tutoring) Loco Bloco (Drumming and Dance) <ul style="list-style-type: none"> This list will only grow depending on the particular interest of the child. There are plenty of educational opportunities for youth in SF. Just a matter of what we want to invest in for youth experiencing the justice system. Education Resources and Services in Bayview/Hunter's Point: <ul style="list-style-type: none"> http://bayviewmagic.org/filters/education/ City Youth Now Center for Criminal and Juvenile Justice (CJCJ) Success centers's BT Express (community services with JRT/LSB education) 	<p>SFUSD-W Support/collaboration with other agencies.</p> <p>Social Emotional Learning Health/Nutrition Food and Exercise Drugs and Alcohol effects on the brain and body Career Exploration College and Career Exploration Basic Writing Skills Writing a Research Paper Resume Letter of Interest Communication Skills Interviews (Students will participate in Garden and Library) Students will still participate in Cinema Studies for 2 periods Continue Cinema Studies and/or College and Career Exploration for those that opt to begin research</p> <ul style="list-style-type: none"> Project Rebound (SF State) Second Chance Program (City College) Success Centers' Visual Arts program Success Centers' Sketch Comedy Program

	<ul style="list-style-type: none"> ● Success Center's Youth Build (construction and Construction+ training) ● Success Center's Code on Point (coding bootcamp. City wide) ● Mission Code ● Mission Neighborhoods Center. GED Program ● Mission Girls. GED prep. program ● Success Center's GED prep and transitional services. ● Intensive residencies Arts/Creativity ● Bridges. Bay Area Video Coalition ● Creative Exploration in the arts ● Digital Arts. Sunset Youth Services ● Film and Freedom Academy <p>9/28/21</p> <ul style="list-style-type: none"> ● 5 Keys: Experience with adults 	<ul style="list-style-type: none"> ● Success Center's Youth Build (construction and Construction+ training) ● Success Center's Code on Point (coding bootcamp. City wide) ● Mission Code ● Mission Neighborhoods Center. GED Program ● Mission Girls. GED prep. program ● Success Center's GED prep and transitional services. <p>9/28/21</p> <ul style="list-style-type: none"> ● 5 Keys: Experience with adults 	<ul style="list-style-type: none"> ● Success Centers' Computer Literacy workshop series ● Success Center's Job Readiness workshop series ● Omega Club <p>9/28/21 Additions:</p> <ul style="list-style-type: none"> ● Quarantine Unit virtual reality programming as part of lesson, e.g. in civil rights march, underwater, in other places/cities/environments ● Currently, youth access City College classes online (as they would from anywhere) with SFUSD laptops/wifi. Receive support from SFUSD teachers and JH counselors. ● Individual educational plan/ connection to school that is best fit for youth to graduate. ● Special Education: Every class has general ed & special ed teacher co-teaching; monitor IEP and content teaching. Assess youth who haven't been previously identified; develop IEP. ● 5 Keys: Experience with adults ● SFUSD teachers as objective party/mentors to communicate with Court.
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<ul style="list-style-type: none"> • What are the service & resource gaps? • What program elements are missing? 	<ul style="list-style-type: none"> • Parenting Classes • Life Skills Coaching, preferably with lived experience • Mindfulness • Meditation • Information on how to get concrete needs met • Socio-Emotional Competence • Unlearning the toxicity that has been taught. • Learning history from the present and going back as opposed to some arbitrary date way back in history and moving forward. • Teaching authentic history • Paying people who are in these roles enough to live comfortably. • Comprehensive Case Management form a culturally and gender appropriate approach <p>9/28/21 Notes:</p> <ul style="list-style-type: none"> • How to create opportunities to access/utilize technology (across all spaces) • Expose young people to the world through technology. 	<ul style="list-style-type: none"> • Parenting Classes • Life Skills Coaching, preferably with lived experience • Mindfulness • Meditation • Information on how to get concrete needs met • Socio-Emotional Competence • Unlearning the toxicity that has been taught. • Learning history from the present and going back as opposed to some arbitrary date way back in history and moving forward. • Teaching authentic history • Paying people who are in these roles enough to live comfortably. 	<ul style="list-style-type: none"> • Parenting Classes • Life Skills Coaching, preferably with lived experience • Mindfulness • Meditation • Information on how to get concrete needs met • Socio-Emotional Competence • Unlearning the toxicity that has been taught. • Learning history from the present and going back as opposed to some arbitrary date way back in history and moving forward. • Teaching authentic history • Paying people who are in these roles enough to live comfortably. • A Continuum vision rather than a departmentalized one. <p><i>From Positive Youth Development Programming Template:</i></p> <p><i>-Broad life skills training. (Job preparedness and promptness, social skills and etiquette, money management, budgeting, voter registration/voting, etc.)</i></p> <p><i>-Multiple higher education opportunities – connections with universities (as well as City College)</i></p>
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	<ul style="list-style-type: none"> • How to contextualize curriculum so its relevant to our population? • How to align what’s in secure facility, OOHP, with what is in the community. How to align accomplishments. Partner with service providers inside/outside, continue relationships. <p><i>From Positive Youth Development Programming Template: --Physical health education and activities (as opposed to just physical activities)</i></p>		
<ul style="list-style-type: none"> • How can we fill these gaps? • What ideas or models should be implemented? • Are there experts or models, including those outside of SF, that can help us? 	<ul style="list-style-type: none"> • For parenting, One Family is a resource, but the program is for adults. Maybe we can speak with them to see how we can scale their program to young people? <p>9/28/21 Additions:</p> <ul style="list-style-type: none"> • Rising Scholars Network; Youth Law Center Pathways to Higher Education • Warm hand-offs to education programs and institutions 	<ul style="list-style-type: none"> • For parenting, One Family is a resource, but the program is for adults. Maybe we can speak with them to see how we can scale their program to young people? <p>9/28/21 Additions:</p> <ul style="list-style-type: none"> • Rising Scholars Network; Youth Law Center Pathways to Higher Education • Warm hand-offs to education programs and institutions 	<p>Financial Literacy Continue college/career skill building Trades/Union</p> <p>9/28/21 Additions: BU Prison Education Program:</p> <ul style="list-style-type: none"> • Project Rebound; Underground Scholars; Second Chance – bring in people who have completed these programs to speak to their experience. • College Prep Class: Earn college credit while learning tools of how to be successful in

	<ul style="list-style-type: none"> ● Mentor/tutor who works with young person in all settings 	<ul style="list-style-type: none"> ● Mentor/tutor who works with young person in all settings 	<p>college/explore best educational/career path forward. Underground Scholars runs a class in Contra Costa County Juvenile Hall – 9 credit college class.</p> <p>-In person delivery is better, but may not be possible (though if a professor comes once, they will be sold). Partakers: tutor/mentor program. One on one, in person tutor to support virtual college learning.</p> <p>-Reentry/ Step Down Connections, Warm hand offs to community. Make connection early on with educational institution.</p> <p>-College advisors/ educational navigators/ educational advocates.</p> <p>-Youth focused/ youth empowered/ family centered educational plan that follows youth over time.</p> <p>-Hierarchy of needs/ have to address needs before prepared to prioritize education</p> <p>-Representation/ responsivity</p> <p>-How to unlearn system knowledge to be prepared to learn</p> <p>-Learning in secure facility is not designed for youth learning in the real world.</p>
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			<p>-Warm hand-offs to education programs and institutions</p> <p>-Mentor/tutor who works with young person in all settings</p> <p>Rising Scholars Network; Youth Law Center Pathways to Higher Education</p> <p><i>From Positive Youth Development Programming Template:</i></p> <p><i>-Educational programs that emphasize the true history of society, including the racist systems that affect them</i></p> <p><i>-Practical Education - revolving around real life</i></p> <p><i>-There should be program exceptions for young adults who are enrolled and completing college courses</i></p>
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ⁱ **WIC 707(b)** This subdivision is applicable to any case in which a minor is alleged to be a person described in Section 602 by reason of the violation of one of the following offenses:

- (1) Murder.
- (2) Arson, as provided in subdivision (a) or (b) of Section 451 of the Penal Code
- (3) Robbery.
- (4) Rape with force, violence, or threat of great bodily harm.
- (5) Sodomy by force, violence, duress, menace, or threat of great bodily harm.
- (6) A lewd or lascivious act as provided in subdivision (b) of Section 288 of the Penal Code.
- (7) Oral copulation by force, violence, duress, menace, or threat of great bodily harm.
- (8) An offense specified in subdivision (a) of Section 289 of the Penal Code.
- (9) Kidnapping for ransom.

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- (10) Kidnapping for purposes of robbery.
 - (11) Kidnapping with bodily harm.
 - (12) Attempted murder.
 - (13) Assault with a firearm or destructive device.
 - (14) Assault by any means of force likely to produce great bodily injury.
 - (15) Discharge of a firearm into an inhabited or occupied building.
 - (16) An offense described in Section 1203.09 of the Penal Code.
 - (17) An offense described in Section 12022.5 or 12022.53 of the Penal Code.
 - (18) A felony offense in which the minor personally used a weapon described in any provision listed in Section 16590 of the Penal Code.
 - (19) A felony offense described in Section 136.1 or 137 of the Penal Code.
 - (20) Manufacturing, compounding, or selling one-half ounce or more of a salt or solution of a controlled substance specified in subdivision (e) of Section 11055 of the Health and Safety Code.
 - (21) A violent felony, as defined in subdivision (c) of Section 667.5 of the Penal Code, which also would constitute a felony violation of subdivision (b) of Section 186.22 of the Penal Code.
 - (22) Escape, by the use of force or violence, from a county juvenile hall, home, ranch, camp, or forestry camp in violation of subdivision (b) of Section 871 if great bodily injury is intentionally inflicted upon an employee of the juvenile facility during the commission of the escape.
 - (23) Torture as described in Sections 206 and 206.1 of the Penal Code.
 - (24) Aggravated mayhem, as described in Section 205 of the Penal Code.
 - (25) Carjacking, as described in Section 215 of the Penal Code, while armed with a dangerous or deadly weapon.
 - (26) Kidnapping for purposes of sexual assault, as punishable in subdivision (b) of Section 209 of the Penal Code.
 - (27) Kidnapping as punishable in Section 209.5 of the Penal Code.
 - (28) The offense described in subdivision (c) of Section 26100 of the Penal Code.
 - (29) The offense described in Section 18745 of the Penal Code.
 - (30) Voluntary manslaughter, as described in subdivision (a) of Section 192 of the Penal Code.

ii ii **1995.** (a) To be eligible for funding described in Section 1991, a county shall create a subcommittee of the multiagency juvenile justice coordinating council, as described in Section 749.22, to develop a plan describing the facilities, programs, placements, services, supervision and reentry strategies that are needed to provide appropriate rehabilitation and supervision services for the population described in subdivision (b) of Section 1990.

(b) The subcommittee shall be composed of the chief probation officer, as chair, and one representative each from the district attorney's office, the public defender's office, the department of social services, the department of mental health, the county office of education or a school district, and a representative from the court. The subcommittee shall also include no fewer than three community members who shall be defined as individuals who have experience providing community-based youth services, youth justice advocates with expertise and knowledge of the juvenile justice system, or have been directly involved in the juvenile justice system.

(c) The plan described in subdivision (a) shall include all of the following elements:

(1) A description of the realignment target population in the county that is to be supported or served by allocations from the block grant program, including the numbers of youth served, disaggregated by factors including their ages, offense and offense histories, gender, race or ethnicity, and other characteristics, and by the programs, placements, or facilities to which they are referred.

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- (2) A description of the facilities, programs, placements, services and service providers, supervision, and other responses that will be provided to the target population.
- (3) A description of how grant funds will be applied to address each of the following areas of need or development for realigned youth:
- (A) Mental health, sex offender treatment, or related behavioral or trauma-based needs.
 - (B) Support programs or services that promote the healthy adolescent development.
 - (C) Family engagement in programs.
 - (D) Reentry, including planning and linkages to support employment, housing, and continuing education.
 - (E) Evidence-based, promising, trauma-informed, and culturally responsive.
 - (F) Whether and how the plan will include services or programs for realigned youth that are provided by nongovernmental or community-based providers.
- (4) A detailed facility plan indicating which facilities will be used to house or confine realigned youth at varying levels of offense severity and treatment need, and improvements to accommodate long-term commitments. This element of the plan shall also include information on how the facilities will ensure the safety and protection of youth having different ages, genders, special needs, and other relevant characteristics.
- (5) A description of how the plan will incentivize or facilitate the retention of realigned youth within the jurisdiction and rehabilitative foundation of the juvenile justice system in lieu of transfers of realigned youth into the adult criminal justice system.
- (6) A description of any regional agreements or arrangements to be supported by the block grant allocation pursuant to this chapter.
- (7) A description of how data will be collected on the youth served and outcomes for youth served by the block grant program, including a description the outcome measures that will be utilized to measure or determine the results of programs and interventions supported by block grant funds.
- (e) In order to receive 2022-2023 funding pursuant to Section 1991, a plan shall be filed with the Office of Youth and Community Restoration by January 1, 2022. In order to continue receiving funding, the subcommittee shall convene to consider the plan every third year, but at a minimum submit the most recent plan regardless of changes. The plan shall be submitted to the Office of Youth and Community Restoration by May 1 of each year.
- (f) The Office of Youth and Community Restoration shall review the plan to ensure that the plan contains the all elements described in this section and may return the plan to the county for revision as necessary prior to final acceptance of the plan.
- (g) The Office of Youth and Community Restoration shall prepare and make available to the public on its internet website a summary and a copy of the annual county plans submitted pursuant to this section.