

**Juvenile Justice Realignment Block Grant
Annual Plan**

Date:

County Name:

Contact Name:

Telephone Number:

E-mail Address:

Background and Instructions:

Welfare & Institutions Code Section(s) 1990-1995 establish the Juvenile Justice Realignment Block Grant program for the purpose of providing county-based care, custody, and supervision of youth who are realigned from the state Division of Juvenile Justice or who would otherwise be eligible for commitment to the Division of Juvenile Justice prior to its closure.

To be eligible for funding allocations associated with this grant program, counties shall create a subcommittee of the multiagency juvenile justice coordinating council to develop a plan describing the facilities, programs, placements, services, supervision and reentry strategies that are needed to provide appropriate rehabilitative services for realigned youth.

County plans are to be submitted and revised in accordance with WIC 1995, and may be posted, as submitted, to the Office of Youth and Community Restoration website.

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Part 1: Subcommittee Overview (WIC 1995 (b))

A. Composition. List the subcommittee members, agency affiliation where applicable, and contact information.

Agency	Name and Title	Email	Phone Number
Chief Probation Officer (Chair)	Marcus Dawal Interim Chief Probation Officer	mdawal@acgov.org	(510) 268-7233
District Attorney's Office of Representative	Nancy O'Malley District Attorney or	Nancy.o'malley@acgov.org	(510) 272-6222
	Matthew Golde (Designee) Assistant District Attorney	matthew.golde@acgov.org	(510) 667-4470
Public Defender's Office of Representative	Brendon Woods Public Defender or	Brendon.woods@acgov.org	(510) 272-6624
	Alphonso Mance (Designee) Deputy Public Defender	Alphonso.Mance@acgov.org	(510) 667-4496
Department of Social Services Representative	Lori Cox Agency Director or	lori.cox@acgov.org	(510) 271-9100
	Michelle Love (Designee) Assistant Agency Director	lovemi@acgov.org	(510) 271-2727
Alameda County Behavioral Health Department Representative	Karyn Tribble Director or	Karyn.Tribble@acgov.org	(510) 567-8100
	Juan Taizan (Designee) Director of Juvenile Justice/ Child and Family Health Services	juan.taizan@acgov.org	
Office of Education Representative	Karen Monroe Superintendent or	lkmonroe@acoe.org	(510) 670-4144
	Monica Vaughan (Designee) Chief of Schools	mvaughan@acoe.org	(510) 670-4590
Court Representative	Honorable Judge Ursula Jones Dickson	udickson@alameda.courts.ca.gov	(510) 618-1105
Alameda County Bar Association	Andrea Zambrana Director of Court Appointed Attorneys Program (CAAP) or	andrea@acbanet.org	(510) 302-2202
	Megan Low (Designee) Forensic Social Worker	megan@acbanet.org	

Oakland Police Department	LaRonne Armstrong Police Chief or Drennon Lindsey (Designee) Deputy Chief of Police	larmstrong@oaklandca.gov larmstrong@oaklandca.gov	(510) 238-3366
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Additional Subcommittee Participants			
Juvenile Justice Delinquency Prevention Commission (JJPDC)	Vamsey Palagummi Chair	vamseyp@gmail.com	(510) 462-9723
Delinquency Prevention Network (DPN)	Emily Young Co-Chair or Lynn Gardner (Designee) Co-Chair	Emily.Young@hayward-ca.gov	(510) 293-7048
Free Our Kids Coalition	Hayden Renato	hrenato@curyj.org	
Community Member District 1 Representative	Caryn Quezada	carynquezada@gmail.com	(925) 323-2093
Community Member District 2 Representative	Davida Scott	dscott@has.edu	(510) 935-1098
Community Member District 3 Representative	Erin Palacios	epalacios@ylc.org	(619) 245-8928
Community Member District 4 Representative	Trevor Arceneaux	trevor@flyprogram.org	(510) 813-6691
Community Member District 5 Representative	Kelly Thompson	kthompson@cbmcffc.org	(510- 562-3731 x18)

B. Subcommittee Charter & Values

Charter

The Alameda County SB823 Subcommittee is charged with preparing a plan to serve youth realigned under SB823. This plan shall be comprehensive, addressing not only detention and housing, but also addressing treatment, services, reentry preparation, and reentry - preparing young people for success outside of the system. We are charged to identify and use evidence-based and promising practices and programs that improve the outcomes of youth and public safety, reduce the transfer of

youth into the adult criminal justice system, ensure that dispositions are in the least restrictive appropriate environment, reduce and then eliminate racial and ethnic disparities, and reduce the use of confinement in the juvenile justice system by utilizing community-based responses and interventions.

Values

The Alameda County SB 823 Subcommittee is committed to the success of system-involved youth through the implementation of innovative strategies that promote healing and address their needs, the needs of victims and families, improve public safety, and promote overall community wellbeing.

The Subcommittee recognizes that system-involved youth have overwhelmingly experienced trauma and neglect on both individual and systemic levels, which has often resulted in their system involvement. Thus, the Subcommittee considers that providing youth with healing-centered and trauma-informed services that address these harms is vital in preventing harms from happening again. To this end, we are committed to complying with the mandates of SB 823, including ensuring that impacted youth have access to education, programming, treatment, and services that are both developmentally and therapeutically appropriate. We are committed to going above and beyond these requirements whenever possible, which includes leveraging our local community-based organizations to provide comprehensive services and programming inside and outside of custody, with the ultimate goal of best supporting youth success outside of the system. We also recognize that family (defined as broadly as possible) relationships and family reunification are often key components of successful treatment and reentry, and will seek every opportunity to promote and strengthen familial connections. The Subcommittee recognizes that the juvenile justice system disproportionately impacts communities, families, and youth of color. To this end, we are committed to reducing and eliminating racial/ethnic disparities. Importantly, we are committed to promoting racial and ethnic equity through culturally affirming practices and programming.

The Subcommittee believes in utilizing restorative justice practices whenever possible; acknowledging that victims of crime and communities have been harmed, & addressing the harms caused. In order to address the needs of victims in compliance with the California constitution and Marcy's law, as well as provide a meaningful opportunity for accountability, the Subcommittee is strongly committed to the values and principles of restorative justice. This approach centers the needs of the person harmed, while providing support and structure to the young person as they seek to make things right. The work of the Subcommittee is guided by a public health approach; is informed by evidence-based practices that improve outcomes for system-involved youth, reduce recidivism, and increase public safety; and centers the voices and experiences of those most impacted by the system.

Part 2: Target Population (WIC 1995 (C) (1))

- A. Youth's commitments to DJJ. Overview of youth from County who were committed to DJJ in the last 5 years (2015 - 2020). Provide demographics of this population, including numbers of youth served, disaggregated by factors including age, gender, race or ethnicity, and offense/offense history.
- B. Overview of identified target population. Provide demographics of this population including anticipated numbers of youth served, disaggregated by factors including age, gender, race or ethnicity, and offense/offense history. **Also include the projected number of youth to be served based on the past 5 year average (2015-2020).**
- C. Additional information. Describe any additional relevant information pertaining to identified target population, including programs, placements and/or facilities to which they have been referred.
- D. Target population data collection. Describe how data will be collected on youth served by the block grant: (WIC 1995 (7))

Part 3: Retaining the Target Population in the Juvenile Justice System

Commented [1]: ACPD to add bullet points &/or language here for Subcommittee discussion

- A. Describe how the plan will incentivize or facilitate the retention of the target population within the jurisdiction and rehabilitative foundation of the juvenile justice system, in lieu of transfer to the adult criminal justice system: (WIC 1995 (5))
- B. **Retention data collection. Describe how data will be collected to track the retention of the target population.**

Commented [2R1]: IJ can support the data collection section; here and throughout

Part 4: Programs and Services (WIC 1995 (c)(2))

- A. Overview. Provide a description of the programs, placements, services and service providers, supervision, and other responses that will be provided to the target population.
- B. **Healthy adolescent development.** Describe how the County plans to apply grant funds to support programs or services that promote healthy adolescent development for the target population (WIC 1995 (3) (B))
 - o All policies in the youth's best interest
 - Review those policies that are for convenience or efficiency
 - Inclusion of literature/research on adolescent brain development in the design of program policies
 - o Financial support for youth & families
 - UBI
 - o Importance of Youth Voice & Choice
 - Access to healthy food & cooking facilities
 - Personal clothing, no uniforms
 - Locking doors?
 - o Family engagement
 - throughout the process

Commented [3]: Core Programming

- times/places for accessibility
 - family meals
 - regular (monthly) family/community events
 - child bonding opportunities
 - Just Beginnings (program that works with incarcerated young people & their children in building relationships)
 - Recreation
 - Outdoor space
 - Gym equipment & exercise equipment
 - Animal/pet therapy
 - Peer-Mentoring Model
 - Step-Down approach
 - Assessments to determine readiness for step-down
 - Formal
 - Strength-based assessments, designed to measure change over time
 - Informal
 - Assessing youth using a holistic approach
 - Include input from family
 - MDTs
 - Composition
 - Minimum: “MDT’s must contain mental and behavioral health, education, and other treatment providers. The Court shall consider recommendations of counsel, the probation department and any behavioral, educational, or other specialists having information relevant to the youth’s progress during progress review hearings which are to be held not less frequently than once every six months.”
 - Include a youth advocate throughout MDT process
 - Frequency of meetings
 - Especially frequent early on while folks are in JJC/secure setting
 - Minimum is every 6 months
- C. **Family engagement.** Describe how the County plans to apply grant funds to address family engagement in programs for the target population (WIC 1995 (3) (C))
- Broad definition of family
 - Family defined as both biological and extended family, as well as other important individuals in youth’s lives (e.g., mentors, coaches)
 - Remove all physical and economic barriers to ensure family relationship is preserved
 - Family visits
 - Resources to assist families visiting: funding, family therapy/ coaching to assist visiting, space for meals and preparation
 - Regular, weekly visitations, in person as well as phone and video, and quarterly family events

Commented [4]: Mental Health

- Spaces for family engagement events should mirror a home-based setting environment
 - Family involvement in youth's treatment
 - Families are encouraged to be actively involved with their youth's treatment and case planning through Child and Family Team (CFT) meetings, MDTs and Individual Education Planning (IEP) meetings
 - Expanded scope of family engagement beyond traditional mental health treatment
 - Therapists that can work with parents/ family in the community and youth in the facility simultaneously
- D. Describe how the County plans to apply grant funds to incorporate evidence-based, promising, and culturally responsive practices across all of its services and programs for the target population (WIC 1995 (3) (E))
 - Daily programming schedule
 - Content
 - Work, education, spiritual development, mental health (not just clinical; including trauma-informed & more general "healing")
 - Different tracks/cohorts
 - Consistency
 - Evidence-based
 - Incorporate structured decision-making based on a foundation rooted in Evidence-Based Practices (EBP), subsequently using proven and validated measures. The framework for established programming will contain all necessary components of EBP, including risk assessment, evaluation of needs/strengths, a dispositional matrix, and an evaluation of program effectiveness
 - Importance of innovative approaches and creation of *new* evidence-based practices relevant for the target population
 - Culturally-responsive programming
 - Outline culturally-responsive program elements and structure relevant for target population
 - Emphasis on current socio-political culture
 - Staff from similar backgrounds/lived experiences
 - ACPD will adopt programs, services and interventions that are relevant to youth of color, given the disproportionate rate at which they are represented in our targeted population. It will be critical to establish programs that youth connect with, understand, and find value in.
 - Offer programs that provide the history of their respective cultures, races and/or ethnicities.
 - Youth will also be provided religious and/or spiritual services to assist with providing a holistic array of services that youth can choose from as part of their growth and development.
- E. Describe how the County plans to apply grant funds to incorporate gender-responsive and trauma-informed practices across all of its services and programs for the target population (WIC 1995 (3) (E))
 - Involvement of youth in their own case planning - what is their vision of success?
 - Inclusion of community providers in programming as early as possible in the process
 - Gender-responsive
 - Core elements and structure of gender-responsive programming

Commented [5]: Core Programming

Commented [6]: Mental Health

- Recommendations and best practices of programs for LGBTQ/GNC youth
 - Trauma-informed care model
 - Evidence-based programming to specifically address trauma
 - Trauma treatment has to be client-led
 - Treatment has to consider intergenerational trauma
 - Treatment that focuses on complex trauma
 - Take into account the literature on Adverse Childhood Experiences (ACEs)
- F. **Specialized treatment.** Describe how the County plans to apply grant funds to support programs or services for girls, youth committed for sex offenses, and youth with serious mental health disorders. Commented [7]: Mental Health
 - Local solutions for treatment provision
 - Outline process for situations when specialized treatment options are not available in the County or at regional hubs
 - Options for existing and alternative sex behavior treatment programs (SBTP)
 - Required training and education for individuals working with young people
 - Extensive training of staff in individualized, strength-based practices
 - Orientation and ongoing training regarding the population's adolescent development, history of trauma, mental health needs, developmental and educational needs, and cultural nuances
 - Staff training - parallel process and modeling throughout
 - Training of JIOs and their ensured commitment with program mission and vision
 - Outline minimum requirements for all staff: educational, professional, or lived experiences
- G. Describe whether and how the County plans to apply grant funds to include services or programs for the target population that are provided by nongovernmental or community-based providers: (WIC 1995 (3) (F)) Commented [8]: Core Programming
 - Partnerships with CBOs to come in to provide programming
 - Wide array of programs & exposure to caring, trusted adults
 - Credible messengers
 - Community involvement in provision of services should occur as early and often as possible
 - Funding for a Victim Resource Specialist (VRS) through a community-based organization
 - Services to be provided by CBOs:
 - Restorative Justice
 - Culturally Competent Cognitive Groups
 - Re-entry Support-Related Services
 - Substance Abuse Services
 - Culinary Programming
 - Music and Video Production
 - Art & Poetry Classes
 - Mentoring and Life Skills
 - Civic and Social Engagement
- H. **Program data.** Describe how data will be collected and analyzed to determine the results of the programs and interventions supported by block grant funds, including measures for individual and programmatic level outcomes (WIC 1995 (7)) Commented [9]: Impact Justice

Part 5: Education, Vocational Training, & Re-entry

A. Describe how the County plans to apply grant funds to address education, focusing on higher education and including vocational training.

- The Alameda County Office of Education (ACOE) and the Alameda County Probation Department (ACPD) continue existing agreements to include the development of educational curriculum
- MDT Planning & Goal Setting
 - Composition
 - Consistency of members
 - Each student should have IEP
- Enrollment in high school for students without diploma
 - What does education look like?
 - Better to integrate SB 823 in JJC classrooms, or better to do one-on-one individualized education (more like an independent study)?
 - Options for dual enrollment in community college and vocational training
- Community College enrollment for high school graduates
 - array of options for on-line community college enrollment
 - some opportunities for in-person courses in facility
 - explore option of transporting students to community college for classes
- Develop partnerships with community colleges for:
 - transition support
 - enrollment services
 - counseling
 - Explore partnerships with existing groups supporting formerly incarcerated students
 - Mount Tamalpais College - Prison University Project
 - Underground Scholars
 - ROC
 - Project Rebound
 - Explore partnerships that would bring in supports to the facility
- Coursework/opportunity responsiveness to student interest and desire
- Education and vocational training focused on earning Certificates and credits, particularly through sequence of education/training leading to career pathway
- Create industry partners for career paths
- Provide academic and vocational support to ensure student success. Supports could include:
 - tutoring
 - college course coach to attend college course for in-person courses and provide study group to accompany course
 - vocational mentors working in fields of training
 - college and career counseling
- Vocational Training
 - Strengthen/Develop Relationships:

- New Door Ventures (they do vocational training for TAY)
 - Irene Morgan Schools
 - Existing partnership:
 - <https://thelastmile.org/>
 - Youth Employment Partnership
 - CiviCorps
 - Chuck Patillo will send over list of existing contractors
 - Timing of Training
 - Location of Training
 - Partnerships with industry/employment/paid internships/apprenticeships
 - trades
 - NPOs
 - Explore additional fields (business, etc.)
 - Enlisting employers early on
- B. Describe how the County plans to apply grant funds to address reentry, including planning and linkages to support employment, housing and continuing education for the target population (WIC 1995 (3) (D))
 - Reentry planning begins the moment the youth enters residential placement.
 - Alameda County Probation intends to partner with community-based organizations to provide a vast array of re-entry services including but not limited to:
 - Case management
 - Housing
 - Mental Health
 - Systems navigation
 - Substance abuse
 - Education, vocation, & college
 - Employment
 - Mentoring
 - Cognitive behavioral treatment
 - Programs like project rebound and connection to re-entry support groups like Underground Scholars or ROC;
 - <https://www.mttamcollege.org/> (for post K-12)
 - Integrated with UC Berkeley
 - Potential for online courses
 - Internet is limited, don't have direct access to internet because of protocols around security; there's sometimes a belief that folks "convicted" shouldn't have access to the internet on principle; but it's possible to restrict necessary; have successfully done this at other major institutions, no reason we can't do that here
 - Transitional Planning & Reentry & transition plans -

- The transitional phase: The actual act of leaving the facility and reentering the community, which is immediately before and immediately after the date of exit
 - Goal planning should include a plan and clear path for the youth to move into the transitional phase as quickly as possible, as this is the phase that allows for a more normalized environment and access to a broader range of programming, including off-site educational and vocational training opportunities.
- Incorporate a reentry perspective in all aspects of facility programming and operations
 - Detention and correctional facilities are part of a process, not just places.
 - The mission for confinement facilities should purposefully and clearly articulate the importance of preparing youth to become contributing members of their community upon their return
 - Every aspect of confinement programs should be designed and evaluated through the lens of how well they meet that goal
 - This requires changing the focus of institution programs from simply managing youth inside the facility to promoting skills that lead to successful reentry.
 - Transitions for youth into and out of programs should be as seamless as possible.
 - Youth will experience consistent expectations, services, and support as they move into, through, and out of confinement facilities.
 - Programs will engage youths' support systems as part of an overall case planning.
 - Development of individualized plans and programs.
- Reentry Team Responsibilities:
 - Gathering input from other facility staff related to the youth's progress in learning skills that will be needed in the community.
 - Serving as the point of contact and coordination for community resources (e.g., treatment resources) that are already engaged or will be engaged when the youth returns to the community.
 - Connecting with parents or caretakers and engaging them in the planning process as well as identifying other family members that may be helpful.

- Identifying other supports for reentry such as mentors, faith community members, and other pro-social adults.
- Ensuring that the educational components of a transition plan are being properly developed and that appropriate information-sharing and enrollment supports will be in place.
- Other reentry goals
 - MDTs in the form of Student Success Teams led by youth to create Education Individualized Learning and Transition Plans (ILTPs) as well as Probation Transition Plans
 - Transition Center presentation
 - New position: Youth Probation Reentry Coordinator
 - Behavioral & Mental Health supports during & after transition to release & reentry
 - Ensuring that anything started on the inside - we should find a way to continue (finish the class; continue with this training, etc.)
- C. Program data. Describe how data will be collected and analyzed to determine the results of the education, vocational training, and re-entry programs and interventions supported by block grant funds, including measures for individual and programmatic level outcomes: (WIC 1995 (7))
 - ACOE working on record maintenance and access

Part 6: Facility Plan

Commented [10]: Core Programming

- A. Describe in detail each of the facilities that the County plans to use to house or confine the target population at varying levels of offense severity and treatment need, and improvements to accommodate long-term commitments.
 - Short-term
 - Long-term recommendations
 - i. Outline process
 - Camp as a potential option for secure track
 - Definition of "Secure Track"
 - i. Locking doors optional?
 - ACPD is committed to softening the space to ensure the most therapeutic environment is available to realigned youth as soon as possible
- B. Safety and protection. Include information on how the facilities will ensure the safety and protection of youth having different ages, genders, special needs, and other relevant characteristics. (WIC 1995 (4))
 - Discipline/Incentive; Behavior Management - Long Term models
 - i. Best practices
 1. Reconsider "small" rewards; baseline should be higher for longer-term youth
 2. Rewards/ sanctions should not be based around **basic items or items of basic comfort** -- rewards should be individually determined and go beyond the usual items

- a. MDT could help inform appropriate incentives
 - ii. Restorative Justice Framework
 - 1. youth/youth
 - 2. youth/staff & vice versa
 - 3. formalize restorative conflict resolution
 - iii. Consistent with the Eight Evidence-Based Principles of Effective Interventions, ACPD currently utilizes a point-based positive reinforcement behavior model to encourage and incentivize positive behavior and achievement of daily and weekly goals. This model relies heavily on incentives and utilizes sanctions only as a last resort and for the duration of time necessary to correct or change behavior.
- Compliance with federal and state laws that protect people with disabilities
- Safety and population control measures
 - Plan to end the use of chem spray
 - End use of room confinement
 - Review use of restraint policy and end the use of prone restraint
- Oversight -- for safety and complaint issues
 - Appeals process of all disciplinary (sanction) decisions
 - Grievance and review process
 - Community involvement
 - Incident data
- C. Staff. Describe the roles and number of staff that you anticipate will be working with the target population at each of the facilities that the County plans to use to house or confine youth.
 - Staff to youth ratios
 - i. Staff & other caring adults
 - When/where can we use non-officer staff
 - i. what additional types of staff needed
 - Required training and education for staff as well as roles and responsibilities
 - i. Restorative justice training
 - Prevention and management of secondary trauma for program staff
- D. Facility & Safety data. Describe how data pertaining to facility and safety will be collected and analyzed at the individual and facility level.

Part 7: Regional Effort

- A. Describe any regional agreements or arrangements supported by the County's block grant allocation: (WIC 1995 (6))

Commented [11]: ACPD, as these are developed