



Office of Youth and Community Restoration

Juvenile Justice Crime Prevention Act & Youthful Offender Block Grant (JJCPA-YOBG) FY 2025-2026 Consolidated Annual Plan

Date:	<u>April 16, 2025</u>
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INSTRUCTIONS:

Government Code Section 30061(b)(4) and Welfare & Institutions Code Section 1961(b) call for consolidation of the annual plans required for JJCPA and YOBG.

Please submit your most up-to-date consolidated plan.

The rest of this document is a standardized template for a consolidated county plan. Please use this template or ensure your submission meets the accessibility standards by reviewing either the Microsoft Word or Adobe PDF checklists published by the U.S. Department of Health and Human Services website here [Accessibility Conformance Checklists | HHS.gov](https://www.hhs.gov/healthcare/accessibility/conformance-checklists). Your submission will be posted to the OYCR website once it is confirmed to meet the accessibility standards.

Once the report is complete, attach the file to an email and send it to: OYCRgrants@chhs.ca.gov.

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Part I. Service Needs, Priorities & Strategy – (Government Code Section 30061(b)(4)(A))

A. Assessment of Existing Services

Include here an assessment of existing law enforcement, probation, education, mental health, health, social services, drug and alcohol, and youth services resources that specifically target at-risk juveniles, juvenile offenders, and their families.

Trinity County Resources:

Trinity County Probation Department (TCPD) provides an array of juvenile services including, but not limited to, prevention, intervention and informal services, investigation, intake, assessment, diversion and diversion programming, case planning, supervision, advocacy, placement, parenting classes and contracts for custody/residential correctional treatment. Probation also has an assigned intervention officer who assists the schools by providing supervision and support to sporting events, Sober Grad., school dances, and other functions.

Trinity County Substance Use Disorder Program (SUD) provides Moral Reconnection Therapy (MRT), Trinity Choices youth substance use education, intervention programming, Club Live (elementary schools) and Friday Night Live (high schools) programs to the youth in Trinity County. SUD is also a partner to Probation in facilitating the Forward Thinking Series.

Trinity County Behavioral Health (TCBHS) funds and maintains the System of Care Team and Parent Partner program. They also provide mental health services, including: individual therapy, individual rehab, intensive care coordination (ICC) and case management to probation youth in need of that level of care. Additionally, TCBHS provides crisis response to youth.

Human Response Network (HRN), the primary community-based organization (CBO) and non-profit service provider in Trinity County, offers a variety of programs to youth and their families. Services include the following: Housing Assistance for youth and families that are homeless or at-risk of being homeless; Transportation Assistance program to help families with fuel to go to their medical and social service appointments; Youth Leadership and Violence Prevention Programs; Domestic Violence and Sexual Assault Survivor advocacy and support; Welcome Baby Program for anyone caring for an infant, including youth parents; School Shoes for enrolled students; Child Care assistance for families with children 12 and under; and referrals to other services in the county.

Trinity County Office of Education (TCOE) offers a range of impactful programs aimed at supporting and empowering our youth:

1. Love and Logic Parenting Classes: TCOE provides Love and Logic parenting classes to parents of probation youth, offering valuable guidance and strategies for nurturing positive relationships and effective discipline.
2. RISE Academy: TCOE's RISE Academy is a unique alternative school designed to cater to at-risk students who require a second chance to thrive. With a trauma-sensitive approach, the Academy specializes in serving students facing various challenges, including involvement with School Attendance Review Boards (SARB), expulsion, probation, homelessness, and foster care. The school is temporarily closed and can be reopened when need arises.
3. Wellness Support Programming for all students in all Trinity County Schools: TCOE offers mental health and behavioral support staff to all schools throughout our county. With 4 clinicians, 3 psychologists and two behaviorists, our team is able to provide targeted interventions and supports to all students. Additionally, the team provides 7 wellness liaisons assigned to every school in the county offering crucial support to students facing mental health & behavioral challenges along with teaching social emotional learning strategies. Through targeted prevention, intervention, and triage school-based mental health and wellness supports, the program aims to enhance the overall health and well-being of each student.
4. Student Behavioral Health Incentive Program (SBHIP): The Student Behavioral Health Incentive Program (SBHIP) recognizes schools as a critical point of access for preventive and early-intervention behavioral health services, as children are in school for many hours a day, for approximately half the days of the year. Early identification and treatment through school-based behavioral health services can greatly improve health while also reducing emergency room visits, crisis situations, inpatient stays, etc. In Trinity County, SBHIP provides students with both small group and individualized behavioral support, along with strategies aimed at developing crucial behavioral and social skills. Additionally, school staff benefit from consultation services geared toward improving classroom management, teaching strategies, and assistance for students facing behavioral challenges or special needs.
5. CalHOPE: The CalHOPE Social Emotional Learning (SEL) Community of Practice is helping enable Trinity County schools and communities to be leaders in supporting proactive and early intervention as we collectively respond to the social, emotional, and mental health needs of students, families, and educators. Through a unique partnership with our local and state agency partners, to bring children back into learning after widespread trauma and isolation.
6. Prevention and Early Intervention: The Prevention and Early Intervention (PEI) program aims to identify opportunities for promoting preventative mental strategies for students as challenges begin to emerge as a way to prevent those challenges from becoming more severe. The PEI program aims to identify opportunities for reducing mental health risk and promoting early intervention to prevent the negative outcomes that may occur as a result of mental health challenges.

In Trinity County, the PEI counselor provides valuable support to school sites, offering students both small group and individual counseling sessions. Additionally, the counselor helps students with essential strategies, such as stress reduction techniques, fostering positive peer connections,

and developing self-regulation skills, including anger management and the ability to navigate challenging social and emotional situations effectively.

7. The School Attendance Review Board (SARB) coordinated by TCOE for all schools in our county. This board helps students stay in school, attend school regularly, and graduate. The SARB is also a community-based effort to bring together resources to assist those families experiencing attendance and/or truancy issues. The SARB is a level of intervention designed with intention of preventing involvement with the court system related to attendance and/or truancy.

8. Tobacco Use Prevention Education (TUPE) programs: supports and provides technical assistance to all schools including classroom-based substance abuse prevention programs, intervention and cessation services, and youth development activities, such as peer education. Every Trinity County school is receiving assistance to support Tobacco Use Prevention Education for students, staff and parents. TCOE works closely with each school to provide educational resources. Most of our school districts have a TUPE site coordinator and are using the Stanford Tobacco Prevention Toolkit and the Catch My Breath curriculum to educate students on the effects of vaping.

9. Foster Youth Services and McKinney-Vento Program: The Foster Youth Services and McKinney-Vento programs provide support for students who are in foster care and those students in the county who are struggling with housing instability. We can assist with school enrollment, case management, school of origin transportation arrangements, tutoring, advocacy, connections to community resources and help with school transitions. This team works collaboratively with students, families, community partners and schools to ensure the best possible education outcomes for this student population. We can also provide training regarding Foster Youth Education Rights and McKinney-Vento Education Rights to school districts, community members and other agencies.

Trinity Together, Cradle to Career Partnership (TTCP) explores what students need in order to be ready for higher education or the local job market. This program utilizes business people and organizations throughout the county. In addition to the identified need of providing youth with needed technical job skills, certain soft skills (showing up on time, not using your phone at work, dressing appropriately, looking people in the eye, making introductions, being courteous, etc.) were also deemed to be just as important links to employment as are resumes, filling out job applications, and interviewing. The ultimate goal is to develop a program that can build pathways for students so that they might go from school to internships, to job experiences, and finally to employment in careers within Trinity County.

Trinity County Sheriff's Office (TCSO) maintains contact and communication with the Trinity County Probation Department. They partner with various county agencies when the opportunity and funding allow. The Sheriff's Office participates in juvenile justice stakeholder meetings. The Sheriff's Office also has an assigned juvenile officer who assists the schools providing supervision and support to sporting events, Sober Grad., school dances, and other functions.

California Highway Patrol (CHP) offers the Smart Start program and helps support the Sober Grad programs in the county. The California Highway Patrol has partnered with and is committed to being of service to the youth of Trinity County.

Trinity County District Attorney's Office (TCDA) maintains contact and communication with the Trinity County Probation Department to determine the best course of action for offending youth, often deferring to their recommendations. The TCDA also participate in Peer Court with the TCOE. Peer Court is an alternative approach to the traditional juvenile justice system where youth charged with an offense have the option to waive the hearing and sentencing procedures of juvenile court and agree to a sentencing forum with a jury of the youth's peers. Peer court is under the supervision of a judge and also includes youth defendants and volunteers who play a variety of roles in the judicial process, such as district attorney, public defender, bailiff or juror. Peer Court is youth-focused and youth-driven. The Peer court model provides youth the opportunity to acquire practical experience in the juvenile justice system. They participate in the stakeholder meetings and are active in helping address the various needs of the youth of Trinity County with the goal of preventing the need for long term commitment and encourage growth.

Trinity County Health & Human Services Agency (HHSA) oversees the county's Resource Family Approval (RFA) program and partners with the Trinity County Probation Department to assess, approve and to support the care-providers of youth when they are ready to transition into lower-level, family and/or community-based homes.

Under the CalWORKs (Temporary Aid to Needy Families – TANF) provisions, youth ages 16 – 18 who are in receipt of CalWORKs are permitted to participate in the Welfare-To-Work component of CalWORKs. Participation activities are either vocational education related or employment related. Examples of approved activities can include but, are not limited to; job readiness, on-the-job training (subsidized employment), work-experience, assessment(s), referrals for behavioral health / substance use treatment services, vocational education (certification programs) and any other activity that may resolve a barrier toward employment. As such, these youth are entitled to all the necessary and available ancillary and supportive services that are also offered to adult participants. These items can include, but are not limited to; costs for transportation, vocational education / work supplies, payment/reimbursement for licenses or certifications, tools and clothing for work, etc.

HHSA collaborates with the various county agencies described herein in stakeholders' groups concerning youth-based programming to better support the needs of youth and families.

CSEC: Trinity County Health and Human Services, Child Welfare Services (CWS), Trinity County Probation Department (Probation), and California Superior Court, County of Trinity-Juvenile Court (Court) participate in the Commercially Sexually Exploited Children (CSEC) Program and have developed the CSEC Interagency Protocol as described in Section 16524.7 of California Welfare and Institutions Code.

Trinity County Child Welfare Services and Trinity County Probation implemented policies and procedures, pursuant to Section 16501.35 of the California Welfare and Institutions Code, that require social workers and probation officers to identify, document and determine appropriate services for children who are, or are at risk of becoming, victims of commercial sexual exploitation; and receive relevant training in order to be able to do so.

The SMART Workforce Center is a mission-driven, non-profit organization dedicated to helping people achieve education and workplace success. Each year, SMART serves hundreds/thousands of students, job seekers, schools, government agencies, and employers in the North State.

The SMART Workforce Center is a 501c3 non-profit, committed to helping job seekers find jobs, increase training and skills, and increase earnings. SMART also invests in our local economy by helping businesses grow.

Shasta College

Extended Opportunity Program and Services – EOPS

EOPS (Extended Opportunity Program and Services) provides comprehensive support services to students with limited income and educational disadvantages. Academic, career, and personal counseling are a key component of this program. Students meet with an EOPS Counselor three times each semester to plan and monitor their educational progress. Additional services may include access to our lending library, book grants, transfer assistance, workshops, and referrals to both on and off-campus resources.

Gateway to College

The Shasta College Gateway to College program is a unique alternative education program for high school students who are behind in credits and are not on track to graduate. Students selected for a Gateway to College scholarship simultaneously earn credit toward their high school diploma and a college degree or certificate through a combination of high school and college classes taken on the Shasta College campus.

High School Diploma (Formerly GED)

Residents of the District may work toward a high school diploma by taking college courses. Information is available from the high school 3600 from which you plan to receive the diploma. You must request that credit is transferred.

A student who transfers Shasta College course credit to a high school for diploma credit may also use that credit at Shasta College. The completed course will fulfill the subject requirement if it is part of an Associate degree program.

The Hub – Student Success and Basic Needs Center

The Hub is a Basic Needs Resource Center where students can connect to campus and community resources that support essential life needs and the pursuit of your education goals. The Hub helps students navigate unexpected critical needs in the semester, connecting students

to food services, housing resources, transportation supports, financial assistance and other basic needs resources.

The Hub hosts and coordinates the Shasta Knight Food Pantry on the main campus, as well as the food pantries at all extended ed sites.

SCI*FI (Shasta College Inspiring and Fostering Independence)

SCI*FI is an educational support program for students who are current or former foster youth under age 26. SCI*FI also supports homeless youth enrolled at Shasta College who are under age 25. Academic counseling, weekly workshops, academic and financial support, and individual mentoring help students succeed in their coursework and develop the skills needed to foster a stable transition into independence. Services are available in person or remotely.

STEP-UP – RISING SCHOLARS

STEP-UP—RISING SCHOLARS is an educational and support program for current and formerly incarcerated juveniles and adults in Shasta, Tehama, and Trinity Counties. Students selected for STEP-UP meet eligibility requirements including recommendation for the program by partnering agencies and our Campus Safety Director. STEP-UP students are provided with limited indirect financial, and staff support to assist them in registering for classes and then to obtain textbooks and course materials needed to complete courses of study that prepare them to secure employment and thrive in their chosen career. STEP-UP provides for justice-involved students by providing access to community and campus resources, along with assisting them in gaining access to apprenticeship and expungement programs. Among the services we provide for students are access to dedicated academic counselors, academic mentors, and financial aid staff. STEP-UP employs a case management cohort-based model to ensure students are supported in meeting basic needs to ensure success while pursuing a certificate or degree. STEP-UP works closely with partners in the local community.

TRIO Programs

TRIO Student Support Services (SSS) is a federally funded program for eligible full-time students who are first generation and have limited income and who are preparing to transfer to a four-year university to earn a bachelor's degree. TRIO-SSS provides support services such as tutoring, counseling, calculator loans, financial literacy workshops, cultural and social activities, university tours, and transfer assistance.

The TRIO Educational Talent Search (ETS) identifies and assists 6th through 12th grade students who are first generation and have limited income and who have the potential to succeed in higher education. The program provides academic, career, and financial aid information to participants and encourages them to graduate from high school and continue their education at a postsecondary institution of their choice and graduate from college. The program serves 500 students in Shasta County. For more information, please contact the Project Director at (530) 242-7690, or email us at trio@shastacollege.edu.

TRIO Upward Bound (UB) Program provides comprehensive support to first-generation have limited income high school students in their academic and college access preparation. The goal of Upward Bound is to increase the rate at which participants complete secondary education and enroll in and graduate from institutions of postsecondary learning. Upward Bound students participate in a six-week summer residential program at Shasta College. Upward Bound serves 65 students at Enterprise and Central Valley High Schools and 60 students at Corning High School.

UMOJA Program

The Shasta College Umoja Program supports the academic success, personal growth, and self-actualization of African American and other students. This program promotes and instills values for participants including purpose, unity, community and accountability among others.

Program benefits include community support, mentorship, service learning, field trips, academic counseling, peer tutoring, scholarships, and a STU 1 course cohort model.

Describe what approach will be used to facilitate collaboration amongst the organizations listed above and support the integration of services.

The Juvenile Justice Coordinating Council typically meets bi-annually to review existing programs, discuss areas of collaboration, and to explore various funding sources and opportunities to expand services. It is the intent of the council and community stakeholders that with bi-annual meetings they can address issues surrounding on-going data collection, analysis, and effectiveness of funded programs.

The Probation Department is taking steps with the community partners to better align the County Multi-Agency Juvenile Justice Plan – CMAJJP, Juvenile Justice Realignment Block Grant – JJRBG and these YOBG/JJCPA efforts and written annual reports. This is being done through the Juvenile Justice Coordinate Council – JJCC.

B. Identifying and Prioritizing Focus Areas

Identify and prioritize the neighborhoods, schools, and other areas of the county that face the most significant public safety risk from juvenile crime.

The greatest need in Trinity County remains that of limited basic services. We have an inadequate number of staff to cover nearly 3,200 square miles which included ten (10) school districts and three (3) high schools. There are inadequate public resources available throughout the county to serve a population of 16,112. Trinity County is one of the most severely economically disadvantaged counties in the state.

Our Juvenile Justice Coordinating Council completed a revised Comprehensive Multi-Agency Juvenile Justice Plan (CMAJJP) in 2018 that identified the most pressing concerns with our youth and their outcomes and created action steps to be implemented to address them. These action steps and the funding behind them, along with renewed collaborative efforts with our juvenile justice stakeholders, provide for a continuum of responses to juvenile crime and delinquency and demonstrate an integrated approach for implementing a system of interventions and sanctions for at-risk youth and juvenile offenders that incorporates evidence-based restorative justice strategies, programs, and services. While this revision of the CMAJJP is already several years old, it remains very relevant to current issues and strategies, and great progress has been made in achieving original goals. It was projected that new goals and objectives would be defined by 2023. The global pandemic beginning in 2019, which spiked in Trinity County from September 2021 into February of 2022, greatly impacted implementation and analysis of action steps. The ability to collect and appropriately interpret data over those years poses unique challenges with the known, and still unknown, impacts of the pandemic. Options utilized by other counties to contract an outside entity to evaluate and revise the CMAJJP have been being collected by the Chief Probation Officer to present to the JJCC. The JJCC is supportive of this effort; however, adequate funding had not been available for this. Probation has recently identified an additional funding stream to support the analysis and planning to increase the success of our youth through collaborative planning. Probation, with the already expressed support of the JJCC, will contract for services to update the CMAJJP and support annual reporting.

C. Juvenile Justice Action Strategy

Describe your county's juvenile justice action strategy. Include an explanation of your county's continuum of responses to juvenile crime and delinquency as well as a description of the approach used to ensure a collaborative and integrated approach for implementing a system of swift, certain, and graduated responses for at-risk youth and juvenile offenders.

The juvenile justice strategy in Trinity County is reflected in our current Comprehensive Multi-Agency Juvenile Justice Plan (CMAJJP). Although we have been able to fulfill each of the goals from the plan listed below, two of the three goals were only recently achieved (Trinity CARES as an element of SMART and the assignment of a Deputy Sheriff – Juvenile Specialist) and would therefore need continuing full support of the JJCC to ensure success before any further plan revision.

The current goals of the county plan are:

- 1) Implement a System-Wide Mental Health Assessment Response Treatment (SMART) program utilizing the assessment tool Mosaic, a research-based and validated risk assessment tool. This would be a Mobile Response Team, partnering with the schools, and comprised of

juvenile justice stakeholders including the Sheriff's Department, Probation, Trinity County Office of Education, and Mental Health as possible personnel options to fill out the team.

2) Re-allocate resources within the Probation Department to dedicate a full-time deputy probation officer to be embedded in the schools to increase services in the areas of Prevention, Intervention, Truancy Reduction, and Crisis Response. This person would also be part of the SMART team crisis response.

3) Hire a sheriff's deputy to specialize in juvenile matters within the county and in the schools, and work collaboratively with the SMART team.

The Trinity CARES team, working with the Office of Education, created a Decision Tree instrument that provides detailed direction of engagement and services for juveniles based upon a comprehensive number of factors. This document is available upon request.

D. Comprehensive Plan Revisions

Describe how your Plan has been updated for this year:

The plan was not updated.

If your Plan has not been updated this year, explain why no changes to your plan are necessary:

Two of the three main goals of the plan were completed in 2022 with new programs (Trinity CARES program and the Deputy Sheriff - Juvenile Specialist) and adjustments are still being made and gaining stabilization.

Updates are anticipated for the next year.

Part II. Juvenile Justice Crime Prevention Act (JJCPA) – (Government Code Section 30061(b)(4))

A. Information Sharing and Data

Describe your information systems and their ability to facilitate the sharing of data across agencies within your county. Describe the data obtained through these systems and how those data are used to measure the success of juvenile justice programs and strategies.

Juvenile Justice data is collected using the Corrections Software Solutions (CSS) case management system which allows for sufficient query and reporting of data for program evaluation. Data and Information sharing between juvenile justice stakeholders takes place on multiple levels, including but not limited to the Juvenile Justice Coordinating Council, Systems of Care team, and the new Trinity CARES team. Program effectiveness is evaluated through

local arrest and juvenile justice statistics, CalSCHLS data, client evaluation, and staff feedback. Additionally, overall public and stakeholder input has been evaluated in the current CMAJJP through the use of an online Juvenile Justice Survey.

B. Juvenile Justice Coordinating Councils:

Does your county have a fully constituted Juvenile Justice Coordinating Council (JJCC) as prescribed by Welfare & Institutions Code Section 749.22?

☒ Yes ☐ No

If no, please explain what vacancies exist on your JJCC, when those vacancies began, and your plan for filling them:

C. Funded Programs, Strategies and/or System Enhancements

Using the templates below, provide details for each program, strategy, and/or system enhancement that will be funded by the Juvenile Justice Crime Prevention Act (JJCPA), identifying any program that is co-funded with Youthful Offender Block Grant (YOBG) funds.

To include multiple programs, copy and paste the template fields "1. Program Name," "2. Evidence Upon Which It Is Based," and "3. Description" as many times as necessary.

JJCPA Funded Program, Strategy and/or System Enhancement

This template should be copied as many times as needed to capture every program, strategy, and system enhancement you plan to fund next year.

1. Program Name:

School-Based Prevention/Intervention Program

2. Evidence Upon Which It Is Based:

This program is based upon the evidence-based practice of school-based restorative justice, and seeks to intervene with at-risk youth using tools, strategies, and programs that facilitate learning and inclusion in the school community. Staff are also part of the System-Wide Mental Health Assessment Response Treatment (SMART) program which utilizes the assessment tool Mosaic, a research-based and validated risk assessment tool for addressing risk and threats by students.

3. Description:

JJCPA funds were used to provide staffing for and to support on-going efforts related to our School-Based Prevention/Intervention Program. This program plays a key role in the school

SMART team which assists in crisis response to ensure youth safety, and also provides general education, prevention, intervention, truancy reduction and crisis response services to students through a variety of methods and incorporates a school-based restorative justice model to ensure that youth are not brought into the juvenile justice system unless legally necessary and all other options are not feasible or practical. This program is one of the primary reasons why Trinity County's juvenile incarceration and ward rates remain as low as they are. All juvenile assigned officers are part of this program.

1. Program Name:

Parent Project

2. Evidence Upon Which It Is Based:

The Parent Project is in pursuit of a Best Practice Model. Since 2001 there have been five field research studies, with four of them being in California, through schools, police departments and community-based organizations and three formal research projects indicating improved outcomes for those who participated. Their website has current and full details:

<https://parentproject.com/research/>

The Parent Project is currently being evaluated in a randomized control group study in conjunction with Rosemead Graduate School at Biola University, and two large Southern California Juvenile Probation Departments. Measures include the Achenbach Child Behavior Checklist (CBCL) an Empathy measure, a Morality Index, and raw data from probation, schools, and law enforcement contacts. Data collection is now complete from the study at one of the two departments. The data from the study are now being analyzed. Results will be reported when available.

3. Description:

Parent Project is a 10 to 16-week program designed for parents raising difficult or out-of-control adolescent children, ages 10 and up. Parents learn evidenced based solutions to manage adolescent behaviors including, running away, truancy, poor school performance, drug use, violence, bullying, family conflict, and childhood trauma. The group is facilitated by probation officers and staff once per week for three hours. Parent Project's overall goal is to reduce family conflict including potential child abuse, reduce juvenile crime, reduce recidivism, and improve school attendance and performance.

1. Program Name:

Moral Reconciliation Therapy (MRT)

2. Evidence Upon Which It Is Based:

A meta-analysis of nine published outcome studies detailing the effects of Moral Reconciliation Therapy on recidivism in parolees and probationers is presented. The studies included in the meta-analysis had a total of 2,460 MRT-treated individuals and 7,679 individuals in control groups. Only one of the studies included in this report had any affiliation with the developers of MRT. A statistically significant reduction in recidivism, defined as rearrests or re-incarcerations,

was found ($p = .00006$) with a transformed effect size of .2238. The results are consistent with a prior meta-analysis on MRT recidivism outcomes with incarcerated felons.

<https://www.ccimrt.com/wp-content/uploads/2022/04/Meta-analysis-Probation-Parole.pdf>

There are numerous studies listed at -<https://www.ccimrt.com/about/our-story/>

3. Description:

Moral Reconciliation Therapy-MRT® is an effective systematic, cognitive-behavioral approach that treats a wide range of issues including substance abuse, domestic violence, trauma, parenting, job skills, and other issues. The programs are implemented in groups utilizing workbooks directly targeting specific issues. CCI is the sole source of MRT workbooks and MRT training.

Moral Reconciliation Therapy - MRT® combines education, group and individual counseling, and structured exercises designed to foster moral development.

Over the past three decades, MRT has facilitated positive, measurable change around the world for those struggling with addiction, incarceration, and mental health issues, and the communities affected by it.

MRT outcome studies show a reduction in the recidivism rate of offenders 30%-50% for periods up to 20 years after release. Re-arrest and re-incarceration rates can be up to 65% lower than expected.

As evidenced in more than 200 scholarly articles, MRT works because it changes the behaviors and decision-making errors that led to incarceration, addiction, and mental health issues in the first place. MRT helps people achieve long-term stability in their lives.

1. Program Name:

Mentoring Services

2. Evidence Upon Which It Is Based:

Mentorship is more often defined as a promising practice or best practice. Some mentoring programs claim to be evidence based.

3. Description:

Mentors offer a safe space and compassionate guidance to help youth overcome the challenges they face, make better choices, and feel empowered to achieve their goals. Mentors offer hope, support, and positive role models to break the cycle and change their trajectory.

Part III. Youthful Offender Block Grant (YOBG) – (Welfare & Institutions Code Section 1961(a).

A. Strategy for Non-707(b) Offenders

Describe your county's overall strategy for dealing with non-707(b) youthful offenders who are not eligible for commitment to the Division of Juvenile Justice. Explain how this Plan relates to or supports that strategy.

All formal juvenile cases are provided a full assessment and case plan that addresses criminogenic needs and identifies appropriate services to the youth and family which help to keep the youth from entering deeper into the juvenile justice system. Additionally, Juvenile Officers have been provided numerous trainings in all areas of case management, motivational interviewing, and trauma-informed care, and apply those skills to partner with the family or caregiver to holistically address issues and concerns within the household. Probation Officers have been trained in Effective Practices in Community Supervision – EPICS and will utilize this method in coordination with other tools and skills. Other services include collaborative team decision making for difficult youth and families through our county Children's Systems of Care team, and coordination with the schools for school-based restorative justice measures.

B. Regional Agreements

Describe any regional agreements or arrangements to be supported with YOBG funds.

There are efforts being made to obtain an agreement with an agency outside the county to establish a mentoring program locally. There are also efforts being made to identify a virtual mentoring and/or life skills coaching services. Should either of these contractual relationships be made, these funds will support the contract or payment for services.

C. Funded Programs, Placements, Services, Strategies and/or System Enhancements

Using the templates below, provide details for each program, strategy, and/or system enhancement that will be funded by the Juvenile Justice Crime Prevention Act (JJCPA), identifying any program that is co-funded with Youthful Offender Block Grant (YOBG) funds.

To include multiple programs, copy and paste the template fields "1. Program Name," "2. Evidence Upon Which It Is Based," and "3. Description" as many times as necessary.

YOBG Funded Program, Placement, Service, Strategy and/or System Enhancement

This template should be copied as many times as needed to capture every program, placement, service, strategy, and system enhancement you plan to fund next year.

1. Program Name:

Risk, Needs and Responsivity (RNR) Model (Co-funded)

2. Evidence Upon Which It Is Based:

The purpose and importance of utilizing our YOBG funding to support comprehensive case planning with probation youth is to ensure a full spectrum of comprehensive services that can identify trauma and recognize contributing criminogenic factors underlying the youth's behaviors. For youth who formally engage in the juvenile justice system, this builds on our overall mission to divert youth from entering deeper into the system.

3. Description:

YOBG funds were used to provide staffing for and to conduct comprehensive assessments on new juvenile cases, provide case planning and intensive home supervision to our highest-risk juvenile population, and assist in diverting youth away from higher levels of care and incarceration. The tool we are using for the determination of juvenile risk is the PACT assessment, which screens for the level of risk. Higher-risk youth who are at the greatest risk of commitment to the Secure Track are provided more intensive supervision and services by a seasoned Deputy Probation Officer, and all services and intervention strategies align with the (RNR) model of evidence-based practice.

The RNR model is a model used in community corrections for justice-involved individuals and is known to reduce recidivism through the proper dosage of supervision and services based on the risk the person presents to the community and what needs they have.