COMMUNITY CONNECTIONS FOR YOUTH

PRESENTS

Building Community Capacity to Serve Youth in the Justice System

Training & Technical Assistance Services

ALTERNATIVE TO INCARCERATION (ATI) TRAINING INSTITUTE
SAN DIEGO, CA   FEBRUARY 25-27, 2015
About the Alternative to Incarceration (ATI) Training Institute

Community Connections for Youth (CCFY) developed the Alternative to Incarceration (ATI) Training Institute to empower grassroots faith and neighborhood organizations to develop effective community-

*driven* alternatives to incarceration for youth. The Institute is based on the philosophy that the community is central, not peripheral, to the juvenile justice reform movement. Too often, the communities in which young people reside, and where they will ultimately return, are engaged only as an afterthought when planning juvenile justice policy. CCFY believes that grassroots faith and neighborhood organizations in the young people’s home communities are most effective in doing work that is *transformational* and *liberating* for young people. CCFY’s training is built around several core values:

- **Community Ownership:** we believe that the community needs to take back the responsibility and resources for ensuring the safety and wellbeing of its young people.
- **Youth & Family Empowerment:** we believe young people and their families are assets to be developed and should have a voice in developing and designing programs and policies that affect them.
- **Racial and Economic Justice:** we believe that the disproportionate incarceration of youth of color, and the flow of dollars away from communities of color is an injustice that must be corrected.

We are excited that you are participating in the ATI Training Institute and we look forward to walking on this journey with you.

**Acknowledgements**

CCFY would like to acknowledge the following parties for their role in making this Alternative to Incarceration (ATI) Training Institute possible:

- The Public Welfare Foundation, for supporting CCFY’s national training and technical assistance initiative, including this ATI Training Institute;
- The Sierra Health Foundation’s Positive Youth Justice Initiative for sponsoring the meals at the San Diego ATI Training;
- Young people in the juvenile justice system and their families everywhere; and
- A Special *Thank You* to the San Diego Core Team, who applied for and received CCFY’s Capacity Building Award. Thank you, United African American Ministerial Action Council; National Conflict Resolution Center; Rise Up Industries; County of San Diego, Health & Human Services Agency, Central Region; San Diego Youth Development Office; and the SDSU Center for Excellence in School Counseling and Leadership, Division of Research on Young Men and Women of Color.
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MODULE 2: A WALK THROUGH THE JUVENILE JUSTICE SYSTEM
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MODULE 4: RISK & NEED ASSESSMENTS

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MODULE 5: SYSTEM PARTNERSHIPS
MODULE 6: ACCOUNTABILITY & REPORTING
MODULE 7: ESSENTIAL PROGRAM COMPONENTS
MODULE 8: HELPING YOUTH CHANGE

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MODULE 9: COMMUNITY CAPACITY BUILDING FOR JUVENILE JUSTICE REFORM
MODULE 10A: PROGRAM PLANNING WITH A COMMUNITY CAPACITY LENS
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APPENDIX
TATIANA’S STORY MATERIALS
DAY ONE

8:30 AM – 9:00 AM  BREAKFAST

9:00 AM – 9:45 AM  WELCOME & INTRODUCTIONS

9:45 AM – 11:00 AM  MODULE I: A BROKEN SYSTEM

11:15 AM – 12:30 PM  MODULE 2: A WALK THROUGH THE JUVENILE JUSTICE SYSTEM

12:30 PM – 1:15 PM  LUNCH

1:15 PM – 2:30 PM  MODULE 3: WHAT WORKS: EFFECTIVE JUVENILE JUSTICE INTERVENTIONS

2:45 PM – 4:00 PM  MODULE 4: RISK & NEED ASSESSMENTS

4:00 PM – 5:00 PM  NETWORKING & LEVERAGING RELATIONSHIPS
Module 1 | A BROKEN SYSTEM

“We live in a country that is addicted to incarceration as a tool for social control. As it stands now justice systems are extremely expensive, do not rehabilitate but in fact make the people that experience them worse and have no evidence-based correlatives to reducing crime. Yet with that track record they continue to thrive, prosper and are seen as an appropriate response to children in trouble with the law. Only an addict would see that as an okay result.”

- James Bell, W. Haywood Burns Institute

Learning Objectives
At the end of this module, the participant will be able to:

1. Define the purpose of the juvenile justice system
2. Debunk myths about youth crime and violence
3. Evaluate the effectiveness of youth incarceration

Contents of this Section

1.1 The Purpose of the Juvenile Justice System
1.2 Juvenile Crime Quiz
1.3 The Cycle of Youth Incarceration in Communities of Color
1.4 The Effectiveness of Youth Incarceration

Recommended Readings

MR 1.1 Burning Down the House: The End of Juvenile Prison, Nell Bernstein
1.1 The Purpose of the Juvenile Justice System

The juvenile justice system has two generally agreed upon purposes. These are to:

(1) __________________________ the Child
(2) __________________________ the Community

A. Legitimate Use of Secure Confinement

Youth are only supposed to be securely confined when they pose a significant risk of:

(1) Re- __________________________
(2) Failure to __________________________ in Court

Local Focus: Under what circumstances does your jurisdiction allow juveniles to be securely confined?
B. Other Reasons for Confinement

Unless youth present a clear threat of harm to others, the courts are supposed to provide each youth with ________________________________ care and treatment in the __________________ restrictive available alternative appropriate.

However, youth are frequently removed from the community and placed in restrictive settings for the following reasons:

• ________________________________

• ________________________________

• Lack of available ________________________________

Local Focus: Where in your jurisdiction do you see young people detained for reasons other than public safety concerns?
1.2 Myths and Realities of Juvenile Crime

Juvenile Crime Quiz

1) Nationally, youth commit ___ percent of violent crimes, and ____ percent of property crimes.
   a. 36 ... 44  
   b. 13 ... 20  
   c. 24 ... 33  
   d. 52 ... 41

2) Nationally, between 2001 and 2011, arrests for violent juvenile crime have _____________ by _____________.
   a. Increased... 24 percent  
   b. Increased... 12 percent  
   c. Stayed the same  
   d. Decreased by 30 percent

3) Nationally, youth charged with violent offenses account for approximately _____________ of youth held in detention.
   a. 24 percent  
   b. 52 percent  
   c. 67 percent  
   d. 75 percent

4) Incarcerating youth in juvenile detention facilities costs an average of $_______ per year.
   a. $24,000  
   b. $48,000  
   c. $72,000  
   d. 148,000

5) The most expensive, proven community-based alternative-to-incarceration programs cost on average less than $___________ per participant.
   a. $50,000  
   b. $25,000  
   c. $17,500  
   d. $12,000

6) There are 705 juvenile detention centers around the country and ____ percent are over capacity, inhibiting their ability to provide effective care for youth.
   a. 10  
   b. 2  
   c. 4  
   d. 0

7) The recidivism rates for youth placed in out-of-home facilities is typically greater than ____ percent.
   a. 10  
   b. 50  
   c. 40  
   d. 25

8) Evaluations of community-based alternative-to-incarceration programs have shown they reduce recidivism rates by approximately ____ percent.
   a. 13  
   b. 22  
   c. 7  
   d. 10

9) Nationally, African Americans are _____ times as likely, and Latino youth are _____ times as likely as White youth to be incarcerated.
   a. 2.9 ... 1.5  
   b. 3.1 ... 2.3  
   c. 3.5 ... 2.6  
   d. 4.6 ... 1.8

10) African American youth are ____ times as likely, Latino youth are ____ times as likely, and Native youth are ____ times as likely as white youth to receive an adult prison sentence.
    a. 5.1 ... 4.3 ... 3.0  
    b. 4.4 ... 6.8 ... 2.7  
    c. 7.2 ... 3.4 ... 0.8  
    d. 9.3 ... 1.6 ... 1.4
1.3 The Cycle of Youth Incarceration in Communities of Color

Under-resourced & dis-organized communities

Economically-driven prison enterprise

Youth crime & delinquency

Reactive Policy & Laws

Public Fear

1.3.1 Youth Crime & Delinquency

Much of the ____________ which brings youth of color into the juvenile justice system is common across race, ethnicity, geography, and socioeconomic status. Most juvenile behavior for which youth could be arrested never comes to the ______________ of the juvenile justice system.

A. Delinquent Youth Behavior

Self-Reported Law-Violating Behavior from Adolescence to Early Adulthood

<table>
<thead>
<tr>
<th>Behavior</th>
<th>All Youth</th>
<th>White Youth</th>
<th>Black Youth</th>
<th>Hispanic Youth</th>
</tr>
</thead>
<tbody>
<tr>
<td>Suspended from School</td>
<td>33%</td>
<td>28%</td>
<td>56%</td>
<td>38%</td>
</tr>
<tr>
<td>Ran Away from Home</td>
<td>18</td>
<td>18</td>
<td>21</td>
<td>17</td>
</tr>
<tr>
<td>Belonged to a Gang</td>
<td>8</td>
<td>7</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td>Vandalized Property</td>
<td>37</td>
<td>39</td>
<td>33</td>
<td>34</td>
</tr>
<tr>
<td>Theft less than $50</td>
<td>43</td>
<td>44</td>
<td>38</td>
<td>41</td>
</tr>
<tr>
<td>Theft over $50</td>
<td>13</td>
<td>12</td>
<td>15</td>
<td>14</td>
</tr>
<tr>
<td>Assault</td>
<td>27</td>
<td>25</td>
<td>36</td>
<td>28</td>
</tr>
<tr>
<td>Sold Drugs</td>
<td>16</td>
<td>17</td>
<td>13</td>
<td>16</td>
</tr>
<tr>
<td>Carried a Handgun</td>
<td>16</td>
<td>16</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>Used Marijuana</td>
<td>34</td>
<td>37</td>
<td>28</td>
<td>31</td>
</tr>
<tr>
<td>Used Alcohol</td>
<td>68</td>
<td>73</td>
<td>52</td>
<td>65</td>
</tr>
</tbody>
</table>

B. **Serious and Violent Juvenile Crime**
The rate of serious and violent juvenile crime is also relatively stable over _____________.

During the late 1980s and early 1990s, there was a sharp ________________ in violent juvenile crime, especially gun homicides committed by youth of color against their peers in the urban center. However, there was an equally dramatic ________________ in the same crimes during the late 1990s.

<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>By 1994, the Juvenile Violent Crime Index for arrests had peaked at 40% above the 24-year average.</td>
<td>By 2003, the Juvenile Violent Crime Index for arrests had dropped to over 10% below the 24-year average.</td>
</tr>
<tr>
<td>In urban communities of color, youth armed with guns participating in the crack trade drove serious and violent juvenile offending. A weak economy and disinvestment in community programs and services facilitated youth involvement in street violence.</td>
<td>A decline in the crack trade, efforts to keep guns out of the hands of juveniles, a strong economy, and community/police partnerships helped bring violent juvenile crime down to the levels of the early 1980s.</td>
</tr>
</tbody>
</table>

*Source: Juvenile Offenders and Victims: 2006 National Report, OJJDP.*
1.3.2 Public Fear

C. Sensational Crime Stories

In 1989, five Black and Latino Harlem teenage boys, ages 14-16 were arrested and charged with the brutal rape and attempted murder of a 28-year old white investment banker who became known as the Central Park Jogger. In a case that drew national attention New York media described them as a “wolf pack” that went “wilding” for sport. Donald Trump took out a full-page ad calling for the reinstatement of the death penalty. In a New York Post Editorial entitled A Savage Disease, Pete Hamill wrote:

“They were coming downtown from a world of crack, welfare, guns, knives, indifference and ignorance. They were coming from a land with no fathers ... They were coming from the anarchic province of the poor. And driven by a collective fury, brimming with the rippling energies of youth, their minds teeming with the violent images of the streets and the movies, they had only one goal: to smash, hurt, rob, stomp, rape. The enemies were rich. The enemies were white.”

All five were tried as adults, found guilty and served at least six years. But 13 years later in 2002, another man’s DNA was matched to the victim and he confessed to committing the rape alone. The Manhattan District Attorney’s Office vacated the convictions of the young men originally convicted of the crime.

B. Distorted Media Coverage

In the 1990s, just as serious and violent juvenile crime began a steady ______________________, media coverage of juvenile crime began to ______________________.

- Between 1990 and 1998, television news coverage of homicides increased by _______ %, while actual homicide rates declined by _______ percent.
- Multiple studies show an overrepresentation of youth of color as perpetrators, of violent crimes committed by youth, and of white victims of interracial crime.
- Despite a 56% decline in youth homicides over the previous 5 years, _____% of poll respondents in 1998 believed juvenile violent crime was on the rise.

C. The Myth of the Juvenile Superpredator

In 1996, criminologist John Dilulio predicted the coming of the “juvenile superpredator”:

“Based on all that we have witnessed, researched and heard from people who are close to the action, here is what we believe: America is now home to thickening ranks of juvenile “superpredators” – radically impulsive, brutally remorseless youngsters, including ever more pre-teenage boys, who murder, assault, rape, rob, burglarize, deal deadly drugs, join gun-toting gangs and create serious communal disorders. They do not fear the stigma of arrest, the pains of imprisonment or the pangs of conscience... At core the problem is that most inner-city children grow up surrounded by teenagers and adults who are themselves deviant, delinquent, and criminal.”

Bennett, W. J., Dilulio J.J., & Walters, J.P.

Body count: Moral poverty—and how to win America’s war against crime and drugs

1.3.3 Reactive Policy & Laws

A. Reactive Policy & Laws

In response to sensationalized media reports about “killer kids” and “juvenile superpredators” legislators around the country passed laws to show the public they were “tough on crime.” Between 1992 and 1997, all but three states in the nation changed laws that made the juvenile justice system more like the adult criminal justice system in the following ways:

- Trying Youth as ______________
- Longer ______________
- Removing ______________ protection
- New Juvenile ______________ Technology

B. Who the Policies Actually Targeted

In reality, serious and violent juvenile crime was already decreasing, but a crackdown on juveniles was already underway. A system had been designed to catch the coming wave of “juvenile super-predators” – but they never came. Instead, the juvenile justice system became filled with low ______________ but high ______________ youth punished for minor crimes.
1.3.4 **Economically-driven Prison Enterprise**

Juvenile Justice is big business with perverse incentives for keeping children locked up.

- In Wilkes-Barre, Pennsylvania, two judges were convicted of participating in “Kids-for-Cash” scheme in which they helped a private juvenile detention center win a state contract and then received kickbacks for each child they placed in jail.

- In upstate New York, state workers and legislators continue to fight against the closure of juvenile prisons in rural counties of the state where youth prisons are the primary industry. A law on the books requires a minimum one-year notice before facilities can be closed – even if they have no kids.

- At a privately run juvenile facility in Walnut Grove, MS, violence and abuse are rampant, but the facility accounts for 200 jobs and 15 percent of the town’s annual budget. The mayor, whose vending machine company has 18 machines inside the building, says: “They’ve done an excellent job... It’s been a sweet deal for Walnut Grove.”

1.3.5 **Under-Resourced and Dis-Organized Communities**

When youth are incarcerated in facilities separated from the community, the community loses on several levels:

- Communities lose their ________________________________.

- Communities lose the ___________________________ that could be invested in services.

- Communities lose the ____________________________ of supervising and supporting youth in conflict with the law.
1.4 The Effectiveness of Youth Incarceration

How should we evaluate the effectiveness of incarcerating youth? The juvenile justice system is supposed to:

- ___________________________ the young person
- ___________________________ the community
- Provide ______________________ services with ___________________ standards of care
- Function in a cost-________________________ manner

1.4.1 Tatiana’s Story

During discussions of Tatiana’s Story, please refer to the materials provided by the trainers in the Appendix of the Training Workbooks.

1.4.2 Rehabilitation & Recidivism

Juvenile incarceration has proven notoriously poor in rehabilitating youth. Incarcerating youth often results in a long-term negative impact on public safety, as youth return home to the same communities.

- Nationally, the re-arrest rate for juveniles released from secure facilities is approximately ________ percent.
- Youth placed in detention centers are ________ times more likely to recidivate than those placed in alternate programs.
- Youth convicted in adult courts are ________ percent more likely to recidivate.

1.4.2 Providing Care

Often, youth in the justice system are in need of specialized treatment services.

- 30% of youth in custody report prior sexual or physical abuse, 26% report suicidal thoughts, 12-14% report hallucinations, 70% report trauma, and between 17 and 52% report anger issues, anxiety, depression, or attention problems.
- 30% of youth in custody say they have been diagnosed with a learning disability.
- 59% of youth in custody say they were drunk or high on drugs several times a week or more during the months before they were taken into custody, indicating a possible substance abuse disorder.

*Source: Youth’s Needs & Services: Findings from the Survey of Youth in Residential Placement, OJJDP, April 2010*

A. Substandard Care

Juvenile incarceration often provides sub-standard care for youth:

- More than ________% of incarcerated youth are confined in overcrowded detention and corrections facilities.
- More than ________% of youth in detention centers are in facilities that fail to meet the health service criteria established by the Office of Juvenile Justice and Delinquency Prevention.
- Less than ______% of youth are in detention or correctional facilities that meet recommended suicide prevention measures, according to OJJDP.

*Source: Conditions of Confinement for Young Offenders, Coalition 4 Juvenile Justice*

B. Good Care

Even when the juvenile justice system provides high-quality care for young people in facilities, the fact that young people need to be in prison-like settings to receive services is highly problematic.

“The system too often equates high need with high risk. There’s something about this that is morally indefensible. Why should we have to lock someone up to get him a dentist, a counselor. So often, this is the initial default.”

- James Bell, W. Haywood Burns Institute

Furthermore, even when youth benefit from services during out-of-home ________________, young people often find it incredibly challenging to apply the skills and techniques learned when they return to the ____________________________.
1.4.4 Cost Effectiveness

Juvenile incarceration is too expensive.

- States spent **$5.7 billion** each year imprisoning youth, though the majority of youth are non-violent and could be safely supervised in the community.
- The average daily cost of confining youth is **$407.58 per day**, which annualizes to **$148,767** per year.
- In some states, like New York, the cost exceeds **$200,000** per year per youth.


<table>
<thead>
<tr>
<th>STATE</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>New York</td>
<td></td>
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<tr>
<td>Pennsylvania</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Florida</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Your State</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

1.4.5 When Alternative Placement is Necessary

In situations when alternative placement is necessary for protecting the community and the young person, models that have switched from “harsh” to “humane” practices, have achieved much lower recidivism rates by:

- Creating a ______________________ rather than a punitive environment
- A focus on youth ______________________ activities
- Small ______________________ facilities as opposed to large congregate care
- Keeping youth closer to home to facilitate family and community ______________________
1.5 Conclusion

The Juvenile Justice System is supposed to (1) keep the public __________________ and (2) care for and __________________ the child. However, youth who are high - __________________ but not necessarily high - ________________ to re-offend are often incarcerated. When we view young people as a __________________ rather than an __________________, we create overly __________________ policies and practices that focus on punishment rather than on __________________________.

Investing in ________________________ drains money from communities where ________________ are needed most.

<table>
<thead>
<tr>
<th>restoration</th>
<th>rehabilitate</th>
<th>services</th>
<th>threat</th>
<th>punitive</th>
</tr>
</thead>
<tbody>
<tr>
<td>safe</td>
<td>need</td>
<td>risk</td>
<td>asset</td>
<td>control</td>
</tr>
</tbody>
</table>
Module 2  A WALK THROUGH THE JUVENILE JUSTICE SYSTEM

“What is typically called the juvenile justice ‘system’ is far more complex, complicated, confusing, and confounding than the term itself would suggest...So what is called a system may be something more like a non-system.”

Donald Shoemaker & Timothy Wolfe, Juvenile Justice, A Reference Handbook

Learning Objectives
At the end of this module, the participant will be able to:

1. Understand the basic structure and terminology of the juvenile justice system
2. Understand the process by which young people move through the juvenile justice system
3. Identify strategic points for intervention where youth can be diverted into community alternatives

Contents of this Section

2.1 Who is a Juvenile in the Justice System?
2.2 The Language & Terminology of the Juvenile Justice System
2.3 Tatiana through the System
2.4 Points of Intervention

Readings

2.1 Who is a Juvenile in the Justice System?

A. Age of Responsibility Quiz

In your jurisdiction how old does a young person have to be in order to:

1. Buy Liquor
2. Enlist in the Military
3. Drive a Car
4. Consent to Sex
5. Get Married
6. Buy Cigarettes
7. Be tried in court
8. Be Admitted to Juvenile Detention
9. Be Tried as an Adult
10. Be Sentenced to Life Without Parole

B. Maturity and Consequences

Many of the laws restricting youth from engaging in certain behavior are based on the rationale that most adolescents are not yet mature enough to handle the responsibility of engaging in certain activities.

During adolescence, the pre-frontal cortex, also called the “CEO of the Brain” is still developing. The pre-frontal cortex controls:

• __________________ -making
• __________________ Thinking
• Impulse ______________

Think of something you did in your adolescence where you just didn’t fully think through the consequences of your actions.
C.  *Age of Criminal Responsibility*

Youth are charged as juveniles or adults depending on: (1) the _____________ of the youth; and (2) the _______________________ of the charges.

- **Juvenile Delinquent:** typically youth under 18 charged with _________________ and less serious felonies.

- **Youth Charged as Adults:** Youth under the age of 18 charged with _________________ felonies

The juvenile court was created in 1899 to create a more rehabilitative alternative to criminal proceedings based on the belief that juveniles, being younger, were more amenable to treatment.

The “adult crime for adult time" backlash against juveniles in the 1990s led to legislative changes to allow or mandate many more youth to be tried as adults. Today, all 50 states allow for prosecuting juveniles as adults in criminal courts either through:

1) **Judicial Waiver:** 45 states allowing juvenile court _________________ discretion to “waive” serious cases to adult criminal court.

2) **Direct Filing:** 15 states allow for _________________ to decide whether to try youth in juvenile or adult court.

3) **Statutory Exclusion:** 29 states automatically _________________ youth to be tried in adult court based on the alleged crime.

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**SMALL GROUP WORK**

*Under what circumstances does your jurisdiction allow or require youth to be tried as adults?*
2.2 Language and Terminology of the Juvenile Justice System

The juvenile justice system has its own language and terminology distinct from the adult criminal justice system. The juvenile justice system was originally created to allow more flexibility in providing rehabilitation/treatment instead of punishment. The following chart compares language in the Adult Criminal Justice System and the Juvenile Justice System.

A. Language and Terminology

<table>
<thead>
<tr>
<th>CRIMINAL JUSTICE SYSTEM</th>
<th>JUVENILE JUSTICE SYSTEM</th>
<th>YOUR JURISDICTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Police</td>
<td>Police</td>
<td></td>
</tr>
<tr>
<td>Judge</td>
<td>Judge</td>
<td></td>
</tr>
<tr>
<td>Probation Officer</td>
<td>Probation Officer</td>
<td></td>
</tr>
<tr>
<td>Defendant</td>
<td>Respondent</td>
<td></td>
</tr>
<tr>
<td>Prosecutor</td>
<td>Prosecutor</td>
<td></td>
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<td></td>
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<tr>
<td><strong>Formal Court Processing</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Indictment</td>
<td>Court Referral or Filing Petition</td>
<td></td>
</tr>
<tr>
<td>Defense Attorney</td>
<td>Public Defender of Defense Attorney</td>
<td></td>
</tr>
<tr>
<td>Bail Hearing</td>
<td>Detention Hearing</td>
<td></td>
</tr>
<tr>
<td>Trial</td>
<td>Adjudicatory Hearing</td>
<td></td>
</tr>
<tr>
<td>Conviction</td>
<td>Adjudication</td>
<td></td>
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<tr>
<td><strong>Post-Sentencing</strong></td>
<td></td>
<td></td>
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<tr>
<td>Sentencing</td>
<td>Disposition</td>
<td></td>
</tr>
<tr>
<td>Incarceration</td>
<td>Placement</td>
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</tr>
<tr>
<td>Parole</td>
<td>Aftercare</td>
<td></td>
</tr>
<tr>
<td>Parole Violation</td>
<td>Probation Violation</td>
<td></td>
</tr>
</tbody>
</table>
B. Key Differences

- In the adult criminal justice system, the ____________ has the first opportunity to divert. In the juvenile justice system, the Probation Officer often gets the first opportunity to divert a case from formal processing.

- In the adult criminal justice system, the defendant is judged by _______________________________ of his or her peers. In the juvenile justice system the judge makes all the decisions.

- In the adult criminal justice system, the sentence is based on the nature of the crime. In the juvenile justice system, once a young person is adjudicated delinquent, the “disposition” (sentence) is typically a standard length of time determined by the young person’s need for ____________________________.

- In the adult criminal justice system, the defendant’s life circumstances (employment status, alcohol use) are usually ______________________ when it comes to sentencing. In the juvenile justice system, a young person’s life circumstances (school attendance, level of family conflict, need for mental health service) are often ______________________ factors in the “disposition” (sentence) given to a young person.
C. Juvenile Case Processing Flow Chart
2.3 Tatiana through the System

**SMALL GROUP WORK**

*Tatiana is arrested. What happens next is up to you....*

2.4 Opportunities for Intervention

A. *The Juvenile Justice Superhighway*

The juvenile justice system can seem like a superhighway transporting young people further and further along a road that leads to incarceration.

The data shows that:

- Youth who are initially detained are more likely to be placed at __________________________.
- Keeping __________________________ youth under court supervision for long periods of time actually __________________________ the likelihood of future incarceration.
- Trying youth as __________________________ increases the likelihood of future offending.

*Sources: Conditions of Confinement for Young Offenders, Coalition 4 Juvenile Justice
Prosecuting Juveniles in Adult Court: An Assessment of Trends & Consequences, 2000, Sentencing Project*

Despite evidence that over-restrictive juvenile justice sanctions often do more harm than good, many jurisdictions continue to process youth deeper into the system.
B. On-Ramps and Exit Signs

The juvenile justice system is not one continuous process, but a series of decisions made by different actors at different points in time. At every decision-making point, youth can be advanced deeper into the system, or diverted from further involvement.

C. Arrest

An arrest diversion occurs when a Police Officer, after taking into custody a young person who is believed to have committed an offense, decides not to formally process the arrest.
D. Initial Detention Decision
If juvenile court is not in session, a young person can be taken directly to the juvenile detention center (physical referral) but may also be released to a parent/guardian with a referral for a court date (paper referral).

E. Juvenile Court Intake
At juvenile court intake, an arm of the court (usually Probation) can divert the case instead of advancing it for prosecution. If the youth successfully completes the conditions of diversion, the case is closed and never advances to court.
F. Decision to Prosecute

If a case is referred for prosecution after juvenile court intake, prosecutors still have discretion as to whether to file a petition or court, or to divert the case.

G. Detention Hearing

When a young person first appears before a juvenile court judge, the judge must make a determination whether to “remand” the young person to custody (detention) pending the outcome of the case, or to “parole” (release) the youth to their family. Youth considered medium risk to re-offend can be released but mandated to attend an alternative-to-detention (ATD) program while their case is pending.
H. **Formal Processing**

Once charges have been filed in court, the judge, the solicitor, and the defense attorney may reach a deal for an alternative to formal case processing such as a “conditional discharge” (CD), where compliance with the terms set by the court can lead to the case being dismissed.

I. **Disposition**

When a young person has been adjudicated delinquent and the case reaches the dispositional phase (sentencing), judges can decide to keep a young person in the community under supervision as opposed to placing them out of the home. Judges may also sentence young people to Probation without a program, or a program without Probation.
J. Violation Hearing

When a young person who has been adjudicated delinquent and has received a disposition of probation violates the terms and conditions set by the court, a Probation Officer may file a violation of probation in court, which leads to a violation hearing. The judge must then decide whether to keep the young person on community supervision, or move them to a more restrictive setting.

K. Revocation Hearing

When youth who have been placed outside of the home return from commitment, they are often required to abide by certain conditions of release. If they violate these conditions, they can be “revoked” back into placement.
Question: Based on your knowledge of the juvenile justice system thus far, what do you see as the most likely point(s) of intervention for your program?

Question: What actors in the juvenile justice system do you already have relationships with, and who are your most likely partners for developing alternatives to incarceration for youth?

Question: If you are already serving youth with justice system involvement, is there an earlier decision-making point where your services might result in a less restrictive outcome for youth?
Module 3  What Works? Effective Juvenile Justice Interventions

“In the 1970's, the message issued by the research community concerning the use of prevention and treatment programs for juveniles was that "nothing works." This unfortunate and, as it turned out, erroneous conclusion, together with increasing serious juvenile delinquency, fueled confinement of larger numbers of juveniles throughout the 1980's... Now we find that treatment programs for juveniles do work – and were working all the while.”


Learning Objectives

At the end of this module, the participant will be able to:

1. To define what constitutes success for juvenile justice interventions
2. To distinguish between failing and successful program models
3. To identify the underlying principles behind successful models
4. To recognize the importance of formally evaluated programs and organic community-level approaches

Contents of this Section

3.1 Normative Adolescent Behavior or Dangerous Crime?
3.2 Nothing Works?
3.3 Defining Success
3.4 What Works?
3.5 Principle of Effective Intervention
3.6 Best Practices for Faith & Neighborhood Organizations

Readings

MR 3.1  The Debate on Rehabilitating Criminals: Is it True That Nothing Works?
Jerome Miller.
3.1 Normative Adolescent Behavior or Dangerous Crime?

**LARGE GROUP EXERCISE**

Adolescence is a stage of development where young people frequently test limits, push boundaries, and generally behave in ways that adults find annoying, aggravating, and frustrating. On rare occasions, adolescents have committed horrific crimes that shock society. What behaviors should be prosecuted as crimes? What behaviors should be dealt with by family and community members?

<table>
<thead>
<tr>
<th>Normative Adolescent Behavior</th>
<th>Dangerous Criminal Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>SMOKING WEED</td>
<td>DEALING DRUGS</td>
</tr>
<tr>
<td>STAYING OUT ALL NIGHT</td>
<td>ALCOHOL USE</td>
</tr>
<tr>
<td>JOINING A GANG</td>
<td>HANGING WITH THE CROWD</td>
</tr>
<tr>
<td>DISOBEYING PARENTS</td>
<td>MISSING APPOINTMENTS</td>
</tr>
<tr>
<td>MURDER</td>
<td>SHOPLIFTING</td>
</tr>
<tr>
<td>GRAFFITI</td>
<td>STABBING</td>
</tr>
<tr>
<td>BURGLARY</td>
<td>RAPE</td>
</tr>
<tr>
<td>KIDNAPPING</td>
<td>ROBBING DELIVERY MEN</td>
</tr>
<tr>
<td>BULLYING</td>
<td>TRESPASSING</td>
</tr>
<tr>
<td>HOPPING THE TURNSTYLE</td>
<td>SMOKING CRACK</td>
</tr>
<tr>
<td>USING A FAKE ID</td>
<td>BUYING CIGARETTES</td>
</tr>
<tr>
<td>CUTTING/SELF-MUTILATION</td>
<td>BEING CHRONICALLY LATE</td>
</tr>
<tr>
<td>USING FOUL LANGUAGE</td>
<td>BEING DISRESPECTFUL</td>
</tr>
</tbody>
</table>

Responsibility of Justice System

Responsibility of Family & Community

Normative Adolescent Behavior vs. Dangerous Criminal Behavior
3.2 Nothing Works?

In 1974, the criminologist Robert Martinsen wrote an article stating that the offender rehabilitation programs he studied had “no appreciable effect - positive or negative - on rates of recidivism.” He concluded that: “rehabilitative efforts that have been reported so far have no appreciable effect on recidivism.” Martinsen’s findings marked the end of an era favoring rehabilitation and ushered in the punitive approach to corrections that still dominates today. The belief that “nothing works” was extended to approaches to juveniles as well, and the “superpredator” myth of the 1990s furthered the belief that youth – especially urban youth of color – were beyond rehabilitation.

3.3 Defining Success & Failure

A. Juvenile Justice Interventions: Success or Failure

Short-term success or failure in juvenile justice interventions is typically measured by whether youth are re-arrested or violate ________________-imposed conditions while under supervision.

Longer-term success or failure in juvenile justice interventions is typically measured by the program’s impact on youth ________________.

B. What is Recidivism?

Recidivism: a tendency to relapse into a previous condition or mode of behavior  
(Merriam-Webster)

In the juvenile justice system, recidivism can mean:

1. ________________
2. ________________
3. ________________
4. ________________
C. Reasons for Failure

Too often, young people’s failure in juvenile justice intervention programs and subsequent incarceration is due to ____________________________
with court-imposed conditions that have relatively little to do with ____________________________.

D. Alternate Definition of Success

CCFY’s preferred definition of “success” for community-driven alternative to incarceration programs is:

1. Is the program able to keep young people from re-offending in ways that ________________ the community?

2. Does the program have the ability to move young people along the path of ________________ development towards ________________ adulthood?
3.4 What Works?

A. Evidence-Based Interventions

While it was once thought “nothing works” with juvenile offenders; there is now clear evidence that many approaches have a measurable effect on reducing recidivism among youth.

**SMALL GROUP WORK**

In small groups, review the program model your group has been assigned, discussing whether or not you believe this model has shown to be effective in reducing recidivism. Choose a presenter to report back to the large group on your conclusions.

*Model Discussed:*

*Is it Effective in Reducing Recidivism?*  
Yes  
No  

*Why or why not?*

B. What Models Work?

<table>
<thead>
<tr>
<th>Model</th>
<th>Does it Work?</th>
<th>Research Says...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Correctional Placement</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Individual Therapy</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Multi-Systemic Therapy</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Boot Camps</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Restorative Justice</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Youth Court</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Scared Straight</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Therapeutic Placement</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>BronxConnect</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Gun Court</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>
3.5 Principles of Effective Intervention

A. Evidence-Based Programs

There are now multiple programs that have been scientifically evaluated to demonstrate whether those programs have a measurable effect on reducing youth offending (recidivism). A program is considered evidence-based when:

1. The program has been evaluated by an __________________________ research entity, such as a university.

2. The research demonstration includes a group that received services (_________________________ group) and a similarly situated group (_________________________ group) that did not receive services.

3. The group that received services showed statistically significant __________________________ compared to the control group.

Question: Should jurisdictions require that juvenile justice interventions use only evidence-based program models??????
B. Advantages and Drawbacks of Evidence-Based Programs

There are very clear advantages to using formally evaluated evidence-based programs, but there are some drawbacks as well.

<table>
<thead>
<tr>
<th>Advantages</th>
<th>Drawbacks</th>
</tr>
</thead>
<tbody>
<tr>
<td>They have been demonstrated to work!</td>
<td>There are plenty of other programs that work just as well or better, but have not yet been clinically evaluated.</td>
</tr>
<tr>
<td>Takes away the excuse that failure is the fault of the kids, the parents,</td>
<td>May discriminate against community-based organizations that do not (yet) have the resources to (a) hire an independent researcher or (b) afford to implement evidence-based models.</td>
</tr>
<tr>
<td>the community, etc. Also known as “provider accountability” programs.</td>
<td></td>
</tr>
<tr>
<td>Provide very clear “how-to” guidelines for implementation and service</td>
<td>Can be overly rigid in following a prescribed service model, inhibiting creativity and flexibility.</td>
</tr>
<tr>
<td>delivery.</td>
<td></td>
</tr>
</tbody>
</table>

Organizations should not feel pressured to only implement evidence-based programs. Other options include:

- Promising Practices (see the OJJDP Model Programs Guide http://http://www.ojjdp.gov/mpg/)
- Keeping rigorous data on your own program, including long-term recidivism analysis.
- Partnering with a university for independent evaluation of your own approach.

C. The Principles of Effective Intervention

Studies of multiple programs, or meta-analysis shows that more important than the specific program model are the following key principles that cut across effective interventions:

1. The RISK Principle: the length and intensity of the services should be matched to the _______________ level of the offender.

2. The NEED Principle: interventions should target the specific _______________ that directly contribute to continued offending.

3. RESPONSIVITY Principle: the style of service delivery must be _______________ to the individual young person; staff must work with each young person in a flexible, individualized, customized manner.

4. The INTEGRITY Principle: the services must be implemented by competent staff who _______________ the principles that made the intervention successful originally.
D. New Directions for Juvenile Justice Interventions

CCFY promotes approaches that build on the natural ____________________________ of the community and the young person.

1. Organic Relationships

Lambert and Bartley (2002) found that participants who successfully completed alternative programs cited the following factors as most important for their behavioral change:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>30%</td>
<td>____________________________</td>
</tr>
<tr>
<td>15%</td>
<td>____________________________</td>
</tr>
<tr>
<td>15%</td>
<td>____________________________</td>
</tr>
<tr>
<td>40%</td>
<td>____________________________</td>
</tr>
</tbody>
</table>

The “extra-therapeutic factors” were primarily ____________________________

________________________________________________________________________

________________________________________________________________________

2. Strength-Based Youth Development

Current research regarding strength-based interventions for juvenile justice populations indicates that these programs can be powerfully effective:

- Evaluations of asset-based approaches show that strengthening protective factors has a greater impact on preventing risky behavior than focusing on risks and needs.
- Several leading juvenile justice theorists advocate for strengths-based interventions.
- CCFY has completed the first formal evaluation of its strength-based diversion program, *South Bronx Community Connections*, and shows a statistically significant reduction in recidivism.
3.6 Best Practices for Grassroots Faith & Neighborhood Organizations

A. CCFY’s Best Practices

CCFY puts forth the following as “best practices” for faith and neighborhood organizations working with youth in the justice system:

- Low Youth to Staff _____________________________
- Comprehensive Intake _________________________ & Individualized ________________ Plans
- Intensive Case _________________________________
- Strong ________________________________ Network
- Culturally ____________________________ Staff & Volunteers
- Asset-based Youth ______________________________ Approach
- Impeccable _________________________________

B. Grassroots Neighborhood Organization

Grassroots Neighborhood Organizations are important because:

- They are there after ________________________________
- They can provide support for the entire __________________________
- They can provide supportive relationships from __________________________ through __________________________
- They have a vested interest in promoting ________________________________
C. Faith Based Organizations

Faith-based organizations are important for the following concrete reasons:

1. They are ________________________________!
2. They have pre-existing networks of pro-________________________ adults with relationship ________________________________.
3. They are often individuals who come from the same background/experience as the youth and have experienced ________________________________.
4. In severely economically depressed and disenfranchised neighborhoods, they are sometimes the only self-________________________ and economically self - ______________________________ institutions.

Faith-based organizations are important for the following intangible reasons:

1. ________________________________
2. ________________________________
3. ________________________________

“And now these three things remain: faith, hope, and love. And the greatest of these is love.”

(1 Corinthians 13:13)
Module 4  RISK, NEED, & STRENGTH ASSESSMENTS

“The problem perspective tends to isolate and control problem youth. The juvenile justice system is perhaps the most extreme example of this mindset. Young people are assets to be valued rather than problems to be controlled.”

- William Barton & Jeffrey Butts

Learning Objectives

At the end of this module, the participant will be able to:

1. Understand the importance of good assessments
2. Differentiate between risk factors and youth needs
3. Adopt a strength-based approach of youth in the juvenile justice system

Contents of this Section

4.1 The Importance of Assessments
4.2 Assessing Risk
4.3 Assessing Needs
4.4 Assessing Strengths
4.5 Putting it all together

Readings

4.1 The Importance of Good Assessments

INDIVIDUAL EXERCISE

Young people in the juvenile justice system typically experience numerous risk factors. Which risk factors do you think are most strongly correlated with recidivism? Put another way, which risk factors are the best predictors of continued offending?

<table>
<thead>
<tr>
<th>Substance Abuse</th>
<th>Single Parent Household</th>
<th>Poverty</th>
<th>Childhood Sexual Abuse</th>
<th>Attention Deficit Disorder</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anti-social peers</td>
<td>Mood Disorders</td>
<td>Low Self Esteem</td>
<td>Anti-Social Attitudes</td>
<td>Incarcerated Parent</td>
</tr>
<tr>
<td>Criminal Personality</td>
<td>Truancy</td>
<td>Alcohol Use</td>
<td>Defiance</td>
<td>Learning Disability</td>
</tr>
<tr>
<td>Aggression</td>
<td>Low Self Control</td>
<td>Anger</td>
<td>Incarcerated Sibling</td>
<td>Parents with Substance Abuse Issues</td>
</tr>
<tr>
<td>Witnessing Violence</td>
<td>Low Performing Schools</td>
<td>Chronic Lying</td>
<td>Absent Father</td>
<td>Low Religiosity</td>
</tr>
<tr>
<td>Low Community Support</td>
<td>Anxious Disorder</td>
<td>Poor Communication Skills</td>
<td>Disrespect for Authority</td>
<td>Low Family Educational Level</td>
</tr>
<tr>
<td>Marijuana Use</td>
<td>Age of First Offense</td>
<td>Affinity for Gangster Rap</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

My Predictions

1. ______________________
2. ______________________
3. ______________________
4. ______________________

What the Research Says

1. ______________________
2. ______________________
3. ______________________
4. ______________________
4.2 Assessing Risk

Question: if the juvenile court called you up and said “we’ve got a young person who’s locked up who we’d like to send to you. Will you take him?” What would be your response?

A. What is RISK?

In juvenile justice interventions, RISK refers very specifically to the likelihood of ________________ or to the threat the young person poses to ________________.

It is important to remember that youth may be “high risk” for any number of other social issues, but not necessarily high risk to re-offend or a threat to public safety. Some of these issues might include:

- Risk of contracting an STD
- Risk of Dropping Out of School
- Risk of Developing a Substance Abuse Problem

In the juvenile justice system, it is very important to separate the risk of re-______________ from other risky behaviors, or we run the risk of punishing youth for their social service ________________.

B. Why is assessing risk important?

We need to assess risk so that we know:

1. What ______________________ of service/supervision a young person does or does not need.
2. What specific ______________________ the young person is doing that presents a threat to the safety of the community.
3. We are adequately prepared to address the ______________________ of that young person’s situation.
C. The Risk Principle

**THE RISK PRINCIPLE:** the intensity of the intervention should match the young person’s risk of re-offending.

- Youth who are **HIGHER** risk to re-offend require _____________ supervision and services
- Youth who are **LOWER** risk to re-offend require _____________ supervision and services

D. RISK Level and Juvenile Justice Decision Making

Many juvenile justice systems use risk matrices to guide decision-making about whether youth need to be confined and what level of services/supervision they require.

<table>
<thead>
<tr>
<th>Risk Level</th>
<th>Supervision Required</th>
<th>Programming</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low</td>
<td>No Supervision</td>
<td>Brief or non-mandated community programming</td>
</tr>
<tr>
<td>Medium</td>
<td>Some Supervision</td>
<td>Short-term community programming</td>
</tr>
<tr>
<td>High</td>
<td>Intensive Supervision Confinement</td>
<td>Longer-term programming</td>
</tr>
</tbody>
</table>

Many juvenile justice systems inappropriately use secure confinement for low and medium risk youth. Community-based organizations can propose to provide services in the community for populations of youth who should not be confined.

### SMALL GROUP WORK

What population of youth in your jurisdiction who are not necessarily high risk to re-offend are being confined unnecessarily?

What service/supervision might you provide to give the juvenile justice system an option other than confinement?
E. Common violations of the RISK principle:
   • Providing too little supervision and too few services to ________ RISK youth
   • Providing too much supervision and too many services to ________ RISK youth

F. Ways to assess RISK:
   • Standardized Risk Assessment Instruments
   • Criminal History
   • Community Knowledge
   • Practitioner Intuition

---

TATIANA’S STORY

How is Tatiana most likely to RE-OFFEND?

What level of RISK would you classify Tatiana?

What level of SUPERVISION does Tatiana require?

How long should that SUPERVISION last?
4.3 Assessing Needs

A. What are NEEDS?

In juvenile justice interventions, the term NEEDS is often used to talk about underlying conditions which may affect ongoing criminal or antisocial behavior. There are two types of needs:

1. SOCIAL: needs relating to basic social welfare, such as:
   - Education
   - Mental Health
   - Substance Abuse
   - Housing
   - Family

2. CRIMINOGENIC: needs that tend to produce crime or criminality
   - Antisocial Attitudes
   - Antisocial Peers
   - Low Impulse Control
   - Poor Decision-Making Skills
   - Aggression/Violence

B. The NEED Principle

The NEED Principle: the services provided should target the needs most likely to lead to re-offending

- Youth have numerous needs but not all of these are ____________________________
- Services should target ____________________________ needs
- Programs can address non-criminogenic needs, but services for these needs should not be ____________________________ or under threat of sanction.

C. The NEED Principle and Service Responses

It is important for community-based programs to develop individualized strategy plans for youth that address their individual needs. These plans should MANDATE services for criminogenic needs, but have OPTIONAL programming/services for social service (non-criminogenic needs).
TATIANA’S STORY

What are Tatiana’s CRIMINOGENIC needs (the needs that drive the offending behavior)?

What are Tatiana’s SOCIAL SERVICE needs (non-criminogenic)?

D. Common violations of the NEED principle:

- Confusing ________________________ and non-__________________________ needs

- Committing to serve youth whose ___________________________ are far greater than program capacity

- Sanctioning youth for failure to comply with __________________________ for NEEDS that have little to do with RISK
### Assessing Strengths

**A. The Strengths Perspective**

The justice system is primarily concerned with RISK. Juvenile justice interventions are often focused on NEEDS. Given the multiple risks and needs swirling around youth in the juvenile justice system, we often forget to look at STRENGTHS.

#### Changing the Frame

<table>
<thead>
<tr>
<th>ASUMPTIONS</th>
<th>Youth as Victim</th>
<th>Youth as Villain</th>
<th>Youth as Resource</th>
</tr>
</thead>
<tbody>
<tr>
<td>Origins of Most Delinquent Behavior</td>
<td>Symptom of underlying disturbance</td>
<td>Anti-social impulses, lack of restraint due to permissiveness and the absence of punishment</td>
<td>Normative response to adolescent needs for status, belonging, power &amp; excitement, lack of empathy</td>
</tr>
<tr>
<td>How Delinquent Youth Compare with Other Adolescents</td>
<td>Fundamentally different in psychological and emotional makeup</td>
<td>Fundamentally different motivations and impulses toward deviant behavior</td>
<td>Largely similar to other adolescents but with fewer social assets</td>
</tr>
<tr>
<td>Delinquent Youth Capacity for Behavior Change</td>
<td>Incapable of conventional behavior without therapeutic interventions</td>
<td>Incapable of conventional behavior without strict discipline and the threat of punishment</td>
<td>Inherently capable of conventional behavior with sufficient access to supports and pro-social opportunities</td>
</tr>
<tr>
<td>Principal Intervention Strategy</td>
<td>Individual or family-based therapeutic treatment</td>
<td>Deterrence and retributive punishment</td>
<td>Skill development, attachment and engagement</td>
</tr>
<tr>
<td>Role of Treatment</td>
<td>Primary</td>
<td>Secondary</td>
<td>Secondary</td>
</tr>
<tr>
<td>Risks of Treatment</td>
<td>Could fail to address underlying cause(s)</td>
<td>Could delay or impede deterrence</td>
<td>Could introduce stigma or harm—i.e., iatrogenic effects</td>
</tr>
</tbody>
</table>


**Key Principles of the Strengths Perspective (Saleebly, 2006)**

- Every individual, group, family and community has ____________________________
- Practitioners best serve clients by ____________________________ with them
- Every environment is full of ____________________________
B. From Deficit to Asset

The juvenile justice system is notorious for categorizing youth solely according to their deficits. Without ignoring the very real needs that youth have, and some of the risk factors that threaten community safety, community-based programs can make a conscious effort to practice STRENGTH-based or ASSET-based thinking in working with system-involved youth.

TATIANA’s STORY

What are Tatiana’s INDIVIDUAL Strengths?

What are Tatiana’s FAMILY Strengths?

What are Tatiana’s COMMUNITY Strengths?

C. Pulling Out Strengths

1. Tell me one ACTIVITY that you like doing so much that when you are doing that thing, you barely think about getting into trouble.

2. Tell me about a PERSON who encourages you, makes you feel good about yourself, helps you to be your best self, and brings out the best in you.
4.5 Putting it all Together

Recognizing that programs often have limited capacity and a short window of time to make an impact on a young person’s life, we caution against trying to tackle everything all at once. CCFY recommends a simplified approach to working with youth in the justice system, one that is focused and directive and can have a major impact on life outcomes.

**RISK:** What behavior will most likely cause the young person to re-offend? How high is their risk to-reoffend? How much supervision do they need? How long do they need to be supervised?

**NEED:** What CRIMINOGENIC need is driving the behavior that brought the young person to the attention of the justice system in the first place? What CRIMINOGENIC need must the program focus on first and foremost to mitigate the likelihood of reoffending?

What non-CRIMINOGENIC needs, if left unaddressed, are likely to keep the young person at continued risk for non-compliance with court mandates? How can the program address these needs free from court mandate?

**STRENGTH:** What is the young person’s greatest strength? What activity does the young person enjoy doing so much that it will keep them out of trouble? What goals and dreams does the young person have for their future? What can they be involved in immediately that will move them in that direction? What can the program connect them to that taps in to this positive energy? Who is already in the young person’s life who could be tapped to assist them in this area?
TATIANA’s STORY

RISK: What is Tatiana most likely to RE-OFFEND for? What intensity of supervision does she require? How long should she be mandated to a program?

NEEDS: Which CRIMINOGENIC NEED is driving the offending behavior and must be addressed to help Tatiana avoid re-offending? What services should she be mandated to complete to address this need?

What SOCIAL SERVICE NEEDS does Tatiana have that, left unaddressed, might also contribute to her getting in trouble? What non-mandated services does she need to meet those needs?

What STRENGTHS could Tatiana build on to help her develop and stay out of trouble? What programming could Tatiana participate in that would build on her strengths? What positive people can help Tatiana get through this experience?
DAY TWO

8:30 AM – 9:00 AM  BREAKFAST

9:00 AM – 9:30 AM  RECAP OF DAY 1

9:30 AM – 10:45 AM  MODULE 5: SYSTEM PARTNERSHIPS

11:00 AM – 12:15 PM  MODULE 6: ACCOUNTABILITY & REPORTING

12:15 PM – 1:15 PM  LUNCH

1:15 PM – 2:30 PM  MODULE 7: ESSENTIAL PROGRAM COMPONENTS

2:45 PM – 4:00 PM  MODULE 8: HELPING YOUTH CHANGE

4:00 PM – 4:30 PM  NEXT STEPS
Module 5  SYSTEM PARTNERSHIPS

“Some of the most valuable policies for dealing with delinquency are not necessarily those designated as delinquency policies.”

- Edwin Schur, Radical Non-Intervention: Rethinking the Delinquency Problem (1973)

Learning Objectives

At the end of this module, the participant will be able to:

1. Understand the costs and benefits of formal partnerships with the justice system
2. Understand the danger of “net widening”
3. Differentiate between true diversion/alternative-to-incarceration programs and “net widening” programs

Contents of this Section

5.1 Mandates and Motivation
5.2 Defining Net Widening
5.3 Alternatives to Incarceration or Net Widening
5.4 Community Programs Revisited

Readings

MR 5.1 Resurrecting Radical Non-Intervention: Stop the War on Kids

5.1 Mandates & Motivation

A. Intrinsic vs. Extrinsic Motivation

Green and Lepper (1974) demonstrated how intrinsic and extrinsic motivation are affected in their study “How to Turn Play into Work.” In their study, children at play received rewards from adults for playing with certain toys. When the rewards were taken away, the children avoided playing with the toys for which their play had previously been rewarded.

- An activity is ____________________________ motivating if a person does it voluntarily, without receiving payment or other type of reward.
- An activity is ____________________________ motivated if it is performed primarily for external reinforcement such as food or money.

B. Benefits of Mandates

There are benefits to having youth mandated to programs:

- Mandates help to ensure attendance and participation due to threat of sanction for non-compliance
- The juvenile justice system provides an additional source of accountability & supervision for youth

“If I hadn’t been forced to go to this program I would probably still be running the streets. I didn’t want to go, but they forced me and it probably saved my life.”

Often, however, mandates are more for the benefit of the program or the system stakeholder than for the benefit of the young person.

C. Costs of Mandates

There are some definite costs to having youth mandated to community-based programs:

- Mandates reduce intrinsic motivation
- Mandates foster resistance & resentment on the part of youth
- Mandates reduce provider ability to provide unconditional support and confidentiality

“I’m only here because they’re making me go. The minute I’m off Probation I’m out of here.”
The Mandate Cycle

Pre-Mandate
Antisocial Behavior

Pro Social Behavior under Mandate

Post-Mandate
Anti Social Behavior

Question: What are some ways you might reduce the negative effect of mandates?

D. Tips for countering the negative impact of mandates:

• Start working with youth when they are under more supervision than your program

  1. Meet youth while they are still in ________________________________

  2. Offer your program as a step - ________________________ in supervision

• Use positive youth development principles by:

  1. Start with the young person’s ________________________________

  2. Give youth ________________________________ of their strategy plan (within reason)

  3. Include ________________________________ program activities that youth genuinely enjoy doing
5.2 Defining Diversion & Net Widening

LARGE GROUP EXERCISE

A young person has been assigned to an alternative for getting into a fight in school. Initially the young person has been mandated to participate in a peacemaking circle as a condition for diversion. However, while participating, multiple issues emerge and the youth is assigned services for each of these issues:

- Anger Management
- Basketball League
- Family Counseling
- Substance Abuse
- Individual Therapy
- Mentoring

How easy or difficult is it for this young person to successfully complete all of these services?
A. Diversion vs. Net Widening

- **DIVERSION**: “an attempt to divert, or channel out, youthful offenders from the juvenile justice system’ (Bynum and Thompson, 1996). The concept of diversion is based on the theory that processing certain youth through the juvenile justice system may do more harm than good (Lundman, 1993).”

- **NET WIDENING**: “a term most commonly used to describe a phenomenon whereby a program is set up to divert youth away from alternative placement or some other type of juvenile court disposition but, instead, merely brings more youth into the juvenile justice system who previously would never have entered. Instead of shrinking the ‘net’ of social control, one actually ‘widens’ it to bring more in.”

(Detention Diversion Advocacy: An Evaluation, OJJDP, Juvenile Justice Bulletin, September 1999)

B. Net Widening for the Individual

- Net Widening occurs on an INDIVIDUAL level whenever a young person is __________________________ to participate in a program or service that would not have been essential for them to avoid incarceration. Even if the program provides services that are __________________________ for the young person, the mandate is inherently __________________________ in that it increases the likelihood of future incarceration for non-compliance.

---

**INDIVIDUAL NET WIDENING: AN EXAMPLE**

A young person is adjudicated delinquent and receives a disposition of Probation where she will already be subject to many requirements and restrictions, such as avoiding re-arrest, remaining drug free, and going to school. At her disposition hearing, her mother tells the judge that Tatiana has too much free time on her hands and she wants her mandated to attend an afterschool program. That becomes a condition of her Probation and Tatiana is required to go to the afterschool program and participate in activities like homework help, dance class, and sports. Tatiana attends inconsistently and after a while stops going altogether. When her Probation Officer checks up on Tatiana’s attendance and finds she hasn’t been going, she reports back to the court that Tatiana is in violation of the conditions of her Probation.
C. Net Widening on a Systemic or Community Level

- Net Widening occurs on a SYSTEMIC or COMMUNITY level when an alternative option is created to divert a certain population of youth from deeper system involvement. However, instead of reducing the overall number of youth who proceed deeper into the system, the initiative engages youth who normally would have had less system involvement. Non-compliance with an unnecessary program then leads to deeper system involvement.

COMMUNITY NET WIDENING: An Example

Springfield is a city that sends an average of 25 youth into placement each year. Seeking to reduce detention usage in Springfield, the Juvenile Court and the Department of Probation partners with the Springfield Community Enrichment Center to create an alternative sentencing program that has the goal of serving 5 Springfield youth annually who would normally be placed, but instead will be mandated to a community program in conjunction with Probation. Instead of being placed, youth are mandated to an afterschool program where they participate in recreational activities and learn life skills. One year later, the Springfield Juvenile Court has placed 27 youth. The community program is great, but instead of diverting youth from placement, it has primarily served youth who would have been placed on Probation anyway – but the Juvenile Court Judge thought they could use additional services. Two of the five youth served by the program were placed after they failed to comply with program requirements.
5.3 Alternative to Incarceration or Net Widening?

Definition of an alternative-to-incarceration program:
A program is a true alternative to incarceration if the program is the reason the young person is not incarcerated, or in other words, if not for the program, the young person would remain incarcerated or be incarcerated.

Definition of diversion program:
A program is a true diversion program if participation in the program prevents a young person from advancing deeper into the justice system as a result of participating in the program. In other words, had they not had the opportunity to participate, they would have been advanced to the next stage of justice system processing.

SMALL GROUP WORK

Many programs that claim to be alternatives are actually net widening. In small groups, discuss one of the following program models and decide whether it is a true alternative or net widening.

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Alternative or Net Widening</th>
<th>In Reality</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salem Anger Management Program</td>
<td></td>
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<tr>
<td>Clinton Mediation Program</td>
<td></td>
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<tr>
<td>Greenville ATI Program</td>
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<tr>
<td>Franklin Young Offender Program</td>
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<tr>
<td>Fairview Arrest Diversion Program</td>
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<tr>
<td>Asbury Park Violation Alternative Program</td>
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</tr>
</tbody>
</table>
5.4 Community Programs Revisited

A. Youth Still Need Services

Net widening harms young people and creates unnecessary mechanisms of social control.

“But youth need services!”

This underscores the need for community programs, especially neighborhood-based youth development programs that provide:

- long-term ____________________________

- short-term ____________________________

- or even ____________________________
TAB
Module 6  ACCOUNTABILITY & REPORTING

“Every judge’s worst fear is waking up to a newspaper headline announcing the offender they just released to community supervision has committed a horrific crime.”

- Darlene Jorif, Juvenile Rights Defender

Learning Objectives

At the end of this module, the participant will be able to:

1. Understand an ATI program’s role in furthering public safety
2. Understand how to achieve credibility with the courts
3. Understand the capacity requirements for accurate reporting

Contents of this Section

6.1. The Public Safety Burden
6.2 Credibility with the Juvenile Justice System
6.3 Capacity Consideration in Court Reporting
6.4 The Actors in the Courtroom
6.5 Juvenile Court Simulation

Readings

6.1 The Public Safety Burden

A. ATI Programs & Public Safety

Alternative to incarceration programs will always face scrutiny when they serve youth who present a public safety risk. No program can guarantee that youth will stay crime free while on community supervision. However, community supervision programs must be able to guarantee that they will honestly and accurately report on the youth compliance as mandated by the courts.

B. The Horrible Scenario

A 15-year old boy shoots and kills two people while committing an armed robbery. He has several prior offenses and had recently been released by the Juvenile Court for a pickpocketing charge for which he was due back in court next week...

This scenario is already bad enough... but what if...

The young person was also a court-mandated participant in your program and your program advocated for his release arguing that it could adequately supervise him in the community?

The young person had not showed up to your program for the last three weeks?

The young person had been cutting school and missing curfew for the last two months, and your program was assigned to monitor school attendance and do random curfew checks?

The young person had told one of your counselors that he kept a gun in the house and had talked about using it to commit robberies?
6.2 Credibility with the Juvenile Justice System

A. Credibility

To gain (and maintain) credibility, alternative to incarceration & diversion programs must:

• _____________ the BEST INTERESTS OF YOUTH with COMMUNITY SAFETY
• Report honestly and ________________

Credibility is key. A credible program with a good reputation can often convince the courts to release a young person who would otherwise be confined.

A Balancing Act

Best Interests of Youth

<table>
<thead>
<tr>
<th>Community Safety</th>
</tr>
</thead>
<tbody>
<tr>
<td>Protecting the Young Person</td>
</tr>
<tr>
<td>Protecting the Community</td>
</tr>
<tr>
<td>Staying Home</td>
</tr>
<tr>
<td>Freedom</td>
</tr>
<tr>
<td>Personal Growth</td>
</tr>
</tbody>
</table>

In small groups discuss the following scenarios

A young person mandated to your program admits to you that they have been smoking marijuana. Do you tell their Probation Officer?

A young man’s defense attorney asks you not to share your doubts about whether the young man can succeed in your program at the next court date because it could lead the judge to incarcerate him. What do you do?

The Prosecutor asks you to report any infractions to him before the court date, but tells you that the defense attorney doesn’t need to know that information until it is presented in court. What do you do?

A 15-year old girl has been missing curfew and sometimes not coming home at all. One day she tells you that she has been sneaking out to meet her 27-year old boyfriend and that she is pregnant by him. She says: “You’re the only person I can talk to about this who won’t judge me and freak out.” What do you do?
C. Gaining and Losing Credibility

The credibility of community-based programs with the juvenile justice system is largely based on the quality of their reporting with the justice system.

<table>
<thead>
<tr>
<th>LOSING CREDIBILITY</th>
<th>GAINING CREDIBILITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Don’t Report, Report Late, or Report Inaccurately</td>
<td>1. Always Submit Timely and Accurate Reports</td>
</tr>
<tr>
<td>2. Conceal Information</td>
<td>2. Disclose Critical Information</td>
</tr>
<tr>
<td>3. Always Side with the Prosecutor or the Defense</td>
<td>3. Balance Community Safety and the Best Interests of Youth</td>
</tr>
<tr>
<td>4. Never Reject a Referral or Terminate a Case</td>
<td>4. Decide Who You WON’T Serve and Know When to Terminate</td>
</tr>
<tr>
<td>5. Report Different Facts to Different Parties at Different Times</td>
<td>5. Report the Same Thing at the Same Time to All Parties.</td>
</tr>
</tbody>
</table>

D. What Do You Have to Report?

- You must report whatever you commit to report.
- Be clear on what you will and will not report on
- Define the limits of confidentiality in treatment/program participation.

There is a fair amount of discretion when it comes to how much information you report. CCFY recommends erring on the side of disclosure when:

- You believe the young person represents a threat to community safety
- You believe the young person is at risk of harm without increased supervision
- You believe your program cannot adequately serve the young person or address his/her needs

*This does not mean that you recommend ________________________________, but that you are transparent about your programs’ lack of success, or the young person’s non-compliance.*

**REMEMBER:** One sloppy or dishonest report can undo whatever credibility an ATI program has gained. One horrific crime can set the juvenile justice reform movement back years.
6.3 Capacity Considerations and Court Reporting

A. Program Capacity vs. Court Reporting Capacity

Many programs have the capacity to provide excellent ____________________________ to youth, but lack the capacity to provide adequate ____________________________ to the courts.

Programs that aspire to provide court advocacy for youth need the following:

- The ability to track youth ____________________________ and ____________________________ with any mandated activities;
- Someone with superior ____________________________ and ____________________________ communication skills;
- A low enough youth to staff ratio to handle the requirements of ____________________________ high-need youth and ____________________________ on their progress; and
- The right forms and documents to report on youth progress.

B. Types of Reporting

Different program types have different reporting requirements. The intensity, frequency and formality of reporting depend on the nature of the program and where it intersects with the juvenile justice system.

Program Type & Intensity of Reporting

- **A.T.D.**
  - Report to probation or judge
  - Immediately report non-compliance
  - Typically 1 to 3 months
  - Supervision, but not always services

- **A.T.P.**
  - Report to probation or judge
  - Report non-compliance monthly
  - Typically 6 to 12 months
  - Services usually included

- **DIVERSION**
  - Report to Probation or Prosecutor
  - Report completion or non-completion
  - Typically 30-60 Days

- **Non-Mandated Referral**
  - No formal reporting
  - Possible verbal or written reporting
C. Report Dos and Don’ts

Writing good court reports is a skill that requires presenting a combination of hard data (i.e. program attendance) and qualitative observation (i.e. youth attitude). Written reports must present a balanced picture of a young person that is honest, nuanced, and hopeful.

**COURT REPORTS**

<table>
<thead>
<tr>
<th>REPORT DON'Ts</th>
<th>REPORT DOs</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Don’t sound overly optimistic</td>
<td>• Present a measured, cautiously optimistic tone</td>
</tr>
<tr>
<td>• Don’t sound overly pessimistic</td>
<td>• Present a balanced view of the young person</td>
</tr>
<tr>
<td>• Don’t include every little detail</td>
<td>• Include major milestones</td>
</tr>
<tr>
<td>• Don’t present interpretation</td>
<td>• Present the facts</td>
</tr>
</tbody>
</table>

D. Tips for Testifying

Testifying in court is a skill that requires the reporter to stay cool under pressure and think on his or her feet. A good reporter must know the material and possess the verbal skills to articulate why their position stands up under scrutiny.

Tips for testifying in court:

• Stress why you believe the service plan you are providing will be effective for that young person

• Don’t get pulled into tangents

• Stick to the written script (court report)

• Don’t get emotional, confrontational or intimidated

• Don’t over-commit on supervision
6.4 The Actors in the Courtroom

Programs that provide court advocacy for young people need to be familiar with the actors in the courtroom.

<table>
<thead>
<tr>
<th>Role</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prosecutor</td>
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<tr>
<td>Public Defender</td>
<td></td>
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<tr>
<td>Judge</td>
<td></td>
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<tr>
<td>Probation Officer</td>
<td></td>
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<tr>
<td>Program Rep.</td>
<td></td>
</tr>
<tr>
<td>Youth</td>
<td></td>
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<tr>
<td>Family</td>
<td></td>
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</tbody>
</table>
6.5 Juvenile Court Simulation

LARGE GROUP EXERCISE

Tatiana has been remanded to detention but her DEFENSE ATTORNEY is pushing for community supervision. Your PROGRAM has interviewed her and believes it can serve her effectively in the community. The DISTRICT ATTORNEY believes that community supervision will not provide enough structure and supervision for Tatiana. The JUDGE has been sympathetic to Tatiana’s case, but is also concerned about her wellbeing and her ability to comply with the court’s demands. PROBATION will report on her compliance with court mandates thus far. Your program has been called to testify at Tatiana’s dispositional hearing. Her defense attorney hopes your testimony will convince the judge to keep Tatiana home. You will be cross-examined by the Assistant District Attorney. The judge may ask you questions as well.

Please review the updates to Tatiana’s story.
SMALL GROUP WORK

In small groups discuss the following topics:

How comfortable are we with having young people mandated to our program?
Are we ready for the effect that will have on program and organizational culture?

How comfortable are we with reporting non-compliance if a negative report means that a young person will be incarcerated?

What staff can we dedicate to court reporting? Will they have adequate time to do a good job with court reporting? Do they have the right skill set for court reporting?

What program model and what degree of reporting best match our current capacity? What additional capacity would we need to report at a higher level?
Module 7  Essential Program Components

Learning Objectives

At the end of this module, the participant will be able to:

1. Identify the program components essential for success
2. Understand the importance of having strong case management
3. Develop an individual strategy plan for youth

Contents of this Section

7.1 Who is Responsible for the Youth?
7.2 What’s Beneath the Surface?
7.3 Essential Program Components
7.4 Developing Individual Strategy Plans (ISPs) for Youth
7.1 Who is Responsible for the Youth?

A. *Healthy Systems*

In a healthy, well-resourced, well-functioning system, a community program has the luxury of focusing simply on the discrete unit of service it provides. Other programs and services, coordinated by a responsible third party, meet the rest of the needs.

B. *Broken Systems*

In a broken, under-resourced, dysfunctional system, it is often the __________________________ that takes on the burden of addressing all the various youth needs.
7.2 What's Beneath the Surface?

A. Non-Compliance or Unmet Needs?
Youth in the justice system are viewed strictly in terms of their ______________________.
Yet beneath the behaviors there are often unaddressed ______________________.

B. Analyzing the Behavior

Often youth who are acting out or are non-compliant are assumed to be “incorrigible” or “resistant to change.” It is important to look beyond the outer appearance to see what may be behind these behaviors. Sometimes it is an unmet need. Sometimes it is simply the normal growing pains of adolescence. It is the responsibility of the provider to know young people well enough to discern whether youth are merely non-compliant, acting out of hidden trauma, or simply in need of positive structure to redirect their normal adolescent development.

<table>
<thead>
<tr>
<th>The Behavior</th>
<th>Youth as Villain</th>
<th>Youth as Victim</th>
<th>Youth as Resource</th>
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</thead>
<tbody>
<tr>
<td>Smoking marijuana every day</td>
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<tr>
<td>Truancy</td>
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<td>Missing curfew</td>
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<tr>
<td>Late to school every day</td>
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<td></td>
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<tr>
<td>Misses appointments</td>
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<td></td>
<td></td>
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<tr>
<td>Disrespects authority</td>
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</table>
**TATIANA’S STORY**

Let’s review Tatiana’s story. There are several behaviors going on that if left unaddressed will likely lead to deeper involvement in the juvenile justice system. What is driving these behaviors that the program must address in order to effect change?

<table>
<thead>
<tr>
<th>The Behavior</th>
<th>The Youth-as-Villain Assumption</th>
<th>The Unmet Need</th>
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</table>

What program services would you put into place to meet Tatiana’s needs? Which services would be mandatory and which would be optional?

<table>
<thead>
<tr>
<th>The Behavior</th>
<th>The Formal Intervention</th>
<th>The Informal Support</th>
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</table>
7.3 Essential Program Components

Programs that seek to serve as an alternative to incarceration (ATI) for youth should seek to implement the following components in their programming.

A. LOW YOUTH-TO-STAFF RATIO
   • Maximum _______ to 1 youth-to-staff ratio
   • Same staff with youth from start to finish
   • Availability for court reporting and __________________________
   • Expect to chase youth and go the extra mile

B. INTENSIVE CASE MANAGEMENT
   • Minimum weekly ___ on ____ meetings with youth
   • Constantly evolving strategy plan
   • Regular Case ___________________________ sessions (weekly)

C. STRONG REFERRAL NETWORK
   • Personal Connections to Essential Services
     o Good _______________________________ Treatment
     o Good _______________________________ Health Services
     o Good _______________________________ / Alternative Schools
     o Good _______________________________ Connections / Vocational Training
     o Good _______________________________ / Independent Living Programs
     o Good _______________________________ Support Services / Parent Support
   • Referral follow up and monitoring

D. CULTURALLY COMPETENT STAFF AND VOLUNTEERS

Credible Messengers:
   • Individuals from the same ___________________________, ____________________________, and ________________________________ background as the young people.
   • Individuals from different cultural backgrounds who are ____________________________ and can expose young people to different experiences and opportunities.
E. ASSET-BASED YOUTH DEVELOPMENT

- Personal ___________________________ & ________________________ leadership
- Skill _______________________________ activities
- Youth _____________________________ of program activities, norms, expectations
- Positive ___________________________ culture
- Community __________________________ & _______________________________

F. IMPECCABLE DOCUMENTATION

- Individual youth _____________________________ files
- Tools to track ______________________________ outcomes

7.4 Developing an Individual Strategy Plan (ISP)

A. Keeping it Simple

When developing an ISP, simplify the process by identifying:

- The most dominant RISK factor
- The most dominant NEED
- The most dominant STRENGTH

B. SMART Goals

Development a short-term action plan WITH the young person that includes:

- A measurable, time-specific GOAL in each area
- Short-term PLAN (schedule) to reach that goal

C. Avoiding Net Widening

Remember that young people are often advanced deeper into the system not for new arrests but for non-compliance with court mandates. Avoid net-widening by:

- Keeping formal court-approved ISPs limited to __________________________
  needs related to the behavior that brought the young person into the justice system
- Arranging necessary social services and youth developments as ______________
  activities separate from court mandates.

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**TATIANA’s STORY**

Let’s review Tatiana’s story. There are several behaviors going on that if left unaddressed will likely lead to deeper involvement in the juvenile justice system. What is driving these behaviors that the program must address in order to effect change?

<table>
<thead>
<tr>
<th>MOST DOMINANT</th>
<th>GOAL</th>
<th>PLAN</th>
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<tbody>
<tr>
<td>RISK</td>
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<tr>
<td>NEED</td>
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<tr>
<td>STRENGTH</td>
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</tbody>
</table>
TAB
Module 8  HELPING YOUTH CHANGE

“Truth drawn out from within is always more powerful than truth imposed from without”

- Rev. Alfonso Wyatt, Strategic Destiny through Faith & Facts

Learning Objectives

At the end of this module, the participant will be able to:

1. Understand the different stages of change
2. Understand the various factors that influence change
3. Understand and practice effective communication strategies

Contents of this Section

8.1 Stages of Change
8.2 What Works
8.3 Motivational Interviewing
8.4 Counseling Techniques
8.5 Effective Communication Skills
8.6 Role Play
GROUP ACTIVITY

Think of a behavior that you want to change or that someone else in your life thinks you should change...

Move to the area of the room representing the STAGE OF CHANGE where you currently are.

How easy/hard has it been to make that change?

How consistent has your motivation been to make the change?

Have you been able to maintain the change without falling back into old patterns of behavior?
8.1 Stages of Change

The stages of change are:

1. **PRE-CONTEMPLATION**: “I just ain't gonna do this. I don't want to and I don't have to”
2. **CONTEMPLATION** “I think I should change, but I really don't want to”
3. **DETERMINATION** “Alright, next week I'm gonna start to make some changes”
4. **ACTION** “Yesterday was my last day being the old me; today is a new day and I already made some changes”
5. **MAINTENANCE** “It's been over a month that I changed. I'm glad I did!”
6. **RELAPSE** “I went back into my old ways today”
8.2 What Works

The research on behavioral change shows that there are certain approaches that work and other approaches that do not work.

A. What DOESN’T Work

![Diagram showing the balance between punitive and permissive approaches, with punitive approaches on one side and permissive approaches on the other.

B. What DOES Work

What works is a balanced approach that is youth-centered and teaches key skills.

![Diagram showing the balance between skill building and punitive approaches, with skill building on one side and punitive approaches on the other.

81
C. Remembering What’s Important

It’s important to remember what’s really important in working with youth in the justice system.

<table>
<thead>
<tr>
<th>WHAT’S NOT IMPORTANT</th>
<th>WHAT IS IMPORTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your ability to “fix” the situation.</td>
<td>That the young person develops the values and abilities to act responsibly over the long-term.</td>
</tr>
<tr>
<td>Your authority to make the youth comply.</td>
<td></td>
</tr>
</tbody>
</table>

**It’s not about YOU!!!!!!!!!!!!!!!!!!!!!!!!!!!!**

**It’s about THEM!!!!!!!!!!**

### 8.3 Motivational Interviewing

Motivational Interviewing (MI) is a directive, client-centered counseling style for eliciting behavioral change by helping clients to explore and resolve ambivalence.

#### A. Core Principles

There are several core principles that govern behavioral change:

- Change is ________________________________
- Change is ________________________________ (moves through well-defined stages)
- The ________________________________ for influencing change must match the ________________________________ of change
- ________________________________ is a part of recovery

#### B. Factors Influencing Change

There are several factors that influence behavioral change. These factors are:

1. ________________________________: Where we are in the stages of change
2. ________________________________: The value we attach to change
3. ________________________________: Belief in our ability to change
C. The Role of the Counselor

When using MI, the counselor focuses on:

- Seeking to ______________________________ the youth’s frame of reference, particularly via reflective listening
- Expressing ____________________________ and ____________________________ of the young person
- Eliciting and selectively ______________________ youth’s own statements
- Monitoring the youth’s degree of ____________________________ to change and ensuring ____________________________ is not generated by jumping ahead.
- Emphasizing the youth’s ____________________________ to choose

D. Ambivalence

Ambivalence is ____________________________ & should be explored. Exploring ambivalence helps us to discover:

1. Where youth are in the stages of ____________________________
2. What their ____________________________ are
3. How strong their ____________________________ is

E. Resistance

Resistance is a ____________________________, not a ____________________________ trait

Resistance is usually a sign that:

1. We have moved further along in the stages of ____________________________ than the young person
2. We need to move back to ____________________________ the young person where they are
3. Accepting resistance doesn’t mean we are ____________________________ or ____________________________ behavior or values
8.4 Counseling Techniques

These are some key techniques in MI:

- Value Conflicts
- Self-Motivational Statements
- Building Confidence

A. Value Conflicts

When using Motivational Interviewing the Counselor deliberately points out TENSIONS in values, wants, and behaviors. The Counselor does this by:

- Exploring youth _______________ and _______________.

  “I can see that being close to your family, especially your little sister, is very important to you. You don’t like being separated from them and that’s one of the biggest reasons that you hated being locked up.”

- Pointing out where values and wants are in _______________.

  “You don’t want to be separated from your family, but if you don’t finish drug treatment, the judge is going to detain you. I know you don’t want to go to drug treatment, but you also don’t want to go back to detention and be separated from your family.”

- Help youth evaluate the _______________ & _______________ of CHANGE

  “I know you think the drug program is a waste of time, but is it worth being separated from your family? What’s more important to you?”
## THE DECISION CHART

**BEHAVIOR:** Smoking Weed

<table>
<thead>
<tr>
<th>STAYING THE SAME</th>
<th>BENEFITS</th>
<th>CONCERNS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- Feels good</td>
<td>- I’ll get locked up if I have another dirty urine</td>
</tr>
<tr>
<td></td>
<td>- Calms me down</td>
<td>- Costs money</td>
</tr>
<tr>
<td></td>
<td>- Fun to do with friends</td>
<td>- Trouble concentrating in school</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Makes me slower on the basketball court</td>
</tr>
<tr>
<td>MAKING A CHANGE</td>
<td>- I could complete Probation</td>
<td>- I don’t know if I can do it</td>
</tr>
<tr>
<td></td>
<td>- My mom would be proud</td>
<td>- My friends would think I was lame</td>
</tr>
<tr>
<td></td>
<td>- I could do better in school</td>
<td>- I don’t know what I</td>
</tr>
<tr>
<td></td>
<td>- I could run faster on the basketball court</td>
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</tbody>
</table>
BEHAVIOR:

<table>
<thead>
<tr>
<th>BEHAVIOR</th>
<th>BENEFITS</th>
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<td>STAYING THE SAME</td>
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<td>MAKING A CHANGE</td>
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</tbody>
</table>

would do to calm down when I get stressed
B. Self-Motivational Statements

Self-Motivational Statements are statements youth make about _______________________, _______________________, and their own ___________________________ to change.

The Counselor’s role is to __________________________ and __________________________ youth statements that lead toward change

“I would stop smoking weed if I had to pass a drug test to get a job, but otherwise it’s not worth it.”

Identify the Value or the Want

“I’m not afraid to die for my gang – but I’m worried that someone may hurt my family to hurt me. I don’t want my younger brothers to get hurt.”

Identify the Value or the Want

“I’m telling you that I dropped out of school and there’s nothing left for me to do but sell drugs. I would like to be like you with a degree and a job, but that’s impossible now, so hustling is all I can do to make money.”

Identify the Value or the Want

Write your own:

________________________________________________________________

________________________________________________________________

________________________________________________________________

Identify the Value or the Want
C. Building Confidence

Once the young person has articulated a desire for change, the counselor’s job is to build the young person’s confidence by:

- __________________________________________ the desire for change

  “I’m so proud of you for deciding to go back to school. You’re a really smart guy and I know you’re going to do well. I’m excited to see how this turns out for you.”

  “I know it’s hard to give up smoking weed. I’m proud of you for just being willing to consider doing something different. I know right now you think it’s impossible, but you thought staying in this program was going to be hard too, and look how well you’ve been doing with that.”

- Helping youth set _______________________________ goals

  “So what do you need to do this week to start the process of getting back into school? The school usually requires a copy of your transcript. Do you think you could go to your old school on Monday or Tuesday to request a copy of your transcript?”

  “So how about this: why don’t you try picking just ONE day this week that you won’t smoke weed – just to see if you can do it. How about Wednesday? Nothing ever happens on Wednesday anyway. Would you be willing to write down how it felt to not smoke weed in your journal and share those thoughts with me on Friday when we meet next?”
8.5 Effective Communication

Our ability to counsel and direct young people is largely dependent on our communication style. Some styles of communication are effective in promoting behavioral change while others are counterproductive.

A. Ineffective Communication

The following communication styles are generally ineffective for motivating youth to change their behavior:

- Enabling
  - Indirect
  - "Touchy Feely"
  - Non-Specific
  - Sympathetic
- Authoritarian
  - Demanding
  - Hostile
  - Blaming
  - Confrontational

B. Effective Communication

The following communication styles are generally more effective for motivating youth to change their behavior:

- Empathic
- Genuine
- Honest
- Supportive
- Trustworthy
- Solution-Focused
- Hopeful
- Fair
- Consistent
- Contingency-Based
- Interested
- Enthusiastic
- Non-Argumentative
- Non-Judgmental

It is important to still be DIRECTIVE when using these communication styles.
C. Effective Listening Tools: O.A.R.S.

The following listening techniques can help facilitate effective communication:

1. **Open-Ended Questions:** Questions that cannot be answered with yes or no, that open up a larger conversation.

   "Do you like school?"

   "Tell me what you like about school?"

2. **Affirmations:** Recognition of the client’s strengths

   "I can’t believe you got into another incident at school! You pushed another student into a wall! That’s aggressive behavior and you’re going to be in trouble if you keep doing that!"

   "Wow, more problems at school… that’s rough. Pushing someone into a wall is kind of risky when you’re on Probation for fighting in school, but what’s good is that this time you were smart enough not to throw a punch. I’m proud of you for that."

3. **Reflective Listening:** Listen to the client and focus on change talk. Reflect back to them what they have told you, making connection between themes

   "But fighting is not right and it’s going to get you in trouble! You have to stop fighting! Just because the school safety officer left the room doesn’t mean you’re not going to get in trouble for fighting!"

   "I hear you saying that you just get so angry when someone disrespects you. You said that you can’t control yourself when someone snaps on you. But you also said that you waited to fight until the school safety officer left the room. So you were able to control yourself for a little while, right?"

4. **Summarizing:** Announce that you are going to summarize, list selected elements of what the client has told you, and ask them to make meaning of those things

   "Well, looks like our time is up. Thanks for sharing. See you next week."

   "So what I’m getting from you is that (1) you really hate being on Probation because you feel like someone is breathing down your neck; (2) you would love to get off probation as soon as possible; (3) you can’t get off probation until you’re drug free for at least 3 months. Am I getting that right? What do you think you need to do?"
Choose one of the following scenarios to do a Motivational Interviewing Role Play:

- A young person is so tired of being on Probation that he decide they would rather just take the violation and do the time.
- A young person’s friend got jumped yesterday and she and her crew are planning retaliation.
- A young person has been given a last warning by his Probation Officer to go back to school. If he’s truant one more time, he will be violated. He really hates school.
- A young person admits she is addicted to marijuana and wants to stop but she doesn’t think she can do it.

During the ROLE PLAY, make sure to do the following:

1. Identify what STAGE OF CHANGE the young person is, and adapt your counseling style
2. Look for and Explore Value Conflicts
3. Reinforce Self-Motivational Statements
4. Build Confidence through Affirmations and Praise
5. Use O.A.R.S. Techniques:
   a. Open-Ended Statements
   b. Affirmations
   c. Reflective Listening
   d. Summarizing

After the ROLE PLAY, give your partner feedback on what they did well, and where there is room for improvement.
8:30 AM – 9:00 AM  BREAKFAST

9:00 AM – 10:30 AM  MODULE 9: COMMUNITY CAPACITY BUILDING FOR JUVENILE JUSTICE REFORM

10:45 AM – 12:00 PM  SAN DIEGO ASSESSMENT REPORT FINDINGS

12:00 PM – 1:00 PM  LUNCH

1:00 PM – 2:45 PM  MODULE 10A: PROGRAM PLANNING WITH A COMMUNITY CAPACITY LENS

3:00 PM – 4:45 PM  MODULE 10B: PROGRAM PLANNING AND DEVELOPMENT PART II

4:45 PM – 5:00 PM  CLOSING
Module 9 COMMUNITY CAPACITY BUILDING FOR JUVENILE JUSTICE REFORM

“Justice Reinvestment was developed as a public safety mechanism to downsize prison populations... and re-allocate savings ... in minority communities disproportionately harmed by the system and culture of harsh punishment... In spite of its successes, JRI has been unable to reduce correctional populations and budgets below the historically high levels which persist today. Nor has it steered reinvestment toward the communities most weakened by aggressive criminal justice policies.”

- Ending Mass Incarceration: Charting a New Justice Reinvestment

Learning Objectives

At the end of this module, the participant will be able to:

1. Define a community capacity building approach to juvenile justice reform
2. Distinguish between juvenile justice approaches that simply provide services and those that genuinely build community capacity
3. Apply a community capacity building lens to program planning and implementation

Contents of this Section

9.1 Breaking the Cycle of Incarceration in Communities of Color
9.2 Defining Community Capacity Building
9.3 An Example of Community Capacity Building: South Bronx Community Connections
9.4 Benefits of Community Capacity Building
9.5 The Four “P”s and The Community Capacity Building Grid
9.6 Exercise: Applying the Community Capacity Building Lens
9.7 Core Values & Strategies of Community Capacity Building
9.8 Conclusion
9.1 Reversing the Cycle of Incarceration in Communities of Color

The cycle of incarceration hurts all of us because it drains ______________ away from communities and exacerbates community problems.

We can reverse the cycle by __________________________ resources in the communities most impacted by crime and incarceration.
9.2 Defining Community Capacity Building

A. Definition

Community Capacity Building for Juvenile Justice reform is a ________________ and ________________ process that involves training and equipping the stakeholders most affected by youth crime and delinquency (youth, families, and neighborhood organizations) to be primary responders to youthful misbehavior.

B. Philosophy

Community Capacity Building is a philosophy built on a different paradigm of how the justice system and the community relate to one another.

C. Essential Components

Community Capacity Building for Juvenile Justice Reform includes three essential components:

1. Brings the resources of ___________________________ communities to bear on juvenile justice challenges.

2. Strengthens the ability of __________________________ communities to take care of youth in their neighborhoods

3. Develops meaningful __________________________ partnerships between system and community stakeholders
9.3 Benefits of Community Capacity Building

Community Capacity Building has several benefits for juvenile justice reform, including:

- More meaningful ____________________________ between system stakeholders and community members.
- Improved family ____________________________ and family participation in juvenile justice reform
- An increase in community-based ____________________________ and ____________________________ to incarceration for youth
- A reduction in juvenile detention ____________________________ and out-of-home ____________________________.
- A reduction in Disproportionate Minority Contact (DMC) and racial and ethnic ____________________________ (RED).
- A decrease in juvenile ____________________________ and better long-term life ____________________________ for youth

Other benefits include:

- It enhances public ____________________________
- Young people continue to get ____________________________ (and informal supervision) long after their ____________________________ juvenile justice involvement ends
- The community learns to take preventative measures ____________________________ young people have formal juvenile justice involvement
- You get support for ____________________________ families, including siblings
- A much broader cross-section of the community (CBOs, faith-based organizations, businesses, etc.) takes ____________________________ for young people.
9.4 An Example of Community Capacity Building

**South Bronx Community Connections**

In 2009, the New York State Division of Criminal Justice Services (DCJS) awarded a $1.1 million grant to Community Connections for Youth (CCFY) to implement a “game changing approach” to juvenile justice under the category “breakthrough research-based strategies.” Community Connections for Youth (CCFY), a South Bronx non-profit organization, proposed an approach to diverting youth from juvenile justice involvement by building community capacity for juvenile justice reform. CCFY formed a collaborative of grassroots, faith and neighborhood organizations, all located within a 1 square mile area of the South Bronx to work with juveniles from the neighborhood who had been arrested. This collaborative approach, called South Bronx Community Connections (SBCC), worked in partnership with Family Court prosecutors, juvenile probation, local police precincts, and neighborhoods schools to divert youth from formal juvenile justice involvement. Once referred to CCFY, youth were matched with local neighborhood organizations that engaged them in youth development programming. These local organizations were staffed primarily by “credible messengers” – men and women from the neighborhood as the youth, many of who were themselves formerly justice-involved. They served as mentors for youth, engaging them in programming, but also counseling and advocating for them. CCFY provided approximately $90,000 in sub-grants to these partners to help them build their capacity, which they used mostly to employ staff members who were formerly volunteers. CCFY provided additional sub-grant funding for partners to help underwrite youth-led community improvement projects. Young people, via these neighborhood partners, received funding for projects like developing an urban youth farm, painting a mural, putting on a talent show, and hosting “safe parties.” While youth were typically mandated to the program for 60 days, they stayed an average of 209 days due to the nature of the programming. CCFY also engaged the families of youth using a variety of strengths-based programming, led by parents whose children were involved in the juvenile justice system. Ranging from the evidence-based Strengthening Families Program (SFP) to less formal support groups, CCFY engaged parents in a supportive network of families that increased peer support and decreased social isolation. The success of CCFY’s “peer-led” approach resulted in the NYC Department of Probation creating a funding stream to contract community-based organizations to hire Parent Peer Coaches to help Probation Officers engage families. Finally, CCFY’s investment of training and technical assistance in grassroots community organizations resulted in several of these organizations increasing their capacity to serve youth, not only in the juvenile justice system, but in the schools and the adult criminal justice system as well.

**Notes**

What are some ways that this initiative built community capacity?
9.5 The Four “P”s of Community Capacity Building

To determine whether juvenile justice reform initiatives are indeed building the ability of communities to effectively serve youth in the justice system requires looking at these system-community partnerships through a specific lens – the lens of community capacity building.

Using the lens of community capacity building, CCFY considers four primary areas, also known as the four “P”s:

- **PLACE**: the extent to which services are delivered in the most impacted ________________ and by local ____________________ stakeholders
- **PROCUREMENT**: the extent to which ____________________ reaches local community organizations
- **PLANNING**: the extent to which local community stakeholders play a ____________________ role in shaping and designing juvenile justice initiatives
- **PROGRAMMING**: the extent to which community stakeholders are involved in creating and developing interventions that are ____________________ appropriate and ____________________ specific

**Key Questions:**

- **Place**: Are the services provided in the same neighborhoods where youth live? Is there a strategy to involve local community residents in the process of delivering services? Is it possible for system stakeholders to invest in local community infrastructure by renting space, co-locating offices, or working out of neighborhood locations?
- **Procurement**: Does the money get down to the grassroots level, specifically to the local faith and neighborhood organizations already operating in directly affected communities? Do traditional service providers have a strategy to involve smaller organizations through sub-granting or sub-contracting, or by hiring directly affected community members?
- **Planning**: are directly affected community members involved in the analysis of juvenile justice trends, the design of services, and the evaluation of the effectiveness of services? Are system stakeholders modifying their practices to engage community members? Is there a strategy to develop the abilities of community members to engage in these practices?
- **Programming**: is the programming culturally competent, or more specifically, delivered by cultural, community insiders? Are the program models reflective of the specific cultural, religious and social values of directly affected communities? Are directly affected community members hired and trained to deliver the interventions?
## The Community Capacity Building Grid

<table>
<thead>
<tr>
<th><strong>LEVEL</strong></th>
<th><strong>Services</strong></th>
<th><strong>Funding</strong></th>
<th><strong>Community Partners</strong></th>
<th><strong>Culture</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>4</strong></td>
<td>Services are delivered in the target community by agencies headquartered within the target community</td>
<td>The majority of funding given to community organizations (more than 50 percent of total program costs)</td>
<td>Community partners take a major role in planning and decision making from the time of initial strategy development</td>
<td>Services are culturally appropriate, community specific, and delivered by people from the target community</td>
</tr>
<tr>
<td><strong>3</strong></td>
<td>Services are delivered in the target community in partnership with agencies headquartered within the target community</td>
<td>Significant amounts of funding given to community organizations (9 to 50 percent of total program costs)</td>
<td>Community partners invited to participate in planning and decision making after initial strategy development</td>
<td>Service models are culturally appropriate, community specific, and delivered by culturally competent staff</td>
</tr>
<tr>
<td><strong>2</strong></td>
<td>Services are delivered in the target community by agencies headquartered outside the community.</td>
<td>Small amounts of funding given to community organizations (less than 9 percent of total program costs)</td>
<td>Community partners invited to review and advise initiatives already planned by external agencies</td>
<td>Service models are culturally appropriate and delivered by culturally competent staff</td>
</tr>
<tr>
<td><strong>1</strong></td>
<td>Services are delivered outside the target community</td>
<td>Funding stays completely within external agencies</td>
<td>External agencies conduct all planning and decision making without community input</td>
<td>Service models are not culturally appropriate nor are they community specific</td>
</tr>
</tbody>
</table>

### Place, Procurement, Planning, Programming
9.6 Exercise: Applying the Community Capacity Building Lens

**SMALL GROUP WORK:**

Read and discuss the juvenile justice reform initiative on the card given to your small group.

INITIATIVE NAME

Score the initiative using the Community Capacity Evaluation Grid and the four “P”s

<table>
<thead>
<tr>
<th>PLACE</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>PROCUREMENT</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>PLANNING</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>PROGRAMMING</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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What specific strategies, if any, did they employ to build community capacity? How did these strategies build community capacity?

If it did NOT build community capacity, what are some modifications that could have been made to address community capacity building?
9.7 Core Values & Strategies of Community Capacity Building

A. Core Values for Programming

Meaningful Community Capacity Building Approaches are inherently __________________ based in that they treat communities as the __________________, not the __________________. They include the following four Core Values in their approach:

1. **Youth Leadership**: a commitment to treat young people as ________________ and to build their ________________ skills through ________________-based programming.

2. **Family Engagement**: a commitment to engage ________________ members as the most important assets in a young person’s life and to build the leadership skills of ________________ through ________ coaching and support.

3. **Community Engagement**: a commitment to engage other local grassroots ________________ and ________________ organizations as collaborative partners, and to build their ________________ through sharing financial resources, knowledge, and decision-making power.

4. **Credible Messengers**: a commitment to ________________ and ________________ community members who have experienced and overcome the same challenges currently faced by youth and families in the justice system.

B. Examples of Programming that Build Community Capacity

CCFY recommends the following strategies for community capacity building:

1. **Positive Youth Development**: providing funding to local faith and neighborhood organizations to engage system-involved youth in community improvement projects with pro-social peers.

2. **Parent Peer Coaching**: employing parents whose children have been involved in the juvenile justice system as *Parent Peer Coaches* for families currently navigating the system.

3. **Learning Communities**: bringing together system and community partners to analyze data, design programs, and develop policy

4. **Credible Messenger Mentoring**: hiring formerly system-involved community members to serve as mentors for youth in the juvenile justice system.
9.8 Conclusion

Young people in crisis are sending out an S.O.S. to let systems and communities know that they are in trouble and need help. We need to respond with a system-community partnership approach that is:

S___________________: Focused on specific target populations in specific neighborhoods at specific decision-making points

O___________________: Facilitated by an organized decision-making process that builds in planning, evaluation, and ongoing training

S___________________: Funded at appropriate levels on an ongoing basis
<table>
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<th>Community Capacity Building for Juvenile Justice Reform</th>
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Module 10A  PROGRAM PLANNING WITH A COMMUNITY CAPACITY LENS

“We believe that a revived, reoriented Justice Reinvestment effort could significantly reduce U.S. corrections populations and costs; and through smart, targeted and locally determined reinvestments, could aid substantially in repairing the destructive impact of high levels of concentrated incarceration on poor communities of color."

- *Ending Mass Incarceration: Charting a New Justice Reinvestment*

Learning Objectives

At the end of this module, the participant will be able to:

4. Identify a target population that would be well served by a community capacity building approach

5. Propose a community capacity building project to serve that specific target population

6. Apply the lens of community capacity building to program design

Contents of this Section

10A.1  Stage of System Processing
10A.2  Target Population
10A.3  Program Design
10A.4  Reporting Structure
10A.5  Applying the Community Capacity Building Test
10A.6  Additional Considerations
10A.1 Stage of System Processing

Based on available data and knowledge of system processing, identify an appropriate DECISION MAKING POINT for youth intervention. Select only ONE of the following in each category:

A. Decision-Making Point

- Pre-Arrest
- Arrest
- Initial Detention Decision
- Probation Intake
- Petition Filing
- Detention Decision
- Disposition
- Probation Violation
- Aftercare/Re-Entry

B. Decision Maker

- Schools, Family, Police
- Police
- Probation Intake Officer
- Probation Intake Officer
- District Attorney
- Juvenile Court Judge
- Probation Officer/Judge
- Probation Officer

C. Program Name for Decision-Making Point:

- Alternative to Arrest
- Arrest Diversion
- Detention Release
- Alternative
- Alternative to Prosecution
- Alternative to Detention
- Dispositional Alternative
- Alternative to Violation
- Post-Release Support

Stage of System Processing Summary

Our community capacity building project will target youth who are at the __________ decision making point __________ stage of juvenile justice processing.

The decision maker at this point is the __________ decision maker __________. Therefore, the program will be a __________ program name for decision making point __________.
10A.2 Target Population

Based on available data and characteristics of system-involved youth, identify an appropriate demographic group for youth intervention. Select the variable(s) that best apply:

A. Neighborhood Focus
☐ Entire County  
☐ Entire City  
☐ Neighborhood Specific  

If specific to neighborhood(s), identify by name and/or zip code:  
☐ ____________________  
☐ ____________________  
☐ ____________________  

B. Race & Ethnicity
☐ General Population  
☐ African-American  
☐ Hispanic/Latino  
☐ Native American  
☐ Asian/Pacific Islander  
☐ Other ____________________  

3. Gender
☐ General Population  
☐ Boys Only  
☐ Girls Only  
☐ LGBTQ  

D. Special Characteristics:
☐ Gang-involvement  
☐ Mental Illness  
☐ Substance Abuse  
☐ Sexual Exploitation  
☐ Domestic Violence  
☐ Runaway/Homeless  
☐ Learning Disabled  
☐ Undocumented Status  
☐ Foster Care Involvement  

**Demographic Summary**

Our community capacity building project will target youth who reside in ______ neighborhood focus. To address racial and ethnic disparities, the project will target ______ race & ethnicity youth. The program will serve ______ gender. Special consideration will be given to ______ special characteristics.
10A.3 Program Design

Based on community strengths and youth needs, choose a program approach:

A. Program Methodology

☐ Positive Youth Development  ☐ Restorative Conferenceing  ☐ Restorative Justice
☐ Credible Messenger Mentoring  ☐ Educational / School Support  ☐ __________________________
☐ Parent Peer Coaching  ☐ Cognitive-Behavioral Groups  ☐ __________________________

B. Program Location

☐ One-on-One  ☐ System Location(s):  ☐ Community Location(s):
☐ School-Based  ☐ __________________________  ☐ __________________________
☐ Home Based  ☐ __________________________  ☐ __________________________

C. Program Frequency

☐ Daily  ☐ Days per Week  ☐ Hours
☐ Weekly  ☐ M  ☐ T  ☐ W  ☐ R  ☐ F  ☐ S  ☐ S  ☐ __________ to __________
☐ Monthly  ☐ __________________________  ☐ __________________________

D. Program Duration

☐ Once (i.e. orientation)  ☐ Weeks  ☐ Months
☐ Ongoing  ☐ Four Weeks  ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6
☐ Other __________________________  ☐ 1 ☐ 2 ☐ 3 ☐ 4  ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12

E. Program Capacity

☐ Maximum Youth at Any Given Time: __________  ☐ Number of youth served annually: __________

Program Design Summary

Our community capacity building project will use program methodology. The program will take place at program location. The program will meet program frequency from time to time. The program will last for duration and can serve max youth at any given time and can enroll number of youth served annually annually.
**10A.4 Reporting Structure**

Based on program reporting capacity, referral partner and risk level of youth participating, choose a reporting structure.

### A. Type of Mandate

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<td>☐ No Mandate</td>
<td>☐ Program Completion Mandate</td>
<td>☐ Compliance Mandate</td>
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<td>☐ Informal Mandate</td>
<td>☐ Program Attendance Mandate</td>
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### B. Type of Reporting

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<td>☐ Written/Verbal Attendance</td>
<td>☐ In-Person Court Reports</td>
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<td>☐ Informal Reporting</td>
<td>☐ Written/Verbal Compliance</td>
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<td>☐ Written/Verbal Completion</td>
<td>☐ Written/Verbal Progress</td>
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### C. Mandating Agency

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<tr>
<td>☐ None</td>
<td>☐ Probation</td>
<td>☐ Other Service Provider</td>
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<tr>
<td>☐ Schools</td>
<td>☐ Prosecutors</td>
<td></td>
</tr>
<tr>
<td>☐ Police</td>
<td>☐ Juvenile Court Judges</td>
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### D. Frequency of Reporting

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<tr>
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<tbody>
<tr>
<td>☐ No Reporting</td>
<td>☐ Weekly</td>
<td>☐ Any non-compliance</td>
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<tr>
<td>☐ Upon Completion</td>
<td>☐ Daily</td>
<td></td>
</tr>
<tr>
<td>☐ Monthly</td>
<td>☐ Upon Request</td>
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### E. Topics Included in Report

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<tbody>
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<td>☐ Individual Progress</td>
<td>☐ Substance Use</td>
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<tr>
<td>☐ Completion</td>
<td>☐ School Attendance/Progress</td>
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</tr>
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<td>☐ Program Attendance</td>
<td>☐ Curfew</td>
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<tr>
<td>☐ General compliance</td>
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**Reporting Structure Summary**

Youth who participate in our community capacity building project will have a **type of mandate**. The program will make **type of reporting** to **mandating agency**. The program will report **frequency of reporting**. Topics included in the report will include **topics included in report**.
### 10A.5 Apply the Community Capacity Building Test

Using the Community Capacity Evaluation Grid, evaluate your program design using a Community Capacity Building lens. Score your program design using the Community Capacity Building Evaluation Grid, and think through what adjustments can be made to do *more* to build community capacity with this initiative.

<table>
<thead>
<tr>
<th>DOMAIN</th>
<th>SCORE</th>
<th>DESCRIPTION / ADJUSTMENTS</th>
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<tbody>
<tr>
<td>PLACE</td>
<td></td>
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<tr>
<td>PROCUREMENT</td>
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<tr>
<td>PLANNING</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PROGRAMMING</td>
<td></td>
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</table>
What are the most likely sources of funding for this program?

What system stakeholders will have to buy in to the proposed intervention to make referrals and authorize the program’s use as an alternative?

How will the program make use of local neighborhood resources?

How will directly affected community members be involved in the planning, implementation, and evaluation of the initiative?
How will the program promote youth leadership?

How will the program promote family engagement?

How will the program promote community engagement with grassroots faith and neighborhood organizations?

How will the program make use of “Credible Messengers”? 
Module 10B  PROGRAM PLANNING & DEVELOPMENT PART II

“How should a community hold juvenile offenders accountable for their offending behavior while ensuring the public safety? As a growing body of evidence underscores the detrimental effects that system involvement and confinement can have on healthy adolescent development, many jurisdictions are examining and developing ways to divert nonserious offenders from entering the system and to improve conditions of confinement for youth in the system.”

—Robert Listenbee, Administrator, Office of Juvenile Justice and Delinquency Prevention

Learning Objectives

At the end of this module, the participant will be able to:

1. Apply the risk, need, responsivity, and integrity principles to program design
2. Ensure that programs do not widen the net
3. Articulate a final program plan

Contents of this Section

10B.1 Applying the Risk Principle
10B.2 Applying the Need Principle
10B.3 Applying the Responsivity Principle
10B.4 Applying the Integrity Principle
10B.5 Applying the Net Widening Test
10B.6 Final Program Plan
10B.1 Applying the Risk Principle

The RISK Principle determines “WHO” you target. Remember that in community-based interventions, the LEVEL of supervision/program intensity should match the level of RISK. Community programs commonly make one of two errors when designing programs for youth in the justice system. These include:

1. Providing too MUCH supervision and services for LOW - risk youth
2. Providing too LITTLE supervision and services for HIGH - risk youth

Community-based ATI programs can counteract the RISK principle by:

1. Defining who you will NOT serve
2. Define when you will TERMINATE program involvement
3. Avoiding serving youth who would not normally have to be MANDATED to a program to avoid deeper system involvement

Who will you typically exclude from program services because they are too high risk?

Who will you typically exclude from program services because they are too high risk?

When will you terminate program involvement?

How will you avoid having youth who are too low risk mandated to your program?
10B.2 Applying the Need Principle

The Need Principle determines “WHAT” you target. Youth have many needs – some of which are CRIMINOGENIC, most of which are not. Community programs violate the need principle when they:

1. Offer a one-size fits all approach to youth served by the program
2. Mandate youth to participate in services unrelated to their criminogenic needs
3. Ignore youth needs that are not criminogenic but contribute to non-compliance

Ways to counteract common mistakes:

1. Conduct good intake assessments to determine youth needs
2. Develop individualized strategy plans for youth
3. Make sure youth are only mandated to program elements that address criminogenic needs and keep participation in other services voluntary

What type of intake assessments will you perform/review?

How will you develop individualized strategy plans for youth?

What program services will youth be mandated to?

What program services will youth be encouraged to participate in that are voluntary (non-mandated)?
10B.3 Applying the Responsivity Principle

The Responsivity Principle determines HOW you target the problem. Interventions should be based on the responsivity of the intervention to the specific NEED and the INDIVIDUAL youth’s responsiveness to that intervention.

Community programs violate the responsivity principle when they:

1. Apply a ONE SIZE fits all approach where every youth has the SAME program plans and requirements.
2. Automatically blame youth and families for all non-responsiveness without considering whether a DIFFERENT or more TAILORED approach would have achieved a positive response.

Ways to counteract common mistakes:

1. Continuously REVIEW and UPDATE individual strategy plans for youth as new information becomes available.
2. Figure out which youth respond best to which STAFF and rely on them to motivate youth.
3. Continuously solicit FEEDBACK from youth and families, and make program MODIFICATION based on that feedback.

How will you take the time to individually assess each youth in the program?

How often will you review and update individual strategy plans?
How will you solicit feedback from youth and families and implement that feedback into the program design?

What other programmatic options will you have to refer youth to when your program is not working out for them?

How will you provide the opportunity for youth to build transformative relationships with staff who can motivate them when no one else can?
10B.4 Applying the Integrity Principle

The integrity principle focuses on the “QUALITY” of the service provided. The service DELIVERY must follow the principles that made the model effective. And the PEOPLE who deliver the service must be effective.

Community programs violate the integrity principle when they:

1. Fail to provide the SERVICES they claim to provide.
2. Have staff who are UNQUALIFIED providing those services.

Ways to counteract common mistakes:

1. Never claim or commit to provide MORE services than are within your CAPACITY to provide well.
2. Serve a SMALL enough number of youth to provide each youth with high-QUALITY services.

If you currently lack capacity to serve as a standalone program for youth in the justice system, you can:

1. Provide services to youth who are currently in detention or in placement
2. Partner with a larger program to provide services on site for youth already mandated to a community alternative
3. Provide specialized services via referral for youth participating in other programs.

APPLY THE INTEGRITY PRINCIPLE

Of the service delivery model I initially conceptualized, which services do I know we can provide WELL right now:
Of the service delivery model I initially conceptualized, which services do we need to hold off on implementing until we have more resources?

What is the minimum staffing level I need to pull off high quality services in the areas that I articulated?

How many youth am I proposing to serve?

Overall:
At any given time:

If I want to provide really high quality services for every youth, I might reduce the number of youth I intend to serve so that my numbers look like this:

Overall:
At any given time:

If I am providing reporting to juvenile justice stakeholders (judges/probation, etc.) how will I ensure that staff who report are adequately trained, have good ethics, and have the time to provide comprehensive and proactive reports on youth?
10B.5 Applying the Net Widening Test

Many community-based programs with sincere intentions to HELP youth wind up HURTING youth because their programs widen the net.

**Review:** *Net Widening occurs whenever a young person is mandated to participate in a program or service that would not have been essential for them to avoid deeper involvement in the juvenile justice system.*

Too many youth go deeper into the justice system not because they pose a risk to PUBLIC SAFETY but because they are non-COMPLIANT with court mandates.

<table>
<thead>
<tr>
<th>Because the System ...</th>
<th>Programs Should ...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uses mandates as a tool for behavior modification</td>
<td>Agree to have youth mandated only to program elements that deal with CRIMINOGENIC needs. Make participation in activities that do not deal with criminogenic risk factors VOLUNTARY.</td>
</tr>
<tr>
<td>Prefers long-term supervision and mandates</td>
<td>Provide opportunities for youth to earn REDUCTIONS in supervision for compliance or completion. Provide short-term MANDATES but long-term SUPPORT.</td>
</tr>
<tr>
<td>Tends to net-widen on its own</td>
<td>Negotiate alternate forms of supervision for youth that REDUCE the level of formal supervision.</td>
</tr>
</tbody>
</table>
Will youth be MANDATED to our program?

How will my program respond when a system stakeholder wants to mandate youth to our programs or services unnecessarily?

What services/violations will I report on?

What services/violations will I NOT report on?

What will I do if youth are not mandated to my program, but after participating they pick up a new charge or a violation that requires additional advocacy?
10B.6 FINAL PROGRAM PLAN

At what decision-making point will we serve youth? (How will the program divert youth from deeper justice system involvement?)

What target population will we serve?

What services will the program intervention provide?

Which juvenile justice agencies will we partner with and how will we report?
TATIANA’S STORY

Tatiana García was born and raised in San Diego, California. Her parents, María and José, are longtime California residents but are undocumented immigrants, and speak little English. They have three other children younger than Tatiana. Tatiana often stays with her grandmother, Margarita (José’s mother), who lives two blocks away. José worked at a hardware store until he was laid off in 2012. Since then, he has been working sporadic freelance jobs. María was a stay-at-home mom until Tatiana was 13 years old, and then started working at a local restaurant.

When José lost his job, María’s job became the family’s regular source of income. She began working extra shifts to make ends meet. José could only find sporadic work and struggled to adjust to his new role in the family. When he wasn’t working, he often drank, which meant that Tatiana had to take care of her younger siblings. María was rarely home, and when she did come home, she often found fault with the way Tatiana was keeping house. The family’s interactions were often marked by yelling and occasional minor physical confrontations.

Tatiana started high school in the Fall of 2013. While she had been a model student in middle school, her studies took a turn for the worse when she entered the 9th grade. She was often late, having to help her younger siblings get ready for school, and rarely completed her homework as she was helping take care of them in the evening as well. Her grades began slipping, and she was dropped from the honors math and science classes she was enrolled in. She began skipping school often with a group of youth who had been known as having gang affiliations, and was withdrawn when she did attend. She began smoking marijuana to cope with the frustration and sadness she was feeling. Tatiana was out one night and got picked up in a curfew sweep. It was her first offense and so she was diverted from arrest. Tatiana and her family were made aware of services, but were fearful of engaging, given their undocumented status and the domestic violence in the home. Tatiana was sent to an arrest diversion program in her neighborhood but she only went once and then stopped going.

A couple weeks later, Tatiana got into a verbal argument with another girl at school who used to bully her. After school, Tatiana and two of her gang-affiliated friends caught up with the girl and attacked her, punching and kicking her. Police in the area intervened, and as they sought to break up the assault, one of Tatiana’s friends punched a police officer. Tatiana and her friends were charged with gang assault, resisting arrest, and even assaulting an officer. She was taken to the juvenile detention and interviewed by a Probation Officer, who decided to send her case to the District Attorney for filing a petition. Tatiana spent two nights in detention where she got into a fight, and her gang affiliation grew more pronounced as she sought out protection from other gang-involved girls she knew.

At her detention hearing, the judge decided to release Tatiana to her parents’ custody, but with electronic monitoring and home confinement. The District Attorney’s Office decided to prosecute the case, bringing charges against Tatiana in Juvenile Court. The DA’s Office offered to drop the felony charge of assaulting an officer and to let Tatiana plead out to misdemeanor assault for a disposition of Probation. Tatiana accepted the deal and was declared a ward of the court. She was placed on Probation with the standard requirements to attend school, maintain curfew, and stay drug-free. She was also required to attend substance-abuse counseling and was referred to a drug treatment program by her Probation Officer.
Tatiana started out well on Probation. She stopped smoking weed for several weeks, attended classes regularly and made her weekly Probation appointments. However, Tatiana’s family situation continued to deteriorate. Tatiana’s relationship with her mother grew tenser, and the physical altercations grew more frequent. A social study of Tatiana’s family failed to detect these issues, as the family was not forthcoming about any of the problems in the house. Tatiana never made it to her substance-abuse counseling appointments. She had no way to travel to the clinic and the expense of the course was more than her family could afford. Tatiana’s parents never requested a waiver of fees, because they didn’t know that they could. After a couple of months, Tatiana began to resume the same behavior patterns. She regularly skipped school, smoked weed, and missed Probation appointments.

In June of 2014, her Probation Officer filed a violation of Probation based on Tatiana’s positive drug screens, her continued truancy, and her lack of compliance with court-mandated appointments (Probation and substance-abuse counseling). When Tatiana failed to appear for her violation hearing, a warrant was issued for her arrest. She was picked up and taken to the juvenile detention center.

At the detention center, Tatiana asked the Intake Probation Officer not to release her to her mother. The officers became suspicious, and questioned Tatiana about her family life. She told them that she and her mother had been fighting frequently, including some physical altercations. Since Tatiana’s parents’ apartment could not be verified as a safe place for her, Tatiana was sent to the Cool Beds program as an alternative to detention, pending her violation hearing.

At the violation hearing, the Juvenile Court judge reviewed the details of the case and noted Tatiana’s history of drug use and low school attendance, as well as her non-compliance with Probation. The Judge was not comfortable with sending Tatiana home, and so he sent her to the Girls Rehabilitation Facility (GRF) for 6 months. While Tatiana learned some life skills, and had no choice but to attend school and stay drug free, she continued to have fights with other youth and her gang affiliation deepened. Tatiana’s family rarely came to visit and her relationships with her family became even more distant while she was away.

Tatiana returned to the community after 6 months. Her relationship with her family was so difficult that she rarely stayed at home. She was sent to a school with other youth on Probation, but continued to get into fights with other gang-involved youth, and so she stopped going. She continued to smoke weed and to test positive for marijuana. Her Probation Officer made a random home visit and performed a search of Tatiana’s home. During the search, he found a 5 oz. of marijuana, a notebook filled with gang graffiti, pictures of Tatiana with other known gang members, and what appeared to be a “hit list” targeting rival gangs. Tatiana’s name was added to the gang database and she was officially classified as a gang member. Her parents did not contest the classification.

Tatiana was charged with possession of a controlled substance, and all of her Probation violations were brought before the judge, with her gang involvement noted. At her violation hearing, Tatiana was committed to the Youth Offender Unit for 365 days.
Intake Assessment Report

Name: Tatiana García
Date: 6/4/2014

1. Interview Information: (including Date, Location, Interviewer Info, Interviewee Engagement)
Tatiana García’s Assessment Interview was completed at the Juvenile Detention Center on June 4th, 2014. Separate parent assessment interview with her father, José García, was conducted on June 4th, 2014 at home residence. Both interviews were conducted by Amelia Frank, Intake Coordinator. Both Tatiana García and José García were cooperative with the interview process and responsive to all questions asked. José García additionally presented his home to interviewer with hospitality. Neither presented any resistance to the interview process.

2. Family & Background: (including Demographics, Current Makeup, History, Supervision)
Tatiana is a 14-year old Latina female, who was residing with her mother and father, María and José García, prior to her remand to detention. Tatiana was born on August 9, 1999. She was raised in San Diego, but has spent two summers with family in Mexico. After her second arrest, Tatiana informed the police that she did not want to return home due to interpersonal conflicts with her mother. The situation is currently being investigated to determine whether Tatiana’s parents’ home is a safe and stable environment.

Tatiana’s father worked at a hardware store for 10 years before he was laid off in 2011. Now his income is based on freelance repairs and carpentry. Tatiana’s mother, María, was a stay-at-home mom until Tatiana turned 11, when she started working at a local restaurant. After José lost his job at the hardware store, María began working overtime to supplement the family’s income. Tatiana’s relationship with her mother has suffered in the last few years, and increasingly she has considered leaving home to avoid fighting with her. Tatiana first alerted officials of the conflict within her household when she requested not to be released to María’s custody following her arrest for failure to appear for a violation hearing. Since then, Child Protective Services (CPS) has been investigating the household to determine its suitability. María and José have been struggling with the situation due to their financial issues; both want Tatiana to return home. While in detention, Tatiana has been visited by her father and paternal grandmother, Margarita. Her mother has been unable to visit as visiting hours are during her work shifts.

Tatiana says that she likes her grandmother and looks forward to her visits. Tatiana misses her parents, and feels guilty that her confession initiated the CPS investigation focused on her mother. Though worried about her mother’s reaction to her arrest, Tatiana wants to return home. José reports that Tatiana’s mother was concerned about her academics; Tatiana’s grades started falling after she became close to several gang-affiliated students at her school. María felt that they were a bad influence, encouraging her to smoke marijuana and skip school.

3. Education & Employment: (including Current & Past Performance & Disciplinary Record)
Tatiana was a freshman in high school at the time she was arrested and placed on Probation. Tatiana has been truant from school more than 30 days since November. She has never been given a Special Education classification. Tatiana was placed in honors classes at the beginning of freshman year but was dropped from those classes due to poor attendance. In middle school she excelled in rigorous science and math classes. She scored very high on standardized tests since elementary school, and was placed in the “gifted” track starting in second grade. Her teachers describe her as “very intelligent” with “strong analytical ability” and “strong mathematical reasoning skills.” She has recently showed increased
withdrawal at school, following her arrest for gang assault, resisting arrest, and assaulting a police officer in November. Tatiana additionally reports that, for the last several months, she typically went to school in the morning and then “cut the rest of the day” to hang out with her friends.

Tatiana has no formal work history, though she has helped her mother at the restaurant occasionally. She expresses aspirations to become an engineer. She loves science and sees herself as a potential role model for her younger siblings.

4. Health: (including Physical Health History and Mental Health History)
Tatiana reports that she is in good physical health, though she admits that she does not see a doctor regularly. She states that she has asthma and an allergy to peanuts. She has admitted to smoking marijuana frequently.

Tatiana describes feelings of anger, guilt, and apathy. She has never been evaluated for any mental health conditions, but her teachers have noted in her Board of Education file that she became increasingly withdrawn over the past year. Tatiana has stated that she uses marijuana with her friends as a way to cope with family conflict, stress, or boredom. She states that she first tried marijuana a little over a year ago, but started smoking more frequently since her arrest and the escalation of her conflicts with her mother. Tatiana’s father has family history of addiction, but her mother does not use any substances including alcohol.

5. Social & Community Connections: (including Assets & Concerns)
Tatiana admits to socializing with peers – gang-affiliated classmates – who frequently cut school, smoke marijuana, and occasionally fight. She does not report any pro-social friendships at her high school, though she was close to a pro-social group of girls in middle school. Unfortunately, these girls attend a different high school and Tatiana has lost touch.

Tatiana states that she believes in God and considers herself “a spiritual person.” Her parents would often bring Tatiana to church, and describes the people she met there as “nice” and “supportive.” She also mentions being very appreciative of the active youth group there.

She had difficulty identifying positive adult influences in her community, aside from her parents and grandmother.

6. Court Involvement: (including Present Involvement & Past History)
Tatiana was arrested in October of 2013, during a curfew sweep. As this was her first contact with police, officers diverted her arrest and made her family aware of a program and services in her neighborhood. Her parents, due to their immigration status, did not engage with any services or programs.

In November, Tatiana was arrested with a group of other youth on charges of gang assault, resisting arrest, and assaulting an officer. She spent two nights in a detention facility, during which time she was involved in a physical altercation with another youth. At her detention hearing, the judge ruled that Tatiana should be released to her parents under the conditions of electronic monitoring and home confinement. The District Attorney’s office offered to drop the felony assault of an officer and plead to misdemeanor assault. She was put on probation, during which time she was required to attend school,
maintain curfew, attend substance-abuse counseling, and stay drug-free.

Tatiana stopped smoking marijuana for several weeks, attended classes regularly, and went to her weekly probation appointments. However, her relationship with her mother became more difficult. A social study of Tatiana’s family failed to detect any issues, as the family was not forthcoming. Tatiana never attended substance-abuse counseling. She had no way to travel to the clinic, and the expense of the course was more than her family could afford. Neither María nor José were aware that a waiver of fees was an option. After several months, Tatiana resumed her initial behavior pattern: skipping school, smoking marijuana, and missing mandated appointments.

In June 2014, her Probation Officer filed a violation based on Tatiana’s positive drug screens, her continued truancy, and her lack of compliance with court-mandated appointments. When Tatiana failed to appear for her violation hearing, a warrant was issued for her arrest.

Tatiana states that she “loves science and math because she likes figuring out puzzles.” Prior to her arrest, she was doing well in her trigonometry class. She states that she rarely skipped class in the morning because she enjoyed her first period math class and respects her teacher. Tatiana showed an impressive level of self-reflection throughout the course of the interview, indicating a real honesty about some of her struggles. She indicates a high level of motivation towards personal change as well.

8. Recommendations for Community Support:
Tatiana showed significant personal feelings of responsibility for the developments that have led her to her current position. She acknowledged her role in the fight that led to her arrest, as well as the violation of the conditions of her probation. She indicated a strong desire to repair past harms, and even offered a plan for how she might do this in order to be restored back to the community. She understands her need for additional help beyond what the standard court-mandated program might offer.

Tatiana is accepted into the ATI Program. She understands that she must play an active role in addressing the stressors that are contributing to her marijuana use. Tatiana will be matched with a Community Coach, a mentor who is a “credible messenger” who lives in her neighborhood and has overcome similar challenges. Tatiana will work with her Community Coach in the development of an individual strategy plan, which will include both group and individual components based on Tatiana’s unique interests / engagement opportunities. Tatiana’s Community Coach will help Tatiana take advantage of several opportunities in her neighborhood offered by different grassroots faith and neighborhood providers. Additionally, since many of Tatiana’s difficulties stem from her home situation, the ATI Program will match Tatiana’s family with a Parent Peer Coach who will help involve Tatiana’s parents and grandmother in family strengthening activities. See Program Plan and Schedules attached for more information.
June 9, 2014

Hon. Judge Simmons
Presiding Judge
Juvenile Court
2851 Meadowlark Drive
San Diego, CA 92123

Re: Tatiana García

Honorable Judge Simmons:

This report serves to inform you that Tatiana García was accepted into the Alternative-to-Incarceration (ATI) youth program, with the conditions listed below. The ATI program seeks to assist court-involved young people, ages 13-17 years, in restoring themselves to healthy relationships, both with caring adults and positive peer support, within their respective communities. Through this restoration to positive relationships within the community, the ATI seeks to prevent recidivism and further involvement in the criminal justice system amongst its youth participants.

Tatiana García was referred to the ATI program by her forensic social worker at the Public Defenders Office, Naima Johnson, LMSW, on June 2nd, 2014. Tatiana’s father, José García, attended a program orientation session on June 6th, 2014, at the ATI program site. The ATI Intake Coordinator, completed a home visit and assessment interview with Mr. García at his residence on June 4th, 2014 and completed an intake assessment with Tatiana at the Kearny Mesa Juvenile Detention Facility also on June 4th, 2014. Following the completion of the program’s intake assessment, Tatiana was accepted into the ATI program, with the program conditions outlined below, based on the following positive indicators:

• Her substance abuse, curfew violations, fighting, and truancy are strongly correlated to the family stress (beginning in 2011) and negative social influences. With Family Strengthening workshops, Tatiana and her mother can develop their relationship in a way that may neutralize these triggers.

• Tatiana is passionate about science and has a respectful relationship with her trigonometry teacher, which the ATI program hopes to develop.

• Tatiana strongly accepts responsibility for her two recent arrests, acknowledging her mistakes and recognizing her need for assistance in addressing her marijuana use anti-social peer relationships.

• Tatiana’s parents, grandmother, and church are strong sources of support.
Tatiana’s participation in the ATI program, which would last between 3 to 6 months depending on Tatiana’s progress through the various program components, would include the following (please see attached Program Plan for further details):

- **Community Coaching** – the ATI program will provide Tatiana a Community Coach, a mentor who is a “credible messenger” in that she lives in Tatiana’s neighborhood and has overcome many similar life challenges. She will meet with Tatiana at least weekly, and will help Tatiana to comply with the conditions of her Probation, as well as serving as an advocate for her and motivate her to pursue a positive lifestyle.

- **Parent Peer Coaching** – Tatiana’s family will be matched with a Parent Peer Coach, and engaged in the Family Strengthening Program. Through this program, Tatiana and her mother will attend weekly workshops together to help them repair their relationship. Tatiana’s grandmother has agreed to start attending as well.

- **Additional Community Engagement as Needed** – The ATI Program works with a collaborative of grassroots faith and neighborhood organizations to involve youth in positive development programming in their communities. The ATI program will connect Tatiana with additional strengths-based programming as needed in the areas of extracurricular engagement (ie opportunities in science), recreation, spirituality, and positive youth development.

We believe, based on Tatiana’s expressed motivation, as well as her assumption of responsibility for her present involvement in the court, will work very hard towards these goals, and with the support of all those involved (program staff, volunteer mentor(s), community members, family, etc.) will accomplish great things through her program involvement with the ATI Program. If Your Honor is willing to give her this opportunity, we will be excited to see this unfold.

Judge Simmons, thank you for your time and consideration of this report regarding Tatiana Garcia’s acceptance by, and potential program plan for, the Community ATI Program. Please do not hesitate to contact the program at (858) 555-0940 for any further information regarding this assessment and/or program plan.

Sincerely,

_________________________________________________________
ATI Program Coordinator