

Yolo Conflict Resolution Center
report to the
State Advisory Committee on Juvenile Justice
Delinquency Prevention

May 20th, 2021

YCRC

YOLO CONFLICT RESOLUTION CENTER

Meeting Details

The Yolo Conflict Resolution Center held its virtual Community Meeting on Tuesday April 27th from 5:00pm – 6:30pm. Please see the Appendix for the detailed meeting agenda. The meeting was attended by 48 people from the counties of Yolo, Sacramento and Solano. The meeting was subtitled for the hearing impaired and was offered in two language channels, English and Spanish.

At the end of the meeting participants were asked to complete a survey, with the offer of an incentive for their time, to capture their input on their priorities for the program purpose areas as described by the SACJJD. We had 37 people respond to the survey, 12 of whom opted to receive the incentive and 25 who declined. A copy of the survey used can be found in the Appendix as Attachment 2.

To open the meeting, Participants were given an overview by a local judge on the recent changes to the Juvenile Justice System including SB 823. He was also able to highlight specific programming in Sacramento and Yolo counties that are considered innovative in the Juvenile Justice system.

Break Out Room Findings

Breakout rooms were held after the Juvenile Justice system overview on topics related to the Program Purpose areas. This gave participants a chance to answer questions and offer input on the various topics. Breakout rooms topics were as follows:

- 1) Restorative Justice– Professor Mary Louise Frampton (UC Davis School of Law) and Rocio Saldana (RJ Practitioner)
- 2) The Role of the Police, Then, Now and in the Future- Chief Rob Strange (West Sacramento Police Department) and Kara Hunter (note taker)
- 3) Juvenile Probation/ Community Resources/ Prevention- Rachelle Gayton and Christina Tranfaglia (Yolo County Probation)
- 4) Priorities in Supports and Services for Youth/ Prioridades en programas y servicios para jóvenes – Elvia Garcia and Hazel Critchfield (Yolo Conflict Resolution Center)
- 5) Juvenile Rights and other Perspectives from the Legal System – Tracie Olson (Yolo County Public Defender) and Jen McHugh (Yolo County Deputy District Attorney)

Below is a brief overview of the input received from each breakout room.

Restorative Justice- Participants in this breakout room were curious about Restorative Justice and interested to hear how it works and how this process is currently being applied. The overall themes from this group are as follows:

- RJ is an opportunity to bring closure to families.
- RJ provides an opportunity to restore identity/humanity.
- This process is a better option for kids especially for those at risk.
- This process is an opportunity to do something about the disproportionality in criminal justice system.
- This process is also an opportunity for youth to learn new skills and be better citizens.

The Role of the Police, Then, Now and in the Future- Participants in this breakout room had a lot of input on how the police interact with youth and how there is an opportunity to build relationships that can potentially build trust with the system. Right now, there is a lot of fear in some communities of the police and by reconfiguring some of the responsibilities of the police on when they respond to incidents, may help overcome some of the distrust. Participants in this breakout room voiced an overwhelming support for programs that prioritize youth engagement so that their behavior does not escalate to a place where the police need to be involved.

Juvenile Probation/ Community Resources/ Prevention- The input from the participants in this breakout room stressed the need for resources and services to be offered not just to the youth that come in contact with Juvenile Probation, but the entire family. Resources like wraparound services that can meet the needs of youth and families where they are. Additionally, several participants indicated how important mentor services are for youth. Having stable consistent adults in the lives of youth can have a positive impact on their lives.

Priorities in Supports and Services for Youth/ Prioridades en programas y servicios para jóvenes- This breakout room was facilitated in Spanish. Below is the input received:

- Preventative Measures:
 - Accessible and free or low-cost sports/afterschool programs. Current sports opportunities often cost too much for many families to afford and are not always accessible in terms of transportation.
 - Providing opportunities for youth/teens to feel a sense of belonging, so that they don't go looking for that in a gang.
 - Programs for youth to work on themselves emotionally, so they don't enter criminal justice system.
- Responsive Measures:
 - Emotional support for young people and referred youth so that they can envision a better path for themselves.
 - Vocational training opportunities for young people who cannot or do not want to attend college.
 - Reincorporation into society for youth that have offended, which would include career mentorship and/or training.
 - Qualified professionals who are prepared to help young people get out of the cycle of crime and gang involvement.

- Motivating youth to change things for themselves- it has to come from them.

Juvenile Rights and other Perspectives from the Legal System- No notes received from this breakout room.

Post Break Out Room Q&A Inputs

- We need people that work youth to be trained and supported appropriately so that they can deliver good services.
- Find ways to intervene with families so that they can receive support that might prevent a youth from acting out and committing bad acts.
- Stronger connections with family and community
- Decriminalize behavior on school grounds and find better ways to manage conflict and discipline on campus.
- People (youth) need a sense of belonging.

Conclusions from Survey Findings

Respondents to the survey identified themselves members of the general Public (38%) Professionals affiliated with the Juvenile Justice system either directly or indirectly (51%) or having personal experience with the Juvenile Justice system (11%).

Of the 20 program purpose areas that participants were asked to consider, in the survey the ranked them according to how high of a priority each program type should be. Below is a ranking of the top six program purpose areas. Please note the first two were ranked the highest and the bottom four were ranked of equal importance.

- 1) **Mental Health Services:** Programs providing mental health services for youth in custody in need of such services including, but are not limited to assessment, development of individualized treatment plans, and discharge plans.
- 2) **Mentoring, Counseling and Training Programs:** Programs to develop and sustain a one-to-one supportive relationship between a responsible adult aged 18 or older (mentor) and an at-risk youth, youth who have offended or youth with a parent or legal guardian who is or was incarcerated (mentee) that takes place on a regular basis. These programs may support academic tutoring, vocational and technical training, and drug and violence prevention counseling.
- 3) **Aftercare/Reentry:** Community-based programs that prepare targeted youth to successfully return to their homes and communities after confinement in a training school, youth correctional facility, or other secure institution. These programs focus on preparing youth for release and providing a continuum of follow up post-placement services to promote successful reintegration into the community.
- 4) **After-School Programs:** Programs that provide at-risk youth and youth in the juvenile justice systems with a range of age-appropriate activities, including tutoring, mentoring, and other educational and enrichment activities.

- 5) **Diversion:** Programs to divert youth from entering the juvenile justice system including restorative justice programs such as youth or teen courts, victim-offender mediation and restorative circles.
- 6) **Positive Youth Development:** Programs that assist delinquent and at-risk youth in obtaining a sense of safety and structure, belonging and membership, self-worth and social contribution, independence and control over one's life, and closeness in interpersonal relationships.

Overall Conclusions

It is evident from the breakout room discussions, the post breakout room comments and questions and the survey results that the folks that participated in this meeting are looking for services that contribute strongly to the overall well-being of the youth, opportunities for meaningful engagement with supportive adults, options for meaningful mental and developmental services and activities that are enriching and contribute to one's agency.

We must not lose sight of the idea that youth also need to be able to hold themselves accountable for the behavior and have an idea of how to repair relationships when harm has been caused and manage conflict productively. Also, all of the programs mentioned above also have some element of dealing with trauma, whether it be trauma that has been experienced inside the home, or outside the home, we know that the ability to build resilience and manage challenges and difficulties is important.

Note from the Author

One note to consider in the evaluation of the program purpose areas and how to prioritize funding is to not lose sight over **quality**. Too often we assume that if programs have received funding, then they must be successful, versus making clear efforts to evaluate the **quality** of the program itself. I realize that quality can be tricky to measure, and therefore both funders, and fund recipients stay away from an in-depth look at quality, particularly for those intervention that may require time (sometimes years) for the outcomes to be clear. We must recognize that the challenges we are working through in trying to improve the lives of all juveniles and their families cannot be resolved by simply throwing money at the problem.

Appendix

Attachment 1- Meeting Agenda

Attachment 2- Survey Questions

Juvenile Justice Virtual Community Meeting Agenda

April 27th 2021, 5:00pm-6:30pm

5:00- Welcome/Introduce Translator and Opening (Purpose and Overview)

Launch Poll Questions

5:15 Introduce Judge Basha – Changes to the California Juvenile Justice System Overview

5:30 Describe Breakout Rooms and Hosts

Why Restorative Justice? – Professor Mary Louise Frampton and Rocio Saldana

The Role of the Police, Then, Now and in the Future- Chief Rob Strange and Kara Hunter
(note taker)

Juvenile Probation/ Community Resources/ Prevention- Rachelle Gayton and Christina
Tranfaglia

Priorities in Supports and Services for Youth/ Prioridades en programas y servicios para
jóvenes – Elvia Garcia and Hazel Critchfield

Juvenile Rights and other Perspectives from the Legal System – Tracie Olson and Jen
McHugh

6:00- Report Out from Break-out Rooms

6:15- Questions

6:25- Close, Thank you and Survey Process

Juvenile Justice Community Meeting - Post Survey

Post-event survey for attendees of the April 27 Juvenile Justice Community Meeting, hosted by Yolo Conflict Resolution Center. THANK YOU for supporting our work and providing guidance on next steps by completing this survey.

After completing the survey, incentives (Target or Starbucks gift cards) will be sent to those who requested them. If you would like to request one, contact kara@yolocrc.org.

Si prefieres hacer la encuesta en español, escriba a kara@yolocrc.org.

* Required

1. We would like to hear from both youth and adults. Please provide your age. *

2. Please provide your county of residence *

Mark only one oval.

Yolo

Solano

Sacramento

Other: _____

3. What is your relationship to the juvenile justice system? *

Mark only one oval.

- I am a youth who is/was involved with the system
- I am an interested parent
- I work for an agency that provides treatment or other services to youth and/or families.
- I work for a law enforcement agency
- I work for a non-law enforcement government agency
- I am an interested member of the public
- Prefer not to answer
- Other: _____

4. What are the most important changes that need to be made in your community to improve the overall well-being of youth? *

5. Are there any programs and services that you've found to be most helpful in assisting juvenile justice system involved youth? *

6. What is the most important systemic change you feel should be made to help juvenile justice system involved youth succeed? *

Four horizontal lines for text input.



For these questions, please provide your response by choosing on a scale from 1 to 5 with:
1. Not a priority
2. Low priority
3. Somewhat a priority
4. Strong priority
5. Very strong priority

7. Aftercare/Reentry: Community-based programs that prepare targeted youth to successfully return to their homes and communities after confinement in a training school, youth correctional facility, or other secure institution. These programs focus on preparing youth for release and providing a continuum of follow up post-placement services to promote successful reintegration into the community. *

Mark only one oval.

1 2 3 4 5

Not a priority Very strong priority

8. After-School Programs: Programs that provide at-risk youth and youth in the juvenile justice systems with a range of age-appropriate activities, including tutoring, mentoring, and other educational and enrichment activities. *

Mark only one oval.

1	2	3	4	5	
Not a priority	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very strong priority

9. Alternatives to Detention: These are community- and home-based alternatives to incarceration and institutionalization including for youth who need temporary placement such as crisis intervention, shelter and after-care and for youth who need residential placement such as a continuum of foster care or group home alternatives that provide access to a comprehensive array of services. *

Mark only one oval.

1	2	3	4	5	
Not a priority	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very strong priority

10. Child Abuse and Neglect Programs: Programs that provide treatment to juvenile offenders who are victims of child abuse or neglect and to their families to reduce the likelihood that such youth offenders will commit subsequent violations of law. *

Mark only one oval.

1	2	3	4	5	
Not a priority	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very strong priority

11. Community-Based Programs and Services: These programs and services are those that work pre- and post-confinement to provide community-based alternatives (including home-based alternatives) to incarceration and institutionalization; and to provide community-based programs and services that work with status offenders and other system involved youth and their parents and family members to strengthen families. *

Mark only one oval.

	1	2	3	4	5	
Not a priority	<input type="radio"/>	Very strong priority				

12. Delinquency Prevention: Comprehensive juvenile justice and delinquency prevention programs that meet needs of youth through collaboration of the many local systems before which a youth may appear, including schools, courts, law enforcement agencies, child protection agencies, mental health agencies, welfare services, health care agencies and private nonprofit agencies offering youth services. *

Mark only one oval.

	1	2	3	4	5	
Not a priority	<input type="radio"/>	Very strong priority				

13. Diversion: Programs to divert youth from entering the juvenile justice system including restorative justice programs such as youth or teen courts, victim-offender mediation and restorative circles. *

Mark only one oval.

	1	2	3	4	5	
Not a priority	<input type="radio"/>	Very strong priority				

14. Gang Programs: Programs, research, or other initiatives primarily to address issues related to youth gang activity. This program area includes prevention and intervention efforts directed at reducing gang-related activities. *

Mark only one oval.

1	2	3	4	5	
Not a priority	<input type="radio"/> Very strong priority				

15. Graduated and Appropriate Sanctions: Programs include expanded use of probation, mediation, restitution, community service, treatment, home detention, intensive supervision, electronic monitoring, translation services and similar programs, and secure, community-based treatment facilities linked to other support services such as health, mental health, education (remedial and special), job training and recreation. Programs to assist in design and use of evidenced-based risk assessment instruments to aid in application of appropriate sanctions. *

Mark only one oval.

1	2	3	4	5	
Not a priority	<input type="radio"/> Very strong priority				

16. Hate Crimes: Programs to prevent and reduce hate crimes committed by youth. *

Mark only one oval.

1	2	3	4	5	
Not a priority	<input type="radio"/> Very strong priority				

17. Job Training: Projects to enhance the employability of youth or prepare them for future employment. Such programs may include job readiness training, apprenticeships, and job referrals. *

Mark only one oval.

1	2	3	4	5	
Not a priority	<input type="radio"/> Very strong priority				

18. Juvenile Justice System Improvement: Programs, research, and other initiatives to examine issues or improve practices, policies, or procedures on a system-wide basis (e.g., examining problems affecting decisions from arrest to disposition and detention to corrections). *

Mark only one oval.

1	2	3	4	5	
Not a priority	<input type="radio"/> Very strong priority				

19. Learning and Other Disabilities: Programs concerning youth delinquency and disability including on-the-job training to assist community services, law enforcement and juvenile justice personnel to recognize and provide for learning and other disabled juveniles. *

Mark only one oval.

1	2	3	4	5	
Not a priority	<input type="radio"/> Very strong priority				

20. Mental Health Services: Programs providing mental health services for youth in custody in need of such services including, but are not limited to assessment, development of individualized treatment plans, and discharge plans. *

Mark only one oval.

1	2	3	4	5	
Not a priority	<input type="radio"/> Very strong priority				

21. Mentoring, Counseling and Training Programs: Programs to develop and sustain a one- to-one supportive relationship between a responsible adult age 18 or older (mentor) and an at-risk youth, youth who have offended or youth with a parent or legal guardian who is or was incarcerated (mentee) that takes place on a regular basis. These programs may support academic tutoring, vocational and technical training, and drug and violence prevention counseling. *

Mark only one oval.

1	2	3	4	5	
Not a priority	<input type="radio"/> Very strong priority				

22. Positive Youth Development: Programs that assist delinquent and at-risk youth in obtaining a sense of safety and structure, belonging and membership, self-worth and social contribution, independence and control over one's life, and closeness in interpersonal relationships. *

Mark only one oval.

1	2	3	4	5	
Not a priority	<input type="radio"/> Very strong priority				

23. Probation Programs: Programs to expand use of probation officers with the goal to permit nonviolent youth offenders and status offenders to remain with their families as an alternative to incarceration or institutionalization and to ensure youth meet terms of their probation. *

Mark only one oval.

	1	2	3	4	5	
Not a priority	<input type="radio"/>	Very strong priority				

24. Protecting Juvenile Rights: Projects to develop and implement activities focused on improving services for and protecting the rights of youth affected by the juvenile justice system, including hiring court-appointed defenders, providing training, coordination, and innovative strategies for indigent defense services. *

Mark only one oval.

	1	2	3	4	5	
Not a priority	<input type="radio"/>	Very strong priority				

25. School Programs: Education programs or supportive services in traditional public schools and detention/corrections education settings to encourage youth to remain in school or alternative learning programs, support transition to work and self-sufficiency, and enhance coordination between correctional programs and juveniles' local education programs to ensure the instruction they receive outside school is aligned with that provided in their schools and that any identified learning problems are communicated. *

Mark only one oval.

	1	2	3	4	5	
Not a priority	<input type="radio"/>	Very strong priority				

26. Substance and Alcohol Abuse Programs: Programs, research, or other initiatives to address the use and abuse of illegal and other prescription and nonprescription drugs and the use and abuse of alcohol. Programs include control, prevention, and treatment. *

Mark only one oval.

	1	2	3	4	5	
Not a priority	<input type="radio"/>	Very strong priority				

Email Address

This portion is used only to confirm completion for incentive purposes, and will not be associated with your answers.

27. Email address *

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