

# Yolo County Juvenile Justice Realignment Subcommittee

## MEETING AGENDA

February 17, 2021, 2:00 PM



### Juvenile Justice Realignment Subcommittee (Subcommittee)

Chair, Chief Probation Officer Dan Fruchtenicht

District 1 Representative: Joe Galvan

District 2 Representative: Judith Arce

District 3 Representative: Vacant

District 4 Representative: Vacant

District 5 Representative: Vacant

District Attorney Representative: Melinda Aiello

Public Defender Representative: Andrea Pelochino

Department of Social Services Representative: Karleen Jakowski

Department of Mental Health Representative: Tony Kildare

Office of Education Representative: Garth Lewis

Court Representative: Kara Clarkson

NOTE: This meeting is being agendized to allow Subcommittee Members, staff and the public to participate in the meeting via teleconference, pursuant to the [Governor's Executive Order N-29-20 \(March 17, 2020\)](#).

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<https://yolocounty.zoom.us/j/6067220727?pwd=RWxybWFJUUdNVIZRYzh3OVlrZDdrdz09>

Or mobile one-tap: +14086380968,,6067220727#

Or Telephone: +1 408 638 0968

Meeting ID: 606 722 0727

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If you are joining the meeting via Zoom and wish to make a comment on an item, press the "raise a hand" button. If you are joining the meeting by phone, press \*9 to indicate a desire to make comment. The Chair will call you by name or phone number when it is your turn to comment. Speakers will be limited to 3 minutes (subject to change).

1. Call to Order (Fruchtenicht)
2. **Action Item:** Consider approval of agenda (Fruchtenicht)
3. Public Comment: Opportunity for members of the public to address the Subcommittee on subjects relating to Subcommittee business and not otherwise on the agenda. Speakers will be limited to 3 minutes (subject to change).
4. Juvenile Justice Realignment Planning
  - a. Continue consideration of needs and impacts related to creating a local program (Tranfaglia)
  - b. Continue consideration of impacts of contracting for services out-of-county (Fruchtenicht)
5. Adjournment (Fruchtenicht)

Next Meeting:

- March 3, 2021, 2:00 p.m.

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## Notice

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# Juvenile Long-Term Treatment Program (Formerly Division of Juvenile Justice)

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YOLO COUNTY PROBATION DEPARTMENT



**Dan Fruchtenicht**  
CHIEF PROBATION OFFICER

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## **BACKGROUND**

On August 31, 2020, Senate Bill 823 was signed into law. The intent of SB 823 is to end placements of justice system-involved youth in State facilities and to realign this population to their respective counties of residence to receive the most appropriate rehabilitative services at the county level. Each county is tasked with developing a rehabilitative treatment program for those realigned youth who previously would have been sentenced to the California Division of Juvenile Justice (DJJ).

SB 823 also establishes the age of jurisdiction at age 23 for youth adjudicated of WIC 707(b) offenses and age 25 for youth adjudicated of offenses that would result in an aggregate sentence of seven or more years in adult court. Age of jurisdiction is 21 for all other youth.

## **TIMELINE**

On July 1, 2021, DJJ will no longer accept youth intakes. Until DJJ completely closes, youth already committed to DJJ can remain until completion of their program or the complete closure of all DJJ facilities on June 30, 2023. After July 1, 2021, Yolo County will provide long-term treatment for any youth who would normally be sentenced to DJJ.

## **FUNDING**

For fiscal years 2021-22 through 2023-24, the funding allocation for this realignment will be based on:

1. Juvenile Population – 20% of formula based on county's distribution of youth ages 10-17
2. DJJ Usage – 30% of formula based on each county's DJJ population as of December 2018, June 2019 and December 2019
3. Estimated 707(b) Population – 50% of formula based on county's local population who have committed certain violent and felony crimes as reported in Juvenile Court and Probation Statistical System (JCPSS) to be updated annually. In order to estimate a county's 707(b)/DJJ eligible population for these specified offenses, the State Department of Finance pulled the following felony group offense codes from JCPSS in 2018: Lewd or Lascivious Felony, Other Sex Felony, Assault, Forcible Rape, Homicide, Kidnapping, Manslaughter, Vehicle Theft and Robbery.

**Yolo County Allocation**

- FY 2021-2022: \$280,100
- FY 2022-2023: \$829,728
- FY 2023-2024: \$1,374,609

**GOALS OF THE JUVENILE LONG-TERM TREATMENT PROGRAM**

The program's primary focus is to treat the highest-risk youth adjudicated by the Court to a post-DJJ type program. This will initially be done in a therapeutic environment within the Juvenile Detention Facility, slowly integrating youth into programming within the community. Youth in this program will receive an array of individualized services and activities intended to reduce overall risk level, address criminogenic needs, treat behavioral health needs and address academic/career needs. Services and activities are provided simultaneously with developing strategies to improve family functioning as well as a network of community-based supports and activities. This will be accomplished by implementing structured, focused, treatment-based, skills-oriented, community-based interventions and community involvement opportunities, while integrating as many natural supports as possible.

The goals of the Juvenile Long-Term Treatment Program are as follows:

- Decrease youth's risk level
- Decrease youth's highest risk factors
- Increase youth's protective factors
- Enhance family relations and overall functioning
- Improve youth's school and/or vocational performance
- Engage youth in pro-social recreational outlets
- Develop a support network of extended family, neighbors and friends to assist parents/caregivers in achieving/maintaining treatment goals, as well as the trajectory of positive youth development and interaction within the community

**TARGET POPULATION**

The target population for the Juvenile Long-Term Treatment Program are youth who would otherwise be sentenced to the California Division of Juvenile Justice (DJJ) prior to the enactment of Senate Bill 823.

The projected population for fiscal year 2021-22 is one youth with no more than two youth for fiscal years 2022-23 and 2023-24.

## **PROGRAM PHASES**

### **Phase I: Orientation and Treatment Plan Development (Pre-Contemplation)**

The purpose of phase I is to identify the youth's risks and needs, including therapeutic treatment needs. At the outset of the program, after a full assessment is conducted and immediate needs are identified, a Family Service Plan will be developed in collaboration with the youth and family indicating appropriate services for the youth and appropriate referrals for the family.

#### Advancement Criteria

For the youth to advance to phase II, the following milestones must be achieved:

- Minimum 80% attendance and participation in services for a minimum of three months
- No major negative events or violations within the program setting for a minimum of three months
- Youth's written request for phase advancement submitted to program team
- Multi-Disciplinary Team recommendation for phase advancement

### **Phase II: Early Engagement (Contemplation)**

The purpose of phase II is for the youth to engage in service and begin the process of addressing their criminogenic needs, trauma and family needs to strengthen positive family/community interactions. In phase II, immediate needs have been identified and stabilized. Those activities and therapeutic services will be reinforced and expanded upon to allow the youth to internalize the therapeutic progress and allow for interventions to become incorporated into the youth's natural skill set of coping mechanisms.

#### Advancement Criteria

For the youth to advance to phase III, the following milestones must be achieved:

- Minimum 80% attendance and participation in services for a minimum of three months
- Youth must demonstrate a beginner level understanding of skills being taught within group and individual classes and sessions
- No major negative events or violations within the program setting for a minimum of three months
- Youth's written request for phase advancement submitted to program team
- Multi-Disciplinary Team recommendation for phase advancement

### **Phase III: Active Engagement (Action)**

The purpose of phase III is for the youth to become consistent in engaging in services and to move into actively addressing their criminogenic needs, trauma and family needs to strengthen positive



family/community interactions. Activities and therapeutic services have been reinforced and expanded upon. The youth demonstrates internalization of the therapeutic interventions and has incorporated said skills into their natural skill set of coping mechanisms.

#### Advancement Criteria

For the youth to advance to phase IV, the following milestones must be achieved:

- Minimum 80% attendance and participation in services for a minimum of three months
- Youth must demonstrate an understanding of skills being taught within group and individual classes and sessions and independently incorporate these skills into their daily life
- No major negative events or violations within the program setting for a minimum of three months
- Youth's written request for phase advancement submitted to program team
- Youth and family develop community safety plan in preparation for phase IV day/home passes
- Multi-Disciplinary Team recommendation for phase advancement

#### **Phase IV: Early Community Reintegration (Maintenance)**

The purpose of phase IV is for the youth to demonstrate consistency in actively addressing their criminogenic needs, trauma and family needs to strengthen positive family/community interactions. The youth's behavior should indicate activities and therapeutic services have been reinforced and expanded upon. The youth has a consistent ability to show that therapeutic interventions and skill-building is being incorporated into their natural skill set of coping mechanisms. Youth should stand out as role models within the program, as well as in the community, and have incorporated the skills and services into their daily lives.

This phase is where reintegration (re-entry) into the community begins. Youth will have structured day passes for pro-social, academic and/or employment related activities. After the youth has had several successful day passes, home day passes will begin. During any off-site time, the youth will wear a GPS unit. Upon return, the youth must submit a written description of day/home pass activities (after-visit report), including any challenges while on the pass, how they dealt with the challenges and what they might have done differently. The report will be processed in session with clinical staff. Family or persons involved in the pass will also be asked to submit a review of the youth's time in the community. Additionally, the youth will be tested for drugs/alcohol upon return to the program.

#### Advancement Criteria

For the youth to advance to phase V, the following milestones must be achieved;

- Minimum 80% attendance and participation in services for a minimum of four months
- Youth must consistently and independently apply the skills being taught within group and individual classes and sessions into their daily life
- Youth should stand out as a role model within the program and in the community
- No major negative events or violations within the program setting for a minimum of four months
- No positive drug/alcohol tests for a minimum of four months
- Youth's written request for phase advancement submitted to program team
- Youth and family submit a written description of day/home pass activities, including any challenges, how they dealt with the challenges and if they would do anything differently
- All after-visit reports have been submitted and processed with clinical staff
- Multi-Disciplinary Team recommendation for phase advancement

### **Phase V: Final Community Reintegration (Maintenance)**

The purpose of phase V is for the youth to have achieved consistency in maintaining their progress gained through the intensive services, lowering their risk level and addressing trauma and/or risk factors that contributed to their involvement in the juvenile justice system. The youth's behavior should indicate skills are incorporated into their natural skill set of coping mechanisms. Further, throughout phase V, a reduction in intensity of therapeutic services and an increase in the utilization of natural supports and coping skills by the youth/family occurs. During this phase, the intent is for professional staff (artificial services) to gradually step back and monitor the youth/family as they utilize the resources and coping skills developed, as well as any community supports put in place.

This phase is where continued and expanded reintegration (re-entry) into the community occurs. The youth spends the majority of his/her week in the community engaging in pro-social, structured activities, i.e., employment, education, sports, volunteering, etc. Youth will begin the transition to wraparound services in the community during this phase. Youth will have extended home passes. During any off-site time, the youth will wear a GPS unit. Upon return, the youth must submit a written description of day/home pass activities (after-visit report), including any challenges while on pass, how they dealt with the challenges and what they might do differently in the future. The report will be processed in session with clinical staff. Family or persons involved in the pass will also be asked to submit a review of the youth's time in the community. The youth will also be tested for drugs/alcohol upon return to the program.

### Advancement Criteria

For the youth to advance to phase VI (Graduation), the following milestones must be achieved:

- Minimum 80% attendance and participation for a minimum of four months

- Minimum 80% attendance and participation in community-based services for a minimum of four months
- Youth must continue to independently apply the skills learned into their daily life
- No major negative events or violations within the program setting or during home passes for a minimum of four months
- Youth must have achieved a high school diploma or completed a G.E.D./H.S. Equivalency
- Youth must be fully engaged in a post-secondary/vocational academic program or have employment
- No positive drug/alcohol tests for a minimum of four months
- No new law violations/citations during home passes for a minimum of four months
- Youth must have stable housing
- Youth's written request for phase advancement submitted to program team
- Youth and family submit a written description of day/home pass activities, including challenges, how challenges were dealt with and how the challenge might be handled differently (if applicable)
- All after-visit reports have been submitted and processed with clinical staff
- Multi-Disciplinary Team recommendation for phase advancement

#### **Phase VI: Long-Term Treatment Program Graduation (Termination)**

At the outset of this phase, the youth has been fully integrated back into the community and begins community supervision by the Probation Department consistent with the department's juvenile case management model.

During this phase, the intent is for professional staff (artificial services) to continue to step back and monitor the youth/family as they utilize the resources and skills developed in the program. During phase VI, the youth will fully transition to community-based services. Community-based services are in place to support the youth's complete re-entry into the community and will be provided for a short period of time, focusing on reducing the clinical/artificial presence, while encouraging the use of natural supports and community resources. This phase will serve as time for the youth/family to implement their skills while the Probation Department remains involved to provide case management and referrals as needed. The intent is for the youth, with the encouragement of his/her natural supports, to remain strong and well-connected to community resources to continue positive youth development activities.

#### **Graduation Criteria:**

For the youth graduate, the following milestones must be achieved;

- Minimum 80% attendance and participation in community-based services for a minimum of six months

- No major negative events for a minimum of six months
- No new law violations/citations for a minimum of six months
- No positive drug/alcohol tests for a minimum of six months
- Be enrolled in a post-secondary academic/vocational education program or be employed
- Youth will have stable housing for a minimum of six months
- Youth's written request for graduation submitted to the Probation Officer
- Youth submits a "relapse prevention plan" with their request for graduation
- Multi-Disciplinary Team recommendation for phase advancement
- Court order granting program graduation and termination of probation supervision

## PROGRAM SERVICES

### Youth

*The term "parent" will be used throughout the document and refers to caregiver of any kind.*

Behavior Management: The Behavioral Support Program provided by Juvenile Detention Facility (JDF) staff is designed to motivate and re-enforce targeted, pro-social behaviors and discourage antisocial behaviors. It is a graduated system that defines promotion expectations and allows for earned privileges from intake to graduation. Youth progress through the levels by performing at expected levels, or above, within set time frames in the areas of treatment, education and employment where applicable. Program staff will use graduated sanctions to attempt to extinguish inappropriate behavior. They will also use incentives to encourage compliance and mark milestones. Such incentives and sanctions will be individualized and will not rely on a one-size-fits-all model. A full description of the Behavioral Support Program can be found in Appendix A.

The Council for Boys and Young Men: The Council for Boys and Young Men is a strengths-based group approach that aims to promote boys' and young men's safe and healthy passage through pre-teen and adolescent years. The Council provides youth with a structured environment for the development of strong, positive relationships, the vital opportunity to address masculine definitions and behaviors, and build their capacities to find their innate value and create good lives, both individually and collectively. The group meets once a week, is facilitated by JDF staff and addresses topics which include:

- Competition
- The male "box"
- Bullying
- Valuing diversity
- Safe expression of emotions

- Defining power from multiple perspectives
- Influences of mentors and role models
- Rejecting violence

Day Planner: Youth will be expected to maintain a day planner (provided by staff) to keep track of daily activities and appointments. Program staff will monitor day planner compliance and assist in planning activities and appointments to accommodate the youth's time requirements. Program time requirements consist of having planned activities for 80% of the client's "awake" hours. The youth must be supervised by an approved adult at all times during day/home passes in phase IV and V. Said activities can include treatment appointments, probation appointments, social activities, school time, study time, field trips and/or vocational training.

Family Team Meetings: Family Team Meetings are a structured approach to involving youth, families and caregivers in the ongoing development of the Individual Rehabilitation Plan through a facilitated meeting of family and their identified supports, which is facilitated by the re-entry coordinator (juvenile services officer). Evidence-based practice and research show building positive relationships with youth, relatives and family members, as well as providing connections to community services and focusing on continuity of care for the family, increase the likelihood of positive outcomes for the youth, as well as for the family. The re-entry coordinator (described below) will support, guide and strengthen parents/families by providing the tools and resources that will outlast treatment services and legal involvement for parents/families to facilitate the ongoing positive development of their child(ren). Family Team Meetings use the following ten guiding principles; family voice and choice, team-based, natural supports, collaboration and integration, community-based, culturally respectful, individualized, strength-based, persistence and outcomes-based. Once the youth begins passes into the community, the youth will join the Family Team Meetings in person. Prior to this, the youth can join via teleconferencing, if appropriate. If the youth is not present, the officer will provide an overview to the youth and allow the youth to give feedback to discuss at the next meeting.

Girls Circle: This is a structured support group for girls between the ages of 9-18 years. Girls Circle aims to counteract social and interpersonal forces that impede girls' growth and development by promoting an emotionally safe setting and structure within which girls can develop caring relationships and use authentic voices. The program is held weekly, is provided by JDF staff and covers topics which include:

- Trust
- Friendships
- Body image
- Goals

- Sexuality
- Drugs, alcohol and tobacco
- Competition
- Decision-making

Independent Living Skills Program / “Adult-ing” 101: This program offers training to assist youth in achieving self-sufficiency prior to and after leaving the Long-Term Treatment Program. Probation staff will design services to meet a wide range of individual needs and circumstances for in-custody and post-custody youth. A full description of the program can be found in Appendix

B. Services provided include: **Proposed service**

- Daily living skills
- Money management
- Budgeting
- Decision making
- Safety skills
- Career development
- Building self-esteem
- Medical
- Educational resources
- Housing
- Employment
- Income taxes

Intake Interview/Assessment: The youth and family will meet with program intake staff to obtain an overview of the youth and family’s status with the purpose of formulating a treatment plan and Individual Rehabilitation Plan. This assessment process occurs on an ongoing basis, adjusting interventions and services as the youth/family progresses or requires additional support in the program.

Long-Term Treatment Program Court Reviews: At the outset of the program, youth and family will appear before the Juvenile Court once every six months for status hearings, similar to out-of-home placement. The probation officer will provide the Court with progress reports regarding the youth and family. During the status hearing, the Court is provided with any additional treatment status reports and other information from a variety of sources. The youth is expected to bring his/her day planner to show his/her daily schedule of treatment and activities. **This is being developed by the Judicial Council and is expected to be released by March 2021.**

Multi-Disciplinary Team Meetings: The in-custody team consists of JDF staff, Probation, Health and Human Services Agency, Yolo County Office of Education, CommuniCare Health Centers, Wellpath and the Public Defender's Office. All participants have the opportunity to discuss what the youth is working on, the plan moving forward, court updates, medication compliance, school updates, treatment compliance, etc. The team members also share information and ask questions of the other agencies regarding specific services being provided to the youth. Current and future concerns are discussed, as well as supportive strategies for the youth and partner agencies.

Re-Entry Coordinator: A re-entry coordinator (juvenile services officer) is assigned the day of sentencing and maintains the youth and family on their caseload until the youth is no longer under the Juvenile Court's jurisdiction. The officer will conduct Family Team Meetings twice monthly with the family. Once the youth begins passes into the community, the youth will join the Family Team Meetings in person. Prior to this, the youth can join via teleconferencing, if appropriate. If the youth is not present, the officer will provide an overview to the youth and allow the youth to give feedback to discuss at the next meeting. The officer also ensures all service plans are aligned with the Individual Rehabilitation Plan. Other services the re-entry coordinator will provide include:

- Collaborative case management
- Collaborative individualized rehabilitation planning
- Coordinating community connection and partnerships
- Coordinating/scheduling of Multi-Disciplinary meetings
- Family and youth support
- Probation reports to the Court
- Risk/Needs assessments
- Service referrals
- Transportation/transportation coordination (i.e., Uber/Lyft passes)
- 30-day transition planning
- 90-day transition planning

Restorative Justice Conferences: This diversion program as administered by the Probation Department via a Youth Reinvestment Grant is provided by the Yolo Conflict Resolution Center. It aims to divert youth away from the juvenile justice system and focuses on improving the overall wellbeing and outcomes for youth. The program uses restorative justice methods that help youth understand the impact of their actions and take responsibility for repairing the harm they have caused. It also seeks to identify and address underlying health and social issues while building resilience.

Risk/Needs Assessment & Individual Rehabilitation Plan: At the outset of all cases, an assessment is conducted to determine the youth's risk level and needs, as well as strengths. Based on the identified needs, an Individual Rehabilitation Plan is developed by the probation officer in collaboration with the youth and family. Assessment and rehabilitation planning are ongoing processes and occur every six months unless the need arises sooner. The rehabilitation plan provides an outline of services being provided to the youth and family. Rehabilitation plans and treatment plans will be aligned with goals, interventions, target behaviors and youth/family needs.

Sexual Assault/Domestic Violence/Commercially Sexually Exploited Children Services: Empower Yolo provides services to help assure that every youth has the opportunity for a safe, nurturing and stimulating environment to develop and grow their potential. Empower Yolo partners with the JDF and Probation to provide support and advocacy services for youth who have been identified as having been victims of sexual abuse/sexual assault.

Teen/Young Parenting: Nurturing Skills for Teen Parents is an evidence-based program using the Nurturing Parents and Nurturing Families curriculum. **Not applicable now, but should have as needed for youth who are parents**

Youth Mentorship Program: This mentorship program would be provided by a community-based organization. The mentor will support the youth while in custody, but also support the youth during and after transition back into the community. The mentor is responsible for helping to coordinate support services for the youth. They offer support in whatever way is most helpful to each individual youth. They act as the consumer representative to program activities, provide skill-building to youth, provide introduction and engagement support for youth engaged in services and provide linkage of youth with appropriate services, advocating for them when necessary and serving as role model and advocate for youth. **Proposed service**

## **Parent(s)/Family**

Family Team Meetings: See description above in Youth Services section.

Parent Orientation: Parents will attend an orientation taught by Probation staff. The orientation will give an overview to parents of incarcerated youth within the Juvenile Long-Term Treatment Program. Attendance dates, times and topics will be established after the initial intake is conducted and family needs are determined.

Parent Partner Program: The Parent Partner Program would be provided by a community-based organization. The Parent Partner is responsible for helping to coordinate support services for the



parent/family. They serve as liaison for the family's involvement and offer support in whatever way is most helpful to each individual family. They serve as the consumer representative to program activities, develop skill-building with the family, facilitate introduction and engagement support for families entering services and provide linkage for families to appropriate services, advocating for them when necessary and serving as role model and advocate for parents/families. **Proposed service**

Parenting Classes (Curriculum-Based): This is a Probation-run, 10-week parenting program that is designed for parents raising strong-willed, difficult or out-of-control adolescent children, ages 10 and up.

Parenting Support Group: This will serve as a supportive environment where parents can exchange ideas and support one another in their process. The parenting groups will provide psycho-educational topics and supportive services referrals. This will occur once to twice monthly and will be provided by Probation staff. **Proposed service**

Re-Entry Coordinator: The re-entry coordinator (juvenile services officer) will be the liaison between the family and the youth in custody. The officer will act as the link between the family and the youth, and ensure the youth maintains a connection to the family and community, as appropriate. See further description above in Youth Services section.

## **THERAPEUTIC TREATMENT**

Assessment: The youth and family will meet with clinical staff to obtain an overview of the youth and family's strengths and needs with the purpose of formulating the treatment plan. Re-assessments occur every six months, adjusting interventions and services as the youth/family progresses or requires additional support in the program.

Cognitive Behavioral Intervention for Substance Abuse (CBI-SA): CBI-SA curriculum is intended as a relapse prevention program. The CBI-SA interventions are based on the evidenced-based theoretical model of Cognitive Behavioral Therapy. Its approach teaches group members strategies for avoiding substance abuse. CBI-SA assists its group members in developing cognitive, social, emotional and coping skills, by focusing on skill-building activities. CBI-SA group curriculum teaches youth motivational engagement, cognitive restructuring, emotional regulation, social skills and success planning. This service is provided by CommuniCare Health Centers, Victor Community Support Services and Health & Human Services Agency (HHSa).

Dialectical Behavior Therapy (DBT): Dialectical Behavior Therapy is an evidence-based psychotherapy that can be useful in treating mood disorders, suicidal ideation and change in

behavioral patterns such as self-harm and substance abuse. This service is provided by Victor Community Support Services, Turning Point and HHSA.

Eye Movement Desensitization and Reprocessing (EMDR): This is an evidence-based trauma intervention. Eye Movement Desensitization and Reprocessing (EMDR) is a psychotherapy treatment originally designed to alleviate the distress associated with traumatic memories. This service is provided by CommuniCare Health Centers, Victor Community Support Services, Turning Point and HHSA.

Family Counseling: Family therapy/counseling involves all members of the family and/or individuals who the family deems is an integral part of the family cohesiveness. Sessions will be provided by clinical providers. Family sessions will consist of family supportive services, case management and therapy grounded in family systems theory. **Proposed service**

Group Therapy: Group Therapy is provided to assist with building leadership and decision-making skills, interpersonal adjustment, team-functioning and coping skills. Group sessions address a number of topics including social skills, vocational and life skills, substance abuse treatment and cognitive behavior. The therapeutic model used in group sessions is provided according to the needs of youth and as the treatment plan dictates. This service is provided by CommuniCare Health Centers and HHSA.

Individual Therapy: Individual therapy sessions are provided to youth in custody consistent with the youth's treatment and criminogenic needs. Counseling is provided by clinical staff to youth while in custody and by the Wraparound team once the youth is out of custody. Counseling sessions consist of vocational and educational support, case management, study skills, social skills and/or Cognitive-Behavioral Therapy. The therapeutic model used in sessions is provided according to the youth's individual needs and as the treatment plan dictates. These services are provided by CommuniCare Health Centers, Victor Community Support Services and HHSA.

Individual Substance Abuse Counseling: Individual sessions for substance use and co-occurring disorders, drug education class, family counseling and case management services are provided by CommuniCare Health Centers, Victor Community Support Services and HHSA.

Juvenile Sex Offender Treatment: This program works with referring agencies to provide specialized treatment for forensic offenders and those facing court-mandated psychiatric treatment utilizing relapse prevention and harm reduction as foundations to sex offender treatment. This service is provided by Sharper Future. See Appendix C for a full program description – pending development.

Medical & Psychiatric Services: Wellpath provides nursing services and medication monitoring in addition to screen for suicidal ideations or other emergency situations. The County provides mental health groups and offers individual meetings to youth residing at the JDF. Mental health and drug/alcohol in-patient programs are limited and found only outside of Yolo County.

Parent Individual Counseling: Individual counseling sessions for parents are separate from family counseling. This will give parents the opportunity to process their own trauma, grief, frustration, etc., which may be standing in the way of positive family interactions. Services will be provided by community-based clinical providers. **Proposed service**

Support Services: This service will be provided by the treatment team and aims to link the client/family to various community services, including but not limited to transportation, facilitating appointments, time management support and conducting client/parent satisfaction surveys. Additionally, any other children within the home will be eligible for collateral treatment services through community-based providers. **Proposed service**

Trauma-Focused Cognitive Behavioral Therapy (TF-CBT): Evidence-based therapy is provided for youth to address significant emotional and behavioral difficulties related to traumatic life events. Youth and parents learn skills to help process, manage and resolve distressing thoughts, feelings and behaviors related to trauma and to enhance safety, growth, parenting skills and family communication. This service is provided by CommuniCare Health Centers, Victor Community Support Services and HHSA.

Treatment Planning: The treatment plan serves as an outline of therapeutic services being provided, youth/family goals and objectives and related progress. Treatment plans are developed and updated in collaboration with the program team.

## **RECOVERY PROGRAMS**

Alcoholics Anonymous: Alcoholics Anonymous facilitators work with youth to share their strengths and weaknesses within their personal experiences to solve their common and individual problems. Youth attend the program voluntarily. This program is facilitated by community volunteers.

Narcotics Anonymous: Narcotics Anonymous provide youth with an atmosphere to help them and offer them an ongoing support network. Narcotics Anonymous aims to help youth pursue and maintain a drug-free lifestyle. Youth attend the program voluntarily. This program is facilitated by community volunteers.

## EDUCATIONAL/VOCATIONAL

The Yolo County Office of Education (YCOE) operates the Dan Jacobs School in the JDF, offering education to youth in the facility year-round. The Education Program is compliant with Article 6, Section 1370 of the Board of Corrections Title 15, Juvenile Facilities Regulations. Youth are interviewed and registered by school staff the first possible school day after the youth arrives at the JDF and assessed with the administration of the Home Language Survey. Any special needs are identified and school progress and discipline issues within the facility are documented.

Renaissance STAR Math and Reading software programs are used to assess each youth's skill level in these two subject areas within three days of enrollment. Instructional time of 250 minutes per day is devoted to the core curriculum of mathematics, English/language arts, history/social science, science and physical education, as well as Regional Occupation Program, technology and health electives. Students can also take computer class for career and life skills development as an elective each day. Additionally, students receive instruction in the area of life skills with a focus on consumer skills and employment development during mathematics and technology classes. Fine arts curriculum opportunities are integrated into the history/social studies, English/language arts and technology and career exploration classes.

YCOE provides a Resource Specialist Program (RSP) teacher whose main responsibility is to work with classroom teachers to meet the educational needs of the special needs student population. Copies of the youth's Individual Education Program, where applicable, are requested from the student's home school district. Additionally, there is a para-educator under the RSP teacher's direction who works with students with special needs in small groups, one-on-one and/or within the general classroom setting according to each youth's learning needs. The RSP teacher also assesses the progress that special education students are making towards their learning goals. English language learners are placed in English Language Development classes so that their skills in English can be assessed. The focus of these classes is to assist students in their proficiency in reading, writing, listening and speaking English.

A bilingual para-educator works with youth with limited or non-existent English language skills. Students are provided tools such as Rosetta Stone, Imagine Learning and Burlington English to aid in their educational development and promote integration into the regular school program.

Educational opportunities are offered to all youth on Program Separation who are not integrated into the general population program due to acute behavioral issues.

Education Transition Planning/Support: To support youth in their educational transition and to promote academic success, JDF and YCOE staff provide information regarding post-secondary

and/or vocational education and financial aid, as well as linkage to appropriate post-secondary and/or vocational program staff. **Refining roles in progress**

General Educational Development Test (GED): The opportunity to receive a GED certificate while in placement is offered to youth who are out of the regular educational spectrum, such as age, and who are not currently enrolled in a school outside of the facility. This program is voluntary. A Juvenile Literacy Coordinator from Woodland Adult Education evaluates the youth's progress while they are studying for the GED and then facilitates the test to receive a GED certificate. The JDF provides a monetary reward of \$100 and a certificate for those who achieve their GED. Snacks for a celebration in the minor's pod of residence with peers are also provided.

Post-Secondary Education: Youth would have the ability to take online courses, in person courses at the college once eligible for community passes, and/or take classes provided by the part-time on-site instructor. See Appendix D

Tutors for Youth: Youth are paired with tutors based on their need for academic support in math, English, Spanish, history, chemistry and biology. This service is provided by community volunteers.

Vocational Training: This service will be provided to give youth an opportunity to learn a trade and receive support in obtaining gainful employment. Youth would have the ability to take online courses, in person courses at the college once eligible for community passes, and/or take classes provided by the part-time on-site instructor. See Appendix E

## **LITERACY PROGRAMS**

Writing Program: The goal of this program provided by The Beat Within is to provide youth with a consistent opportunity to share their ideas and life experiences in a safe space that encourages literacy, self-expression, some critical thinking skills and healthy, supportive relationships with adults and their community. Youth reflect on the different topics presented and express themselves by writing or drawing. Their written and drawn art are published and distributed monthly to all youth the program serves, including in other facilities.

Yolo Reads Literacy Program: A literacy program is offered by community volunteers to youth wishing to receive support in their education. The goal is to provide tutoring for any subject which with the youth may need assistance, including English language development and Primary language development tutoring. The volunteers are current or retired teachers, para-educators and university students. This program includes collaboration with the Yolo County Office of Education to provide credit for assignments and work completed during these tutoring sessions.

## **SPIRITUAL**

Spiritual Services: There are several church organizations who facilitate faith-based services on a rotating basis for youth to voluntarily attend. A translator is provided for youth who may not have a full understanding of the English language. Each organization has a different approach to sharing their beliefs. Services may include music, videos, singing and different activities that create an environment for the youth to fully participate, not just with the volunteers, but with each other in a safe and healthy environment. Current providers of spiritual services include Holy Rosary, Woodland Christian, God Answers Prayers (GAP), Calvary Chapel, St. Luke's Church and Women Aglow (chaplain services). Other providers and denominations are arranged upon youth request. These services are facilitated by community volunteers.

Storm for Success: The goal of this program is to provide youth the opportunity to discuss common topics that most people would see or face sometime in their lives. The youth can discuss the options they will have and be provided positive coping skills to manage certain situations. This program is facilitated by student volunteers from UC Davis who have experienced the topics discussed and have chosen to make positive choices.

## **ENRICHMENT**

Youth frequently participate in arts and crafts, as well as contests and tournaments that encourage teamwork and promote self-esteem as youth receive validation and earn prizes for their participation. Guest speakers regularly visit the facility and provide educational presentations on topics such as cultural awareness, prevention of domestic violence and other topics selected to motivate youth to live a healthier lifestyle.

Youth have access to a variety of reading materials through the on-site library as well as opportunities to play board games, card games, draw, color and write letters to loved ones. Youth have access to game rooms which are equipped with Xbox-One, Nintendo switch, giant connect 4, air hockey, foosball, Velcro darts and an electric piano. Youth are provided with multiple opportunities for outdoor recreation activities that include basketball, soccer, obstacle courses, relay races and other team-oriented activities designed to promote camaraderie, teamwork, cooperation and pro-social interactions.

Agriculture with the Aggies: This program creates opportunities for youth to interact, learn and grow through gardening and hands-on activities. Youth will develop practical, vocational and life skills while being provided opportunities to cultivate. This program is provided by U.C Davis student volunteers.

Commit-To-Fit: Commit-to-Fit is a physically intensive program facilitated by qualified volunteers and/or JDF staff that allows youth to work on structured physical activities that target all muscle areas as well as full body stretches. Physical activity allows the youth's brain to release endorphins as well as provide a healthy outlet to reduce stress, anxiety, etc.

Computer Repair Class: Best Buy Geek Squad provides repair, installation and setup services on various products, including computers and tablets, appliances, TV and home theater, car electronics, marine electronics, cell phones, cameras and camcorders, portable audio, smart home and video game products. (Need to find out if they would partner with us to provide training to the youth 530-669-5039). **Proposed service**

Driver Education: This course includes some adult interaction, which will be provided by JDF staff, and is fun, interactive and educational. Coursework can be completed at any time of day or night from home or any computer with an internet connection. DMV-accepted certificates issued upon successful completion of the course. Class does not include behind-the-wheel driving. The class is a 4-week class and is provided monthly by the City of Woodland. This course is available to in-custody youth during phase IV and V of the program.

Field Trips: This will be provided in program phases IV and V by probation staff. This will expose youth/families to community resources, stimulate cultural development and foster "pride of ownership" in their community. **Proposed service**

Health and Fitness Programs: These workouts can vary depending on the strength and endurance level of each participant. The goal is slow progression to prevent injury and maintain interest. Each program will allow participants to work at their own pace and level without having them feel overwhelmed. A program can be started at any time so new participants will not have to wait for a new cycle but rather jump right in. This program is provided by Probation staff and occurs twice weekly for approximately one hour in duration. A full program description can be found in Appendix F. **Proposed service**

Music Program: The goal of the Music Workshop program is to provide youth with today's basic music business practices and the steps necessary to write, produce, record and export songs to a .wav, .aiff or .mp3 file format for commercial use. This is provided by a local community-based provider.

Pet Therapy: This therapy animal program's mission is to improve human health and well-being through the human-animal bond. The program is utilized to help youth in custody learn how to increase self-esteem, care for themselves, reduce anxiety, grief and isolation, and improve social

skills, trust and empathy. Youth interact with a variety of species which include dogs, bunnies, pigs, horse, lamas, birds and reptiles. This program is provided by Pet Partners.

Arts & Crafts: Obtain community volunteers or how much it would cost to bring in someone to conduct a class. **Proposed service**

Yolo Arts Program: The Yolo Arts Program is an expressive art program that provides youth with a creative and therapeutic channel to a non-threatening yet direct form of expression of emotions through the use of art. This program incorporates learning how to draw and paint utilizing various media, poetry, and the creation of murals to enable the expression of deeply seated emotions. Additionally, the group provides youths with the opportunity to view problems from a new perspective, externalize difficult or painful experiences that are often hard to express through verbal expression. The goal of this program is to serve as a skill-building activity that serves as a coping technique, encourages creativity, promotes self-expression and serves as a socialization group that stimulates positive interactions with peers, promotes universality and may provide catharsis for participants.

## **COMMUNITY CONNECTION**

Community Services: While participating in the Long-Term Juvenile Treatment Program, connection to community service opportunities are initiated. A variety of community establishments/organizations will be vetted to determine the type of support services/activities they might be able to provide not only to the youth, but also to the family. This is a “give/take” community program. Any of the community organizations could be offering support to the family or the family could be asking for assistance/participation. This not only serves the community connection piece of Positive Youth (Development) Justice, it also addresses restorative justice.

**Proposed program**

Community establishments/organizations could consist of the following:

- Local business owners
- Church youth group activities
- Senior Center
- YMCA
- Community Center
- Sports leagues
- District Attorney’s Office
- Public Defender’s Office
- Local Police Department
- Sheriff’s Department



- Probation Department
- Woodland Community College
- City government
- Food bank
- Local Fire Department
- Animal Shelter

Activities associated with these organizations could consist of the following:

- Completing yard work
- Graffiti removal
- Completing projects for Victim Services
- Growing vegetables for their own local community members
- Weekly story time with local preschool or kindergarten
- Environmental restoration projects (trash pick-up, simple maintenance jobs, etc.)
- Collecting donation of children's books/toys and delivering to local children's hospital ward
- Serving meals to the homeless community
- Supporting donation drive for a local charity

### **TRANSITION/RE-ENTRY**

Transition and re-entry planning will begin at the outset of the treatment program and continue through graduation from the final phase (out-of-custody portion) of the program. A re-entry coordinator (juvenile services officer) is assigned the day of sentencing and maintains the youth and family on their caseload until the youth is no longer under the Juvenile Court's jurisdiction.

The officer engages in rapport building with the youth and family, as well as assists the family with service referrals, community supports, transportation and any other issue that may arise. Throughout the duration of the program, the officer becomes familiar with the needs of the family and supports them in obtaining services. Having established rapport with the family over an extended period of time, the officer will become familiar with the re-entry needs of the youth and family.

Community Service: The youth will be required to complete community service/volunteer hours at various sites throughout the community, which will be pre-determined by the program team. Community Service Requirement – In order to successfully complete the program, the youth will be expected to complete 6 hours of community service per month during phase IV and V while on day/home passes. The program staff will obtain community service placement, as well as

determine what service qualifies for community service in order to maximize positive impact for the youth.

Day Passes/Home Visits: Once the youth reaches phase IV, they will begin early reintegration into the community and be given day/home passes. During extended home passes, treatment team members will conduct services within the home. Providing services within the home can allow a realistic view of the family interactions in their natural environment as the youth reintegrates into the community.

Functional Family Therapy (FFT): FFT is a family therapy program provided in both English and Spanish in a clinic setting or in the home. FFT aims to reduce negativity and blame within the family and increase hope for change. Realistic and obtainable family goals and a behavior change plan are developed collaboratively and external supports for ongoing change are identified. This service is provided by CommuniCare Health Centers.

Juvenile Supervision Model: The re-entry coordinator (juvenile probation services officer) will employ evidence-based principles by assessing actuarial risk/need, utilizing Motivational Interviewing to enhance intrinsic motivation and then targeting interventions in collaboration with in-custody service providers, community-based juvenile justice providers or other CBO as deemed appropriate. The provider meets regularly with the officer to work through rehabilitation planning and the targeting of criminogenic risk/needs. The officers employ a strength-based and family approach in working with the youth, using a system of graduated incentives and sanctions to affirm and reward compliant behavior and respond to non-compliant behavior.

Motivational Interviewing: Motivational Interviewing is a technique often used to treat maladaptive behavior patterns in adolescents who are not yet intrinsically motivated to change their behavior. This is a client-centered approach is used by the Probation Department, to include the re-entry coordinator, to reinforce adolescents' motivation to change and help them commit to that change.

Parent Partner Program: The Parent Partner Program would be provided by a community-based organization. The Parent Partner is responsible for helping to coordinate support services for the parent/family. They serve as liaison for the family's involvement and offer support in whatever way is most helpful to each individual family. They serve as the consumer representative to program activities, develop skill-building with the family, facilitate introduction and engagement support for families entering services and provide linkage for families to appropriate services, advocating for them when necessary and serving as role model and advocate for parents/families. **Proposed service**

Re-Entry Coordinator: In addition to providing the services detailed above in the Youth Service and Parent/Family Services sections, the re-entry coordinator remains with the family and youth during and after the youth transitions back into the community. As the youth begins having passes into the community, the officer coordinates appointments, services, activities, etc. Once the youth is within 90 days of full reintegration into the community, the officer, youth, and family will develop a 90-day Transitional Living Plan. This plan includes re-entry goals and continued and/or additional referrals to community services for the youth/family. Throughout the 90 days prior to re-entry, this plan is discussed with the treatment team and refined as needed. At 30 days prior to re-entry, the plan is revisited and if necessary, new goals/referrals are added and previous goals/referrals are confirmed. The officer also ensures all services are in place and a warm hand-off occurs between in-custody services and community services when the youth transitions to community-based services as they reintegrate into the community.

Wraparound Services: This service provides youth and families with strength-based, needs-driven, family-centered and cost-effective services with the aim of improving family function, overcoming barriers, preventing or reducing out-of-home placements, skill-building and self-efficacy, as well as 24-hour crisis support by the wraparound team. At the outset of phase V, wraparound services will be initiated via the existing Yolo County contracted provider. The wraparound treatment team serving this population would collaborate with the in-custody treatment program team during the Early and Final Reintegration phases (IV and V).

Youth Mentorship Program: This mentorship program would be provided by a community-based organization. The mentor will support the youth while in custody, but also support the youth during and after transition back into the community. The mentor is responsible for helping to coordinate support services for the youth. They offer support in whatever way is most helpful to each individual youth. They act as the consumer representative to program activities, provide skill-building to youth, provide introduction and engagement support for youth engaged in services and provide linkage of youth with appropriate services, advocating for them when necessary and serving as role model and advocate for youth. **Proposed service**

- BUDGET:**
- I. Best Practice – Yolo Juvenile Detention Youth
  - II. Best Practice – Long-Term Treatment Program (formerly DJJ)

The budget for the above options are pending development.

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## YOLO COUNTY JUVENILE DETENTION FACILITY: BEHAVIORAL SUPPORT PROGRAM

It is the policy of the Yolo County Facility to provide youth with a Behavioral Support Program designed to promote positive behavior by encouraging adherence to facility rules, providing pro-social and skill building opportunities and recognizing individual progress, good choices and pro-social behavior with enhanced privileges.

- A. The Behavioral Support Program (BSP) summary, policy and forms are found in a binder located behind each pod console and available on the shared drive.
- B. The BSP is based on each youth's behaviors being scored by staff at the end of each shift.
  1. Scores are determined daily.
  2. Youth may earn points and points are not taken away. Staff should engage youth with language that reflects this strengths-based approach. For example, remind youth if an undesired behavior continues once the youth has been prompted to cease the behavior that they may not earn a point (rather than stating that the youth will "lose" a point).
  3. Youth exhibiting unacceptable behaviors may not be eligible to receive points based on their behavior, or accumulation of behaviors, in each corresponding category. The accumulation of unacceptable behaviors may result in not earning points, not earning tokens, early bedtime or program reintegration status.
  4. Staff work as a team to assign a point value that reflects whether the youth met or did not meet criteria for each behavior category/task.
  5. Scores are not negotiable. For example, criteria to earn a point in the category of *Room Inspection/Cleaning* is that the youth is prepared for room inspection on time and bed is made, trash is removed, room is generally tidy and room is free from contraband, excess items or graffiti. If at the time of room inspection, the youth's bed is unmade the youth will receive zero points in this category. Staff should not indicate to youth that if they make their bed (after inspection) that they can earn their point. Youth should be encouraged to make every attempt to earn the point the next day.
- C. Youth achieve Gold, Silver or Purple color tier status based on the BSP point allocations met each day:

1. Gold Tier: 14-15 Points. Gold Tier youth:
  - a. Are entitled to participate in large muscle exercise (LME) and programming, as outlined in Article 6, Section 1371, Recreation and Exercise, and Article 6, Section 1378 Social Awareness Programs
  - b. Are expected to participate in all activities and assignments, model positive behavior, and assist others, including in LME and programming.
  - c. Only youth on Gold Tier may be selected to participate in skill-building chores/assignments, special assignments and pod responsibilities.
  - d. Receive extra snack at lunch.
  - e. Receive access to the activity lounge for 1930-2130 recreation time.
  - f. Participate in movie night and receives snack.
  - g. Receive additional snack incentive on weekend night that is not movie night.
  - h. Bedtime is at 2130 hours.
  - i. Earns 10 BSP Tokens
2. Silver Tier: 12-13 Points. Silver Tier youth:
  - a. Are entitled to participate in LME and programming, as outlined in Article 6, Section 1371, Recreation and Exercise, and Article 6, Section 1378 Social Awareness Programs.
  - b. Receive extra snack at lunch.
  - c. Participate in movie night and receives snack.
  - d. Receive access to the activity lounge for 1930-2100
  - e. Bedtime is at 2100 hours.

- f. Earns 6 BSP Tokens
3. Purple Tier: 11 or less points. Purple Tier youth:
- a. Are entitled to participate in LME and programming, as outlined in Article 6, Section 1371, Recreation and Exercise, and Article 6, Section 1378 Social Awareness Programs.
  - b. Bedtime is at 2030 hours.
  - c. Earns 2 BSP Tokens
4. New Bookings
- a. Youth begin their stay on the Gold Tier. They will receive Gold Tier incentives from the time of their booking through the remainder of their first day in custody.
  - b. Staff should initiate a BSP Record for newly booked youth and the youth will receive full point allocations from the start of the BSP Record until their time of booking. For example, if a youth is booked at 1330 hours, they will receive:
    - i. two points from the mid shift rule violations review, one point for room inspection
    - ii. one point for morning school/LME
    - iii. one point for breakfast/lunch
    - iv. one point for afternoon school.
  - c. Staff should draw a diagonal line through the “Notes” section of the BSP Record for all categories prior to the youth’s booking time and the time of the youth’s booking should be noted on the BSP record. At this point, the remaining categories are evaluated based on the youth’s behaviors from time of booking through the end of the review period and their new color tier will be calculated by 2200 hours.
5. Temp Releases

For times/categories that a youth is absent (i.e. at an appointment or in court) the youth will receive full points in that category **unless** they demonstrate poor behavior during that particular period of time. For example, a youth who is in court during the 0800-1100

school category and behaves will receive one point. A youth who is in court during the 0800-1100 school category who yells at the judge will receive zero points.

#### D. Scoring Points

##### 1. General Guidelines

- a. Staff shall fairly evaluate each youth based on their actual behavior and participation in each category on the BSP record.
- b. Staff should not base scores on behaviors or participation exhibited during prior shifts or in other categories.
- c. Staff should not change scores assigned by prior shifts.
- d. Should staff have concerns over the scoring of a youth during prior shifts, that staff member shall notify the Supervisor on Duty/Lead

##### 2. 2200-0600 Graveyard Shift Points

- a. Staff will review rule violations for the prior 24-hour period (2200-2200 hours) and score according to the points system below:
  - i. No rule violations – 2 points
  - ii. Level 1 rule violation only – 1 point
  - iii. Level 2 rule violation – 0 points
- b. Any Level 2 rule violation will result in an early bedtime at 2030 and will forfeit the opportunity to earn additional points for the remainder of the review period (ending at 2200 hours).

##### 3. 0600-1400 Day Shift Points

- a. Room Inspection/Cleaning: Youth is prepared for room inspection on time and bed is made, trash is removed, room is generally tidy, and room is free from contraband, excess items, or graffiti. Shall be scored 0-1 point on two separate occasions.
- b. Attends School (recreation on the weekends): School points are earned by youth attending all morning educational periods and completing assigned work.



Additionally, youth must fully participate in Physical Education/LME unless excused by medical staff due to illness. School staff are responsible for noting points on the BSP Record and JDF staff shall initial the record to verify points were assigned. Youth who are ineligible to attend school will have the opportunity to complete alternative assignments, as provided by school staff, and will earn one point if all assignments are completed. This category shall be scored 0-1 point per school period/recreation hour.

- c. Participation in Breakfast and Lunch in Dayroom: Youth joins peers in dayroom to eat breakfast and lunch and/or sits at their assigned table with respectful behavior during mealtime. Youth who are ineligible to participate in meals in the dayroom due to program separation status will not earn a point in this category.

#### 4. 1400-2200 Swing Shift Points

- a. Participates in Mandatory Program Time: Youth attends mandatory programs and has appropriate participation and respectful behavior. If no mandatory programs are held during the 1400-1600 time slots, youth must participate in facility assigned activity and demonstrate appropriate behavior for that period. Shall be scored 0-1 point.
- b. Participates in Dinner in Dayroom: Youth joins peers in dayroom to eat dinner and/or sits at table with respectful behavior during mealtime. Youth who are ineligible to participate in meals in the dayroom will not earn a point in this category. If youth participated in all meals (breakfast, lunch, dinner) respectfully they will be eligible for the point in this category. Shall be scored 0-1 point.
- c. Showers/Hygiene: Youth completes shower and clothing exchange within the given time allotments. Shall be scored 0-1 point.
- d. Recreation/Final Line Movement: Youth participates in recreation time and conducts line movement efficiently. Youth who are ineligible to participate in recreation may earn one point for acceptable behavior while in room (i.e. no banging on doors, flooding, following staff instructions, etc.). Shall be scored 0-2 points.
- e. Elective Program Attended: All youth will have an opportunity to earn one bonus token by participating in an elective program.

#### E. Loss of Tier

1. Youth may be downgraded Tiers under the following circumstances:
  - a. The youth has not earned enough points to maintain their current tier at the end of the review period and their new color tier is assessed at a lower level.
  - b. The youth has received a Level 2 rule violation, which has resulted in written referral (Serious Incident Report "SIR"), removal from the Tier system and automatic early bedtime (2030 hours). Youth will receive a hearing and will be reintegrated into the color tier BSP on an individual basis through Supervisor/Lead review.
  - c. This must be approved by the Supervisor on Duty.

#### F. Program Reintegration Status

1. Level 2 violations such as physical aggression/fighting, refusal that results in a restraint, use/possession of tobacco, alcohol or drugs, possession of dangerous contraband and/or serious property damage/ destruction and vandalism will result in being placed on Program Reintegration Status (PRS).
2. Facility staff will document the behavior in an SIR noting that the youth will be placed on PRS.
3. To be removed from PRS, the youth must complete requirements detailed in the *Behavioral Support Program Reintegration Status Matrix*. Facility Supervisors, in conjunction with Behavioral Health Services staff, will determine when a youth is removed from Program Reintegration Status.

#### G. Behavioral Support Program (BSP) Overview

##### **Gold Tier (14-15 points)**

Bedtime at 2130\*\*

Receives extra snack with lunch

Gold Tier youth allowed 15-minute showers

Access to the activity lounge for 1930-2130 recreation time

Earns 10 BSP Tokens\*



**Silver Tier (12-13 points)**

Bedtime at 2100\*\*

Receives extra snack with lunch

Access to the activity lounge for 1930-2100 recreation time

Earns 6 BSP Tokens\*

**Purple Tier (11 or less points)**

Bedtime at 2030\*\*

Earns 2 BSP Tokens\*



\* A Level 2 SIR incurred at any point during the day results in zero BSP tokens earned for the day. Youth do not earn BSP tokens while on Program Reintegration status. Youth resume earning BSP tokens the day following being removed from Program Reintegration status.

\*\* Any youth placed on Program Reintegration Status shall be assigned an early bedtime (1930 hours) on the day of the event.

1. Each youth will have a BSP Record each day. This includes youth who may be on an alternative program status such as Program Reintegration or Modified Program.
2. Pod staff are responsible for circling the number of points earned in each category that falls on their shift. BSP logs shall be updated throughout the day rather than at the end of the shift.
3. Pod staff will review each youth's progress for the day using the BSP Record in conference with the youth and will obtain each youth's signature. All BSP Records must be reviewed with youth prior to 2200 hours. If a youth refuses to sign the BSP form, another staff must sign as a witness of the refusal to sign.
4. Once all points are tallied, each youth's color tier is determined for the following day.
5. Swing shift staff may begin to prep the BSP Record binder for the following shift. However, ultimately the mid shift Supervisor/Lead is responsible for prepping the BSP Record binder for the next day. This constitutes preparing each youth's BSP Record with the following information: youth's name, date, pod, color tier. If a youth is on Program Reintegration, the "Program Reintegration" box at the top of the page should also be marked.

6. The mid-shift Supervisor or Shift Lead must complete the Daily Token Accounting form and submit to the Program Coordinator each day. Youth on PRS should be listed on the Daily Token Accounting form, with the number of tokens earned reflecting “zero.”
7. Youth’s behaviors continue to be tracked and tallied on the BSP even when they are on Program Reintegration status. Youth earn privileges commensurate with the tier level earned each day; however, they do not earn BSP tokens until the day following removal from PRS.
8. PRS lasts a minimum of two calendar days. For example, if a youth is placed on PRS on Tuesday, completes all restorative activities on Wednesday, s/he could be eligible-upon Supervisory review-to be discontinued from PRS effective Thursday, and thus, begin earning tokens again on Thursday.

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## Independent Living Skills Program / “Adult-ing” 101 Proposed Program

This program is intended to assist youth in achieving self-sufficiency prior to and after leaving the Long-Term Treatment Program. Probation staff will design the program to meet a wide range of individual needs and circumstances for in-custody and post-custody youth. Services provided include:

- **Daily Living Skills:** This program provides youth with the skills to shop, prepare and cook meals, and how to do laundry at home or in a laundry mat. Youth will learn the importance of personal hygiene, grooming and housekeeping.
- **Money Management:** This program assists youth in going to the bank with the proper documentation to set up a free checking and savings account. Youth will also be guided in how to set up and navigate an online account. Activities include but are not limited to writing a check, setting up auto-pay accounts and automatic transfer to savings account. Youth will also be taught how to monitor their credit reports and understand credit scores, and to understand interest rates connected to credit cards, auto loans, personal loans and school/financial aid loans.
- **Budgeting:** This program helps youth develop a budget and a financial plan for both spending and saving money. As part of their financial plan, the youth will create a budgeting tool that lists their source of income which includes employment wages, financial aid and any other sources of income. Additionally, the youth will create a list of monthly expenses to include but is not limited to rent, utilities, cable/internet, food, household items, personal/hygiene, cellphone, clothing, car payment, car insurance, gas, car repair/maintenance, education, entertainment, child-related expenses and savings.
- **Decision Making:** This program supports youth with identifying or developing a lifelong connection to a supportive adult whom they trust to assist them in making important decisions in their life.
- **Safety Skills:** This program helps youth learn how to respond to emergency situations.
- **Career Development:** This program shows youth how to create a cover letter and resume, participate in mock interviews, navigate online job searches, apply for jobs and dress for a job interview.

- **Building Self-Esteem:** This program assists youth with learning how to identify interpersonal cues and triggers (work, school, home environment and challenging people) and how to seek help when needed.
- **Healthcare:** This program provides youth with an understanding how to apply for Medi-Cal, keep coverage and what the coverage includes. Youth will be assisted in locating local health clinics within their community, taught the benefits of preventive care and provided an understanding when to go to urgent care or a hospital versus a routine checkup with a primary health care doctor. Youth will also be assisted in obtaining prescription medication and where to go to fill the prescriptions. They will be taught the importance of taking the medication as prescribed, how and when they can refill their prescription and the consequences of discontinuing use. Youth will be helped in applying for healthcare options if they are not eligible for Medi-Cal. This can include being added as a dependent on their parent's private insurance.
- **Educational Resources:** This program assists youth with educational resources within the post-secondary school system. This can include applying for post-secondary schools or financial aid, meeting with an educational counselor and attending an orientation with the school. This also includes adult education services for youth who wish to obtain their GED or equivalent.
- **Housing:** This program will identify housing options for the youth which can include family, friends, adult supports or low-income housing upon release. If the youth is interested in applying for low-income housing or renting an apartment/bedroom/home, the youth will be assisted with the application process, understanding that housing requires a security deposit and possibly a credit report check.
- **Income Taxes:** This program will teach youth the importance of filing taxes every year, as required by law, and how to seek assistance in the community for filing. Youth will be educated on deadlines and federal and state tax filing guidelines.
- **Transportation:** This program will assist the youth in obtaining a driver's license and provide the knowledge necessary to own or operate a vehicle or use public transportation.

## IN-CUSTODY PHYSICAL HEALTH AND FITNESS CLASS

### Definition

Exercise is physical activity that is planned, structured and repetitive for the purpose of conditioning the body. Exercise consists of cardiovascular conditioning, strength and resistance training and flexibility.

### Purpose

Exercise is essential for improving overall health, maintaining fitness and helping to prevent the development of obesity, hypertension and cardiovascular disease. Surveys conducted by the Centers for Disease Control and Prevention indicate that 61.5 percent of children aged nine to 13 years do not participate in any organized physical activity (for example, sports, dance classes) and 22.6 percent are not physically active during their free time. According to the American Obesity Association, approximately 30 percent of children and adolescents aged six to 19 years are overweight and 15 percent are obese. Overweight and obese children and adolescents are at higher risk of developing several medical conditions.

A sedentary lifestyle and excess caloric consumption are the primary causes of this increase in overweight and obesity. Regular exercise is considered an important factor in controlling weight. Regular exercise and physical activity promote strong muscles and bones. It improves respiratory, cardiovascular health and overall health. Regular physical activity can also relieve stress, anxiety, depression and anger.

### Exercise

**Cardiovascular Conditioning:** Cardiovascular conditioning involves moderate to vigorous physical activity that results in an elevated heart rate for a sustained period of time. Regular cardiovascular exercise improves the efficiency of the functioning of the heart, lungs and circulatory system.

**Strength and Resistance Training:** Strength and resistance training increases muscle strength and mass, bone strength and the body's metabolism. Strengthening exercises increase muscle strength by putting more strain on a muscle than it is normally accustomed to receiving. Strength training can be performed with or without special equipment. Strength/resistance training equipment includes handheld dumbbells, resistance machines and elastic bands. Strength training can also be performed without equipment; exercises without equipment include pushups, abdominal crunches and squats.

## **Flexibility**

Flexibility is important to improve and maintain joint range of motion and reduce the likelihood of muscle strains. Stretching is best performed following a warm-up and/or at the completion of an exercise session or sport.

## **Exercise Options**

**Running:** As a form of cardio exercise that's easily accessible, running is one of the most straightforward ways to get the important benefits of exercise. Since it improves aerobic fitness, running is a great way to help improve cardiovascular health. Plus, it burns calories and can build strength.

**High-Intensity Interval Training (HIIT):** HIIT is a training technique in which you give one hundred percent effort through quick, intense bursts of exercise, followed by short, sometimes active recovery periods. This type of training gets and keeps your heart rate up and burns more fat in less time. The fundamental principles of high-intensity training are that exercise should be brief, infrequent and intense. Exercises are performed with a high level of effort or intensity, where it is thought that it will stimulate the body to produce an increase in muscular strength and size.

**Resistance Bands:** Resistance bands are a great way to build strength. Each band exerts a particular amount of force on your muscles when stretched and can be used in both upper and lower body training. Resistance bands are a great way to help improve flexibility, as well as to improve joint mobility.

**Stretching:** Stretching keeps the muscles flexible, strong and healthy, which is needed to maintain a range of motion in the joints. Without it, muscles shorten and become tight. Then, when muscles are called on for activity, they are weak and unable to extend completely.

## **Available Equipment**

2 Ellipticals  
2 treadmills  
2 Stairmasters  
2 Bikes  
Stretching mats

## **Cross Fit Equipment**

Medicine Balls (5lb, 8lb, 10lb, 12lb)  
Battle Rope  
Plyometric Jump Box's  
Jumping Ropes

## **Schedule**

Classes are held 2 days per week for approximately 1 hour.



## Class 1:

- Warm up: Light jog/walk, plyometric exercises, stretching – 10 mins
- Run: 20-30 mins
  - As we progress in strength and endurance, intervals will be included in the run workout
- Cool Down: Stretching – 10 mins

## Class 2:

- Warm up: light jog/walk, jump rope, stretching: 10 mins
- HIIT workout: Range from using personal body weight to available equipment: 30-40 mins
- Sample: Repeat 5x

<u>Exercise</u>	<u>Interval Time</u>	<u>Rest</u>
Pushups	30 sec	10 sec
Squats	30 sec	10 sec
Dips	30 sec	10 sec
Core	30 sec	10 sec
Jumping Jacks	30 sec	10 sec

- Cool Down: Stretching – 10 mins

The work outs can vary depending on strength and endurance level of each participant. The goal is slow progression to prevent injury and maintain interest. Each week will allow participants to work at their own pace and level without feeling overwhelmed. The program can be started at any time so new participants will not have to wait for a new cycle but rather jump right in.