



DJJ Realignment Updates

San Francisco Juvenile Justice Coordinating Council's

DJJ Realignment Subcommittee

9.28.21, Agenda Item 4

DJJ Realignment Updates

- **Statewide Consortium Update**
- **Subcommittee Norms**
- **Racial Equity Topic Area Conversation**
- **Special Guest Speakers**

Subcommittee Norms

- Please be on screen, if you can.
- Please treat this like an in-person meeting (i.e. don't have off video conversations)
- Please don't use the chat - public attendees cannot see it!
- Remember, per the Brown Act, no “workgroups” or “subcommittees”

Special Guest Speakers

- Inviting special guests/experts to present to subcommittee members
- Will be held outside of regular meeting times
- Time & Date will be noticed on website and all sessions will be open to the public and recorded
- Send names & contact info to Emily to schedule

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.
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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. 		
<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 • Warm hand-offs to education programs and institutions • Mentor/tutor who works with young person in all settings 	<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 • Warm hand-offs to education programs and institutions • Mentor/tutor who works with young person in all settings 	<p>Financial Literacy Continue college/career skill building Trades/Union</p> <p>9/28/21 Additions: BU Prison Education Program: -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 college/explore best educational/career path forward. Underground Scholars runs a class in Contra Costa County Juvenile Hall – 9 credit college class. -In person delivery is better, but may not be possible (though if a professor comes once, they will be</p>

			<p>sold). Partakers: tutor/mentor program. One on one, in person tutor to support virtual college learning.</p> <ul style="list-style-type: none"> -Reentry/ Step Down Connections, Warm hand offs to community. Make connection early on with educational institution. -College advisors/ educational navigators/ educational advocates. -Youth focused/ youth empowered/ family centered educational plan that follows youth over time. -Hierarchy of needs/ have to address needs before prepared to prioritize education -Representation/ responsiveness -How to unlearn system knowledge to be prepared to learn -Learning in secure facility is not designed for youth learning in the real world. -Warm hand-offs to education programs and institutions -Mentor/tutor who works with young person in all settings -Rising Scholars Network
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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.
- (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.

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- 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.
 - (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.

DRAFT Planning Template for DJJ Realignment Subcommittee Topic Areas

Topic Area: Workforce Development

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
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Plan Development: To aid 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.

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- 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? 	<p>SF is rich in resources and opportunities. Over \$172M in resources per year from 22 City Departments.</p> <p>Office of Economic Development and the Department of children Youth and families work fund detention based and community based programs</p> <p>Federal Re-Entry Grants \$2-4M for up to 40 months i.e., Safe Passages Richmond (Rubicon), Sacramento, YEP in Oakland Re-entry, Madera (Pathway Home –inside out program or LEAD Program was a One Stop One Stop Career Centers throughout SF have linkages to re-entry Opportunities.</p> <p>Opportunities to learn and earn certifications are necessary.</p> <p>Transitional Employment Program are key and essential. Many programs offer stipends, but more on the job training that pays a living wage. This prevents TAY from reverting back into old behavior.</p>	<p>Connection to behavioral health, housing, workforce development, educational program happen, but should be established from start through to integration back into the community.</p>	<p>Career Center within the detention facility), very few funded Federal programs in SF Bay Area (see list attached).</p> <p>DCYF also funds detention based workforce development services.</p>

<ul style="list-style-type: none"> • What are the service & resource gaps? • What program elements are missing? 	<p>There should be opportunities for young people after transitional employment that provides upward mobility.</p> <p>Exposure to financial literacy, understand the value of a dollar and long term planning.</p> <p>Enhanced education and job training opportunities.</p> <p>Creating more entrepreneurial pathways</p> <p>Very few federally funded programs in SF Bay Area.</p>		<p>Arrested Development – This is an abnormal environment therefore youth do not grow emotionally. This environment is traumatizing.</p> <p>Growth mindset set to change how folks think and feel about themselves. Know what is going on inside. Emotional and Vocation rehabilitation is fundamental.</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? 	<p>Cross collaboration with department and agencies.</p> <p>Credit to organizations for cross referencing youth with compensation as well.</p> <p>Consistent work opportunities with behavior health, education, certification opportunities that tie into long term careers.</p> <p>Conversation with the youth must go beyond construction but include tech and other industries.</p>	<p>Youth Advocacy Council at JPD, peer to peer leadership – serve as credible messenger. Youth are able to relate to ensure the inclusion of youth voice, that are culturally competent.</p> <p>Young people bring a whole other perspective</p> <p>Create a check list/central repository of potential services that young people think they may need so that partnerships and resources can be gathered while in custody that carry on in community and beyond (warm hand off)</p>	<p>Must have credible messengers inside the facilities to keep it real about how things are in community.</p> <p>Housing is credible along with treatment services, connections to mentor both inside and out who will give folks the necessary pull ups and supports that are trusted.</p> <p><u>Additions on 9/28:</u> Find ways to engage credible messengers in a sustainable way, in the spaces we think they would be most valuable</p>

	<p>Employers need to be involved for there are investing into the prisons and benefitting, why not in community.</p> <p><u>Additions on 9/28:</u> LLA Workforce Model</p> <p>Make sure that young people's needs are met so that these opportunities are not luxuries</p> <p>Flexibility, youth-led choice, variety of options - *regional planning?</p> <p>Youth Advocacy Council at JPD, peer to peer leadership – serve as credible messenger. Youth are able to relate to ensure the inclusion of youth voice, that are culturally competent.</p>	<p><u>Additions on 9/28:</u> LLA Workforce Model</p> <p>Make sure that young people's needs are met so that these opportunities are not luxuries</p> <p>Flexibility, youth-led choice, variety of options - *regional planning?</p>	<p><u>Untapped Talent</u> – invite author as guest speaker</p> <p>Embed internship, apprenticeship training, and exposure opportunities in secure space along with reentry opportunities when released – make sure these opps are available inside and out (in all three settings)</p> <p>LLA Workforce Model</p> <p>Flexibility, youth-led choice, variety of options – how do we build this and ensure this is available when planning for low number of young people? *regional planning?</p> <p>Youth Advocacy Council at JPD, peer to peer leadership – serve as credible messenger. Youth are able to relate to ensure the inclusion of youth voice, that are culturally competent.</p>
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Attendees:

Carlos Simpson, ARC/Credible Messenger
Patrick Carr, Pit Stop Manager/Credible Messenger
Robert D, Credible Messenger
Adrian J. Garcia, JPD
Ren Floyd-Rodriguez, OEWD
Glenn Eagleson, OEWD
Troy Henry, Goodwill Industries

Summer Granger, Youth Counselor/Lincoln High School

Contributors:

Jasmine Dawson, DCYF

Rodney Hamlet, US DOL Re-Entry Program Manager

Denise Coleman, CARC

Will Roy, Credible Messenger/Safe and Sound

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(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.

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- (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.
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 - (28) The offense described in subdivision (c) of Section 26100 of the Penal Code.
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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.

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(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.

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(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.

Consortium Policy– Why?

Statewide partnership to pool resources in order to ensure the availability of high-quality treatment programs in regions across the state who are ordered by the court into Secure Youth Treatment Facilities.



- Ensure the availability of high-quality secure treatment beds in different regions across the state
- Provide high-quality services to youth in any region
- Provide research, training and TA to all secure youth treatment programs



Improving Outcomes Statewide

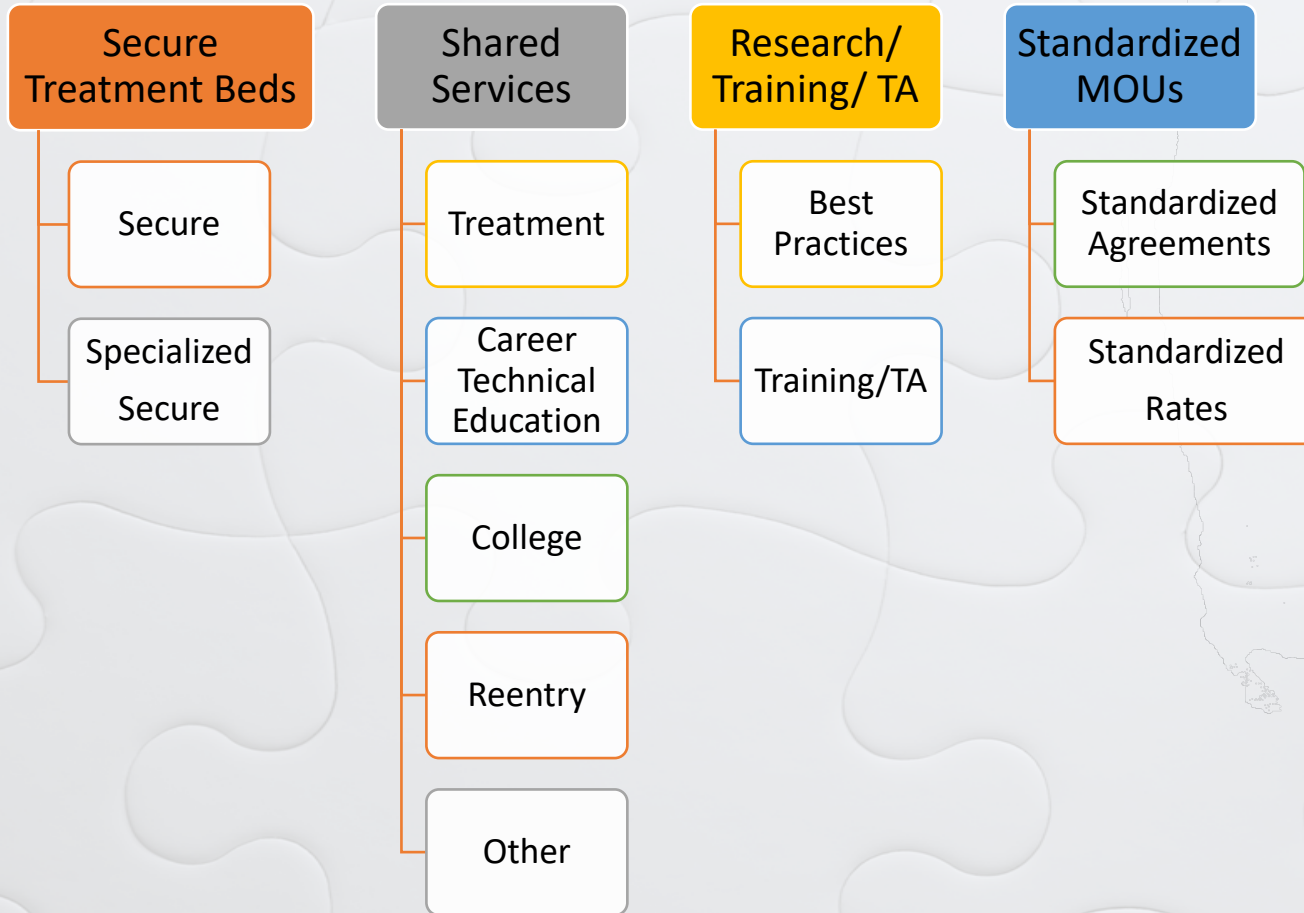
Given the small number of secure track-eligible youth and their highly specialized needs, pooling resources will help to:

- Ensure the availability of high-quality programs in different regions that are culturally responsive, trauma-informed, age appropriate, as close to home as possible, centered on youth and family engagement, and based on positive youth development
- Minimize the chances of net-widening
- Reduce time in secure facilities by providing enriched services & strong community partnerships
- Avoid the risk of transfer to criminal court by maximizing limited resources

Planning & Implementation

Consortium Helps Counties Match
Resources Based on Need

(examples below)



One Step at a Time

In the short term...

County estimates need for upcoming year based on historical info and current population

County works with local stakeholders to determine local capacity to meet anticipated need

Counties with capacity that can be shared (beds or services) exchange information through Consortium

Consortium facilitates the development of standardized rates and MOUs

Consortium assists with matching counties who need beds or services with those who can provide it

Consortium provides standardized MOU for counties to use on a case-by-case partnership

Eventually...

County JJCC subcommittee develops local plan and submits to OYCR

Counties who cannot provide beds or services locally go to Consortium to find potential partners

Consortium establishes standardized rates (may vary by region) and program guidelines/agreements

Counties who need "guaranteed" beds or services might pay higher rate upfront

County notifies Consortium when a secure bed or service is needed

Consortium assists with finalizing arrangement; MOUs already in place

All Consortium members have access to Best Practices Training/TA