

Healthy Returns Initiative Case Studies

Grantee Supplemental Resource Compendium

August 2009

Desert Vista Consulting

Jennifer J. Brya, MA, MPP

Karen W. Linkins, Ph.D.

Table of Content

Santa Cruz Supplemental Resources.....	3
Ventura Supplemental Resources.....	29
Los Angeles Supplemental Resources.....	38

Santa Cruz

Supplemental Documents

Draft MOU between Probation and Child Welfare

Draft Protocol for Dual-Status Youth

Gang Prevention Awareness Curriculum Outline

Gang Prevention Awareness Curriculum 9-Week Synopsis

Domestic Violence Awareness Workshop Synopsis

SANTA CRUZ COUNTY

Memorandum Of Understanding **for Dual Jurisdiction**

Overview

The Welfare and Institutions Code Section 241.1 WIC and AB 129 requires that the county Probation Department and Family and Children's Services develop a written protocol to ensure appropriate local coordination in the assessment of a youth to determine jurisdictional status. Family and Children's Services (FCS) and the Probation Department shall jointly assess and produce a written joint recommendation regarding whether Wardship, Dependency or Dual Status will serve the best interest of the child, and the safety of the community.

FCS and Probation has developed a joint protocol process that includes coordination of services. The joint protocol process will be of value for the youth, their family and the community, while enhancing communication between two systems. FCS and Probation will consider the least restrictive environment that is family centered and strength-based.

This Memorandum of Understanding (MOU) is an agreement between Santa Cruz County Family and Children's Services and Probation Department that complies with the requirements of Section 241.1 WIC and AB 129. This MOU maintains the values and philosophy of each agency while improving the coordination of services for the overall benefit of youth and families.

241.1 / Dual Jurisdiction Identification

Policy:

- The 241.1 Protocol will be the process for the identification of Dual Jurisdiction.
- FCS and Probation will have a system in place to determine if a youth has a involvement with the dependency or delinquency system
- FCS and Probation will seek the least restrictive level of care to meet the needs of the youth, family, and community safety.
- FCS and Probation will work together to address the youth and family needs in a comprehensive, holistic, and collaborative approach.

Dual Jurisdiction Determination

Policy:

- Through the 241.1 WIC process, a recommendation will be made to the Court. The options may include:
 - Dual Status with a single Lead Agency
 - 300 Dependents and Non-Wards
 - Single Jurisdiction (300 Dependent **OR** 602 Ward)

- Not Applicable (no jurisdiction recommended)
- The 241.1 determination hearing will be assigned to one Jurist to consolidate subsequent Court proceedings. This will ensure a complete understanding of the family history, knowledge of previous standing orders, and the ability for the Court to deliver a consistent message to families.

OR

- In the event of Dual Jurisdiction or 300 Dependent/602 Non Ward Probation Coordination recommendations, the case will be assigned to one Jurist with every effort to consolidate subsequent Court proceedings.
- FCS and Probation will have a process for oversight and dispute resolution.

Case Planning and On-Going Coordination

Policy:

- Innovative, family centered and collaborative case planning will produce positive results to ensure better outcomes related to delinquency and dependency involvement.
- Careful assessment will be conducted to ensure that the services address the entire family system
- FCS, Probation, and Children’s Mental Health, when involved, will present a unified case plan and reports that reflect consistent goals, objectives, and recommendations.
- Dual Status Cases will always have a lead agency identified.
- Collaboration, communication, and interaction between workers are necessary for ongoing assessment of case needs and service delivery.
- FCS and probation will collaborate in the development of a report for every status review hearing and will communicate with the Court as to the level of collaboration for each youth and family.
- This process will remain family-centered and strength-based.

Operational Oversight

Policy:

A quarterly meeting of the 241.1 protocol oversight committee will convene to review the status and adherence to protocols. This review will include:

- Status of collaboration and communication
- Evaluation of 241.1 process
- Review updated data
- Recommendations regarding adjustments to protocol (if any)

Agency wide training, conducted by the managers from Probation, Family and Children Services and the Court, shall occur at least annually. Attendees should include Court Staff, Juvenile Probation, FCS Staff, Children’s Mental Health, and involved Attorneys.

As may be required by 241.2 WIC and or the Judicial Council of California, FCS and Probation shall collect, compile, and report data to evaluate this protocol.

This protocol may be terminated immediately by the Court or by either Department upon thirty (30) days written notice of termination, subject to objection and noticed hearing by the Court.

Wherefore, this document has been executed and becomes effective on this ____ day of _____, 2009.

The Honorable, Denine J. Guy
Judge of the Superior Court
Dependency Court

Commissioner Erwin Joseph
Judge of the Superior Court
Delinquency Court

Judy Yokel, Division Director
Family and Children’s Services
Human Services Department

Scott MacDonald, Chief Probation Officer
Probation Department

Dane Cervine, Chief
Children’s Mental Health Services
Health Services Agency

300/600 Joint Protocol and Dual Jurisdiction

Policy and Procedure

(WIC 241.1 / AB129)

Overview

The Welfare and Institutions Code Section 241.1 WIC requires that the county Probation Department and Family and Children's Services develop a written protocol to ensure appropriate local coordination in the assessment of a youth to determine jurisdictional status. Family and Children's Services (FCS) and the Probation Department shall cooperatively assess and produce a written joint recommendation regarding whether Wardship, Dependency or Dual Status will serve in the best interest of the child, and the safety of the community.

FCS and Probation has developed a joint protocol process that includes coordination of services while maintaining the values and philosophy of each agency. The joint protocol process will benefit the youth, their family and the community, while enhancing communication between two systems. FCS and Probation will consider the least restrictive environment that is family centered and strength-based.

Identifying Dual System Involvement

Family and Children's Services and Probation will contact the other agency to determine the level of involvement within the dependency and delinquency systems.

- The FCS social worker will contact the probation officer of the day (x3800) when a child welfare case is being opened on a youth 12 years and older.
- The Probation Department will, as part of the intake (in and out of custody) or upon completing an executive summary or disposition report will contact FCS screening unit (x2273) for information regarding FCS involvement.

Initiating 241.1 WIC Report Jurisdiction Process

The judicial officers in their respective court may order a 241.1 WIC report at their discretion with knowledge of dual system involvement.

When the youth or family is involved with the other agency, the social worker or probation officer will consult with their supervisor and notification will be given to a manager for appropriateness and approval to pursue the 241.1 WIC report process for coordination of services, change of jurisdiction, or dual jurisdiction. Circumstances affecting the decision include:

- Age of the youth
- Is the youth currently a 300 WIC dependent (are the parents receiving family maintenance or family reunification services?)
- Does the youth have current or prior involvement within the juvenile justice system?
- Is the allegation a "low grade" offense? (Probation shall provide FCS with information regarding this consideration)

- Is parent(s)/guardian(s) refusing to take the youth into their home and all attempts to engage the family have been exhausted?
- Is parent(s)/guardian(s) able and willing to exercise appropriate maintenance and control to prevent the youth from further criminal activity or behaviors that put the youth at risk?
- Is parent(s)/guardian(s) abusing substances and is it impacting their ability to safely parent?
- Do parent(s)/guardian(s) have diagnosed mental health issues and is it impacting their ability to safely parent?
- What services would be the most effective?
- What services have been tried?
- Does the youth have mental health or drug and alcohol issues that impact their ability to follow through with services?

The social worker or probation officer must take their request to their respective Court for an official 241.1 WIC report Court order. The youth’s attorney must explain confidentiality and request a waiver of confidentiality in order for the matter to be heard in the Dual Status Court. If the request is coming from the delinquency Court, the 241.1 WIC report will be ordered after adjudication/admission.

Once the report is ordered by the Court, receipt of report and determination of jurisdiction will be heard in accordance to the guidelines below:

- Within five (5) to ten (10) judicial days; if the youth is in custody release on a detention alternative must be considered
- If the youth is in Custody, Disposition will be heard in Department 16, Juvenile Hall Courtroom on the identified Dual Status court date (Wednesday or Friday at 1:30)
- If the youth is out of Custody, Disposition will be heard in Department 6 on the identified Dual Status court date (Wednesday or Friday at 1:30)

Notification

By the end of the next business day from when the Court initiates the 241.1 WIC Report process, the respective agency shall contact FCS Screeners (x2273) or Investigations Unit Probation Supervisor (X3800) to make a referral for a 241.1 Joint Protocol Report. The information needed for the referral must include the following:

FCS to Probation
 Youth Name, DOB
 Parent/Guardian Name
 Current contact information
 Next Court date
 Social worker contact information

Probation to FCS
 Youth Name, DOB
 Parent/Guardian Name
 Current contact information
 Next Court date
 Youth’s custody status/whereabouts
 Reason for arrest/referral
 Previous arrests and adjudications
 Current child abuse or neglect concerns
 Probation contact information

The department that makes the 241.1 request will notify the youth and their parents/guardians.

Each department will notify their respective attorneys by e-mail.

FCS to Notify

Probation to Notify

County Counsel Office

District Attorney's Office

Youth's 300 WIC attorney, if one has been appointed

Youth's 602 WIC attorney

Probation Officer/File

FCS Social Worker

CASA volunteer, if applicable

Parent(s)/Guardian(s)

Parent(s)/Guardian(s)

Parent(s)/Guardian(s) counsel

Completion of 241.1 WIC Report by FCS

The FCS social worker will prepare the 241.1 WIC report and shall be present in Court under the following circumstances:

- the youth is currently a dependent, or
- the youth has been a dependent within the last six months, or
- the family has been provided voluntary services within the last six months, or
- FCS has an open investigation

The FCS social worker and the probation officer shall coordinate in developing one 241.1 WIC Report, and a recommendation for submission to the Court, including a plan for on-going coordinated services. Supervisor and manager approval is required for all recommendations. If the managers do not agree, the managers will consult with the Chief Probation Officer and FCS Division Director for a final determination.

Completion of 241.1 WIC Report by Probation

The probation officer will prepare the 241.1 WIC report and shall be present in Court under the following circumstances:

- the youth is a 602 ward, or
- the youth is a non-ward on active probation status (i.e. diversion, 654.2 WIC informal, 6 months without wardship), or
- the youth has not previous been a 300 WIC dependent within the last 6 months or has not been provided with voluntary services within the last 6 months, or FCS does not have an open investigation

The FCS social worker and the probation officer shall coordinate in developing a 241.1 WIC Report and a recommendation regarding jurisdiction. If dual status or 300 dependent/non wardship is recommended, a unified case plan will also be completed and attached to 241.1 report. Supervisor and manager approval

is required for all recommendations. If the managers do not agree, the managers will consult with the Chief Probation Officer and FCS Division Director for a final determination.

Coordination for Completion of 241.1 WIC Report

The FCS social worker or probation officer shall provide each other with a statement regarding corresponding agency involvement and completion of the appropriate section(s) for inclusion in the 241.1 WIC Report in the form of an e-mail or memo. The e-mail or memo shall contain the following information:

FCS to Probation

- Statement of the child abuse or neglect allegation
- Assessment of youth and family
- Allegation disposition
- Recommendation regarding 300 WIC filing
- Rationale for recommendation

Probation to FCS

- Summary of Present Difficulty / Offense(s)
- Juvenile Record Information
- Performance / History on Probation
- Probation recommended terms / conditions
- Rationale for recommendation

241.1 WIC Report Template

A 241.1 WIC Report template should be used to provide consistency. For FCS staff, the template is available in the Word Templates and must be copied and pasted into CMS. Consult your supervisor for assistance in how to do this. For Probation staff, this template is available in the shared drive, juvenile word templates folder. Consult with your supervisor for further assistance if needed.

Circumstances when different format may be used:

There may be circumstances when a report other than the 241.1 WIC report template may be submitted to the Dual Status Court. For example, if the case is in the Dependency Investigations Unit, it may be more appropriate to submit the Jurisdictional/ Dispositional (J/D) Report. Or in the event that the youth is pending criminal charges for which an escalation to Wardship is being recommended, an original disposition report may be the appropriate template.

In any case, social workers or probation officers must consult with their supervisor and manager to determine if it is appropriate to submit a report utilizing a different template. If so, the following sections from the 241.1 WIC report template must be included:

- Prior record of delinquent behavior
- Statement by any counsel representing the youth
- Statement by court appointed special advocate (CASA)
- Jurisdiction recommendation
- Coordination of future services

Assessment Report Requirements

The 241.1 WIC report must contain a FCS and probation jurisdictional recommendation. The best interest of the youth and family, the least restrictive environment and the protection of the community shall be taken into consideration. The report shall be strength-based and will include how recommended services will benefit the youth and family. The Assessment section should include a detailed rationale that supports the recommendation. The 241.1 WIC report must also include:

- Age of the youth
 - Ability to benefit from rehabilitative services; if youth is close to turning 18 years of age
- ICWA applicability and status
- Any medical needs of the youth (physical & mental health)
- Description /summary nature of the referral
- History of any physical, sexual, or emotional abuse of the youth
- Prior record of the youth's parents for abuse of this or any other youth
- Prior record of the youth for out-of-control or delinquent behavior
 - Summary of Probation Services
- Parent's cooperation with the youth's school
- Youth's functioning at school
- Statement from school personnel
- Nature of the youth's home environment
 - Any relevant cultural and language needs
- If the youth is in out of home placement, include statement of the youth's caregiver
- History of involvement of any agencies or professionals with the youth and his/her family
- Any services or community agencies that are available to assist the youth and his/her family
- Availability of adequate resources within and outside of County
- Statement by any counsel currently representing the youth
- Statement by any CASA currently appointed for the youth

The report must be filed with the Court clerk's office within 48 hours of the scheduled court date.

Distribution of 241.1 WIC Report

The 241.1 WIC Report shall be distributed to the following departments in accordance with court timelines:

- Dependency Court (Lead Court will receive original copy)
- Delinquency Court (Lead Court will receive original copy)
- District Attorney's Office
- County Counsel Office
- Youth's 602 WIC attorney
- Youth's 300 WIC attorney, if one has been appointed
- FCS Social Worker/File

- Probation Officer/File
- CASA volunteer, if applicable
- Parent(s)/Guardian(s)
- Parent(s)/Guardian(s) counsel

Any confidential documents (psychological evaluation, medical privacy issues) must be sealed in a separate envelope attached only to the Dependency Court report.

On-Going Coordination

Collaboration, communication and interaction between partners are necessary for the on-going assessment of needs and service delivery to youth and their families. It will be the standard that FCS and Probation will:

- Develop a case plan,
 - Identify which services from FCS or Probation will best meet the needs of youth and family and,
- Coordinate on-going services
 - Subsequent Court reports / Court communication

When 300 Dependents have non-wardship involvement with Probation, FCS will be the Lead Agency. When Dual Status is the preferred jurisdiction, a recommendation of Lead Agency will be made.

Lead Agency Determination

The Social Worker and Probation Officer, in consultation with their supervisors and managers, will use the 241.1 report as their guide in determining the Lead Agency. If a determination cannot be made, the case will be staffed at the probation departments Placement Screening Committee meeting. The social worker, probation officer and their respective supervisors and managers are required to attend this meeting.

The Lead Agency Worker is responsible for:

- Organizing Monthly Team Meetings
 - The first meeting will occur within 2 weeks of the 241.1 WIC Court order
 - Team Meetings will occur at least monthly with all partners present
- Ensuring communication and collaboration between partners
- Coordination of the development of any subsequent Court reports. These reports will include:
 - Summary of services provided,
 - Extent of collaboration with partners and
 - Families progress towards case plan goals
- Timely notification of appropriate partners for subsequent Court appearances

If the youth re-offends or has a probation violation, the Probation Officer shall assume the Lead Agency responsibilities, if not already, for the duration of the delinquency proceedings prior to disposition. If the youth is identified as a Dual Status youth, Disposition shall be transferred to the Dual Status Court on the designated date.

Operational Issues

A quarterly meeting of the 241.1 protocol oversight committee will convene to review the status and adherence to protocols. This review will include:

- Status of collaboration and communication
- Evaluation of the 241.1 process
- Review updated data
- Recommendations regarding adjustments to protocol (if any)

Agency wide training, conducted by the managers from Probation, FCS and the Court, shall occur at least annually. Attendees should include Juvenile Probation, FCS Staff, Children's Mental Health, and involved Attorneys.

As may be required by 241.2 WIC and or the Judicial Council of California, FCS and Probation shall collect, compile, and report data to evaluate this protocol.

Outline

A Gang Intervention:

Cultural and Healthy Alternatives

I. Session One

- A. Overview of Workshops
- B. Getting to Know One Another
- C. Overview of Latinos in California

Expected Outcomes: Increased knowledge of the history of gangs in California

II. Session Two

- A. Exploring our Cultural Roots

Expected Outcomes: Increased awareness and understanding of cultural history

III. Session Three

- A. Anger Management
- B. Refusal Skills and
- C. Choosing Healthy Alternatives

Expected Outcomes: Demonstrated knowledge of techniques for managing anger; Increased knowledge of how to choose alternatives to unsafe behavior

IV. Session Four

- A. Influence of Families
- B. Influence of Gangs

Expected Outcomes: Increased understanding of the similarities and differences between families and gangs

V. Session Five

- A. Victims/Victimization
- B. Guest Speaker: ADA Celia Rowland

Expected Outcomes: Increased awareness and understanding of the impact of violence upon victims, as well as consequences of behavior

VI. Session Six

- A. Drugs, Alcohol and Tattoos
- B. Guest Speaker: Paul Dazhan

Expected Outcomes: Increased knowledge of the ramifications of using drugs and alcohol, and of getting tattoos. Increased awareness of where to receive help for drug and alcohol use and how to get tattoos removed.

VII. Session Seven

- A. Victim Awareness
- B. Staying Out of Trouble

Expected Outcomes: Increased knowledge of the impact of crime on victims; increased understanding of how to stay safe and out of trouble.

VIII. Session Eight

A. Career Counseling: How to reach our goals

B. Guest Speaker: Renee DeMar

Expected Outcomes: Increased knowledge concerning how to identify our dreams; increased understanding of job opportunities available in the community and how to succeed in getting a job.

IX. Session Nine

A. Burrito Fiesta

B. Review of GICHA

C. Student Evaluations of workshops

D. Youth Awards and Cake

A Gang Intervention: Cultural and Healthy Alternatives

Synopsis of Nine Week Workshops

HISTORY:

Although the County of Santa Cruz's Juvenile Hall is a model site for juvenile detention in the United States and has seen a 50% decrease in the number of youth detained in Juvenile Hall over the past ten years, juvenile gang entrenchment is still a very real concern in our county. In October 2007 I met with probation officer Gina Castaneda to discuss the possibility of providing information to the youth in Juvenile Hall on how to practice safer street behavior in their neighborhoods. I called Gina after attending a presentation she gave on gang culture. Gina is the "resident expert" and speaks knowingly, eloquently, and passionately about the many facets of gangs in the Latino community. My concern was this: Did I, as a middle-class Anglo, have the credibility to speak with these youth about their lives in the barrio? Gina responded by asking me: "How do you feel about the youth?" I replied, "I really love these kids." Gina said, "Well, that's all the credibility you need." At that moment Gina and I agreed that we needed to create a gang intervention together.

I took our emergent proposal to Laura Garnette, Juvenile Probation Division Director. Laura worked assiduously to help make this plan a reality and successfully arranged collaboration for Gina and me with the County of Santa Cruz Office of Education (COE) as well as with local non profit, Barrios Unidos (BU). Sandy Mast, Senior Director of the Alternative Education Program for COE enthusiastically agreed to fund Gina as a contractor and arranged for us to pilot our intervention at Watsonville Community School after we completed a pilot at Juvenile Hall. Laura also met with Otilio Quintero, Assistant Director of BU, and arranged for one of their youth counselors, Ben Alamillo, to work with Gina and me on the intervention.

Gina, Ben, and I bring an abundance of enthusiasm and complementary talents to our program, A Gang Intervention: Cultural and Healthy Alternatives. As a team, we inspire one another; our give and take and the comfortable flow of the workshops attest to the mutual respect and affection we share. For over twelve years Gina has worked with Santa Cruz County youth and her dedication is apparent. Most important, she commands respect from these adolescents and they hold her in the highest regard. Gina carries a wealth of information; she has the ability to devise teaching activities faster than I can write her ideas down. Her presentations are always spell-binding and during the workshops the youth frequently ask for a "Gina Story." Ben has worked with teenagers at risk since he was a teenager himself and his compassion and understanding is a tremendous asset. The youth connect with Ben and know he "gets" them. Ben's ability to share crucial information with the youth in ways they can relate to is invaluable; he provides a strong role model for the boys. Ben is playful and spontaneous and can "lighten up" a situation whenever it is likely to become too "heavy." As a health educator for the Probation Department, I've presented

over 50 workshops for the youth in Juvenile Hall since October 2006. The workshops have ranged from parenting skills to nutrition to STD prevention. I also work one-on-one with the teens and I understand what dynamics and styles instruct most effectively. The youth know me and trust me, as they do Gina and Ben, and that is a huge asset. I am also the team “scribe” and am fastidious about organizing our presentations and documenting our work.

Before Ben came on board, Gina and I met with Sandy and Laura and realized that we had limited time to develop the curriculum. Gina’s vision was of an octopus with “gang” as the head, and eight arms representing areas of significance. Sandy asked us to add a component; consequently, our octopus has nine arms! Together Gina and I outlined our curriculum as follows:

1. Overview of Latinos and Gangs in California
2. Exploring our Cultural Roots
3. Anger Management, Refusal Skills, and Choosing Healthy Alternatives
4. Influence of Families and Influence of Gangs
5. Consequences of Poor Choices with a guest speaker from the DA’s office
6. Drugs, Alcohol and Tattoos with a guest speaker in recovery
7. Victim Awareness
8. Job Counseling: How to Reach Our Goals with a career counselor as guest speaker
9. Celebration: Burrito Fiesta, review of all sessions, student evaluations of workshops, youth Certificates of Achievement, and cake

Gina and I began working on the curriculum in early December and Ben joined us the first week of January. On February 8, 2008 we presented our first session of A Gang Intervention: Cultural and Healthy Alternatives.

POPULATION:

We piloted our intervention with the A Unit boys primarily because they are older, between 16 and 18, and more sophisticated than the B Unit youth; almost all have some gang affiliation, whether they are “jumped in” or not. We averaged eight youth per session, which proved to be an ideal number. Our intervention population was 76% Latino; we also worked with Anglo and African-American youth. From the beginning Gina, Ben, and I realized that the boys were hungry for the information we offered. They expressed this by telling us after our first session how much they appreciated the workshop because it was “real;” the authenticity of the intervention was relevant to the world they knew outside of Juvenile Hall.

OUR PHILOSOPHY:

The guiding principle of our program can be summarized by three words: respect, respect, respect. Every workshop began in the same manner: Gina, Ben, and I greeted each boy by shaking his hand, looking him in the eyes, and acknowledging his presence. As a team, the three of us modeled the tremendous respect we have for each other; the youth, in turn, consistently treated everyone in the group with esteem. I can not overstate the importance of this principle.

Another extremely important guideline for the three of us was to keep the workshops real and pertinent at all times. Youth have the ability to detect insincerity instantly. In our experience, dishonesty and duplicity, perceived or real, will immediately shut down communication with minors. The more willing an adult is to share honestly and openly with the youth, the quicker trust is established.

WORKSHOP FORMAT:

We committed to consistency during the sessions and always began and ended in the same manner. Although only three of the youth attended all of the workshops, opening and closing each intervention in the same way offered all of us continuity. The constant components of each workshop were:

Goals: Keep Your Friends, Stay Out of Trouble, Stay Safe. These objectives were clear, contained no hidden agendas, and made sense to the youth. We honored the need for the youth to keep their friends and never suggested that they should stop associating with their “home boys.” However, we consistently stressed how important it was to us that they keep themselves safe and stay out of trouble.

Ground Rules: The youth developed the ground rules during the first workshop. The rules were:

Respect, hands to self, think before we speak, don't speak while others are speaking, keep profanity (cussing) to a minimum, treat others the way you want to be treated, speak for yourself, don't worry about others, don't volunteer others, don't judge others, what others say is theirs, what you say is yours, use common sense, no cross talk/side talk, participation is required.

The Feeling Thermometer: This tool was designed to gauge our emotional state during the workshops. The original Feeling Thermometer was replaced with a simple arrow and numbers, 0-25-50-75-100, after a youth stated that the original looked like a needle to him and made him want to use. The boys appreciated the Feeling Thermometer and frequently asked for a check in with it when the group discussion or topic became particularly charged.

Conocimiento: Every workshop had a Conocimiento, or Getting to Know One Another. Either Gina, Ben or I would lead the Conocimiento and begin by answering the day's question ourselves, then asking the group to share in turn. The Conocimiento questions were:

1. What did you want to be when you grew up and why? 2. Pick an animal that best describes you or that you like a lot and tell us why. 3. If you had one wish (not three more wishes or money) what would it be? 4. Name an ice cream flavor that describes you and tell us why. 5. What car best describes you and why? 6. If you could travel anywhere in the world where would it be? 7. What is one positive thing that you like to do for fun? 8. What would be your perfect job and/or career? 9. Name one thing you learned or enjoyed the most during these workshops.

The Closing Circle: At the end of each session we asked the group to stand in a circle and share something that we learned today, something we appreciated about ourselves or someone in the group, or something we appreciated about the group as a whole. Without exception, the Closing Circle was touching and a wonderful conclusion to the day's workshop.

We understand that adolescents respond best to highly interactive presentations. Some of our youth have ADHD and didactic lectures are clearly not the format to use. We encouraged full participation and presented many opportunities for the boys to give their input and insights. The youth were consistently respectful and thoughtful and had much to offer and teach all of us in the group.

CHALLENGES:

- There were surprisingly few challenges or barriers during the nine week intervention, and most were relatively easy to overcome. Early on in the workshops trust was an issue with the youth, not only trusting us, the presenters, but trusting each other. The group was comprised of both Norteños and Sureños for most days, and while this never presented a problem, we were all aware of this actuality. During the fourth workshop, when we began to talk explicitly about gangs and the role gangs play in the lives of the youth, there was initial unwillingness from the boys to participate. Gina successfully broke down this barrier by relating a personal story that explained to the group why she understands how a gang may provide positive support, much like a family. This was a turning point and the boys all opened up willingly. At a later session one of the youth asked Gina to “tell your story” to a newcomer.
- When we invited an Assistant District Attorney to speak to the group during Session Five, there was apprehension from both the boys and the guest speaker at first. However, the session turned out to be truly transformative for everyone involved. The Assistant District Attorney was willing to share her personal story with the youth, successfully dissipating the tension, as well as building trust among the boys. This workshop was especially moving because several of the youth appeared to really understand, perhaps for the first time, the consequences of their behavior. While Gina, Ben, and I were concerned how receiving penalty information would affect one boy in particular, he handled the situation very well and we worked with the group as a whole to release pent-up emotions in a positive manner.

- For Session Seven, we invited one of our probation officers who works with Victim Awareness to speak with the youth about the emotional, physical, mental, and financial traumas victims often face. The speaker's presentation was engaging and generated thoughtful discussion among the boys. However, as part of the presentation a 45 minute video was shown on the effects on victims of a drunk-driving incident. By digressing from the topic of gangs, the workshop lost cohesiveness and became disjointed. Gina, Ben, and I decided that although the video was excellent, for future Victim Awareness sessions we will stay within the realm of the effect of gang behavior on victims.
- The only other barrier to A Gang Intervention: Cultural and Healthy Alternatives turned out to present much less of a challenge than we had anticipated. Because of the transient nature of the population at Juvenile Hall, we knew that new participants would be coming into and leaving the workshops weekly. We were concerned that it would be difficult to bring these youth up to speed, as well as ensure that they would feel comfortable and welcomed during the sessions. Largely due to the leadership of the youth who were involved in the workshops from the beginning, the newcomers consistently adapted well and grasped the group dynamics quickly. The final session proved a bit more challenging for one first-timer in particular as we reviewed all of the material and wrapped up eight very full weeks in a relatively short time period. Because every workshop was consistent in format, and because we went over the ground rules, goals, and Feeling Thermometer thoroughly, and took the time each week for Conocimiento, everyone appeared to feel very comfortable, whether it was their first time, or whether they had attended several sessions.

CHANGES WE WOULD MAKE:

There are very few changes we would make to A Gang Intervention: Cultural and Healthy Alternatives. As mentioned above, we will adapt the session on victim awareness in order that the entire session pertains to the effect of gang behavior on victims. At the end of the final session we asked the youth to fill out an evaluation. The following are the responses to the question: *How can we make A Gang Intervention: Cultural and Healthy Alternatives better next time?*

- I don't know exactly how to make it better. I think that it was really good. Keep up the good work!
- A little more role playing and have Mike Chavez [a counselor with County of Santa Cruz' Children's Mental Health] come and speak.
- Making more role plays.
- You can't – it's already good. But more demonstrations
- Less time or more breaks. Ask kids what they would like to learn about.
- Make more time and more of your experiences in life.
- More role plays and interesting stories. I like it when everyone is interacting. Bring in Mike Chavez

Per the boys' request, we will definitely incorporate more role plays into the workshops and invite Mike Chavez to be a guest speaker.

The following are the youths' responses to the question: *What did you like least?*

- That the program lied to me about doing a lot of role plays and we only got to do one. I really think that you guys should do more role plays – it gets the kids thinking more. Please can the workshops put in more role plays?
- There wasn't anything I didn't like – this program made me think of my choices.
- Sometime I feel uncomfortable talking about different stuff when the staff is around.
- Don't know.
- I feel uncomfortable when we discuss things and staff are in the room
- The time – how it lasts so long.
- That it was only once a week.
- Sometimes I feel uncomfortable when staff is in the room.

Given that the workshops are presented in a locked environment, it is necessary to have staff in the room at all times. One youth requested less time, and one youth requested more time; we will continue to ask the youth to let us know when they need a break.

SUCCESSSES:

A Gang Intervention: Cultural and Healthy Alternatives was successful beyond our imagining. Because the intervention was a pilot program, there was no formal evaluation piece. However, we have the following feedback from those directly involved:

From the Youth:

Here is the perspective of the youth when asked in the evaluation: *What did you like best?*

- I really enjoyed these classes because I learned about the system and consequences of the future.
- I liked the role plays and guest speakers that came.
- Being out of my room. Learned about things I didn't know about. Learned a new perspective (new way to see things).
- The posters on the board and the demonstrations
- I thought the gang history part was best.
- The GREAT people involved, positive activities, safety, friends. Responsibility. Our future and asking questions, making better choices.
- I like role plays and group speakers. I also like it when everyone is respectful in the group.

To further attest to the popularity of the workshops, Gina related this story: As she was driving one of the boys on her caseload home after he was released from Juvenile Hall, he became visibly upset during the drive and said, “Dang, Gina! I’m going to miss Friday’s workshop!”

When the youth were asked in the final evaluation: *Please give examples of how you would make different choices as a result of attending A Gang Intervention: Cultural and Healthy Alternatives workshops*, they responded:

- I would pay more attention in school.
- If I got out, I would attend counseling classes and try my best to “Grow Up.”
- Think Twice.
- Different thinking; different choices. How society sees other people, especially gangs, gang activity, gangsters.

- I learned alternatives, or make better choices.
- By not getting in the fight and staying away from drama.
- It might make me think my actions through more than I used to.

Feedback from Juvenile Hall staff was resoundingly positive:

From Johnny Perez, Senior Group Supervisor, comments directed to the youth during the final closing circle:

“This intervention is the best workshop I’ve seen in the nine years I’ve been at Juvenile Hall. These workshops are what I call ‘gold nuggets’ because they are so valuable. Take these nuggets out and keep shining them and using the information you’ve been given.”

From two Group Supervisors to the youth during the final session:

“This intervention has been a sounding board for you.” “We’ve noticed that you are asking us deeper, more self-reflective questions now. Instead of, ‘When will I get my candy?’ you are asking us questions that have to do with how to make changes in your lives.”

Garry Herzog, Assistant Division Director of Juvenile Hall made a point of letting me know that there had not been one gang-related fight during the nine weeks we presented A Gang Intervention: Cultural and Healthy Alternatives. According to Garry, this was the longest gap between altercations in the two years that records of gang fights in Juvenile Hall have been kept.

During our final Conocimiento, we asked the question: *What did you like most about these workshops?* One youth said that what he really appreciated was that during the

workshops “it didn’t matter where you came from; all that stuff was left at the door before you walked in the room. Everyone was respectful of everyone else.” Over and over again, we saw youth with different affiliations participating together, listening to one another, and being considerate. There was never any discernable tension between the Norteños and the Sureños in the sessions. In fact, during an altercation that started over a volley ball (this was not a pre-planned gang-related fight and did NOT occur on a workshop day), two of the boys who had participated in all the workshops immediately took seats as instructed, and did not get involved in the conflict. This was a real accomplishment as both of these boys have a history of gang-related violence.

Finally, the fact that all of the youth not only participated willingly, but told us again and again how much they looked forward to Fridays and how sad they were that A Gang Intervention: Cultural and Healthy Alternatives was ending was the highest praise we could hope for. Three of the youth in particular demonstrated outstandingly positive leadership. These boys set the tone of respect, by example, and in one case offered direct instruction by letting a boy who began looking at a magazine during a workshop know that “we don’t do that here.”

Where We Go From Here:

On Thursday, April 10th we began piloting our program at Watsonville Community School, a COE alternative high school. This group of eight at-risk teens is evenly divided between girls and boys, and we have a few adolescents who are under 16 years of age. It will be interesting to document the similarities and the differences between these sessions and the sessions we just completed in Juvenile Hall.

Gina, Ben, and I, as well as many staff members at Juvenile Probation, feel very strongly that A Gang Intervention: Cultural and Healthy Alternatives should be presented at least three times a year in Juvenile Hall. We base our opinions on the tremendously positive changes we witnessed in so many of the youth who participated in the workshops. The following are highlights from the sessions that demonstrate this:

- From Session Three’s account (Anger Management, Refusal Skills, and Choosing Healthy Alternatives):
The responses during our closing circle were very moving. One boy addressed the youth who had shared his anger story and thanked him for his courage in sharing with the group. Another boy who is new to Juvenile Hall thanked a friend in the group for “having my back and telling me what’s up.” The friend replied, “I just don’t want you to come back here.” Every youth thanked the presenters and the group and stated that they appreciated the respect, the honesty, the seriousness shared. One boy said, “It made me feel better.”
- From Session Four’s account (Influence of Families and Influence of Gangs):

One boy said that the session “made him think.” Another said that the workshop was “reality;” several of the youth said that they really appreciated the support and respect they felt in the group.

- From Session Five’s account (Consequences of Poor Choices with a guest speaker from the DA’s office):

Everyone agreed that today’s workshop was extremely emotional, especially because one of the youth in the group is facing a very serious charge. This boy stated, “I would have done things differently if I had known this stuff.” Other comments about the session were that it was “real,” “intense,” “really, really important,” “really helpful.” All of the boys stated emphatically that it was a positive experience and that they wished that they had learned these things sooner.

- From Session Seven’s account (Victim Awareness):

Although the session included both Norteños and Sureños, there was no gang tension in the room. In fact, when we did an activity that involved the youth all stepping into a closed circle, there was no hesitation on the part of the boys to mingle. We believe this is tremendous progress.

- From Session Eight’s account (Job Counseling: How to Reach Our Goals with a career counselor as guest speaker):

A tremendously powerful statement of the trust each boy has in the group as a whole was expressed by the youths’ willingness to be blind-folded in order to participate in the obstacle course exercise.

- From Session Nine’s account (Final Workshop and Celebration):

During our Conocimiento, we asked the question, “What did you like most about these workshops?” The boys responded by saying, “This is reality,” “I learned a lot,” “I am comfortable here,” “The respect in this room.” Also from the final session: One youth who is in detention on very serious charges talked about his infant son whom he will probably not be able to help raise and stated that he “would go back in time and change everything” if he could. Another youth talked about his father over-dosing on drugs and dying; he became quite emotional and cried openly. As we acknowledged him and thanked him for sharing, one of the boys in the group said to him, “You know, it takes a real man to cry.” During our last Closing Circle, each and every boy thanked us over and over again for the program and expressed sadness that the workshops had to end.

Gina, Ben, and I were continually amazed and delighted to witness the positive changes in the youths’ behavior during the nine weeks of our program. The boys were respectful, of us, and of each other, thoughtful, and willing to participate in the group. Most important, as the weeks progressed, the youth showed great maturity,

thoughtfulness, and compassion. Hopefully, they will take these traits with them when they leave detention. I believe I speak for Gina and Ben when I say that A Gang Intervention: Cultural and Healthy Alternatives was truly a highlight of our careers.

Respectfully submitted: Kathleen Hofvendahl-Clark, MPH

Domestic Violence Workshops

July 13 and July 14, 2009

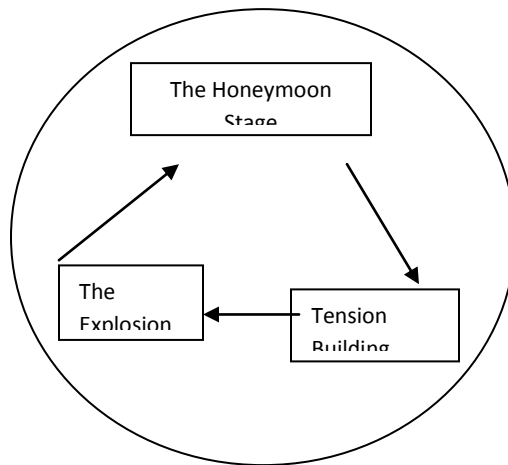
Mariana España, and Ana Rosales, both youth counselors with Women's Crisis Support-Defensa de Mujeres, part-time Juvenile Hall General Supervisor, Carlos Anaya, and I, Kathleen Hofvendahl-Clark, Health Educator for Juvenile Probation, presented two Domestic Violence Workshops to the A Unit youth on consecutive days, July 13th and 14th. The youth were respectful, engaged, and participatory. Each teen expressed their appreciation for having the opportunity to explore this highly charged topic and to be offered techniques for handling anger and dealing positively in potentially explosive situations.

Day One:

The group was comprised both days of eight boys. Our group introduction (Conocimiento) on day one consisted of stating our name and asking: If you could be anywhere in the world where would you be? Two boys replied: "Home." Our goals for both workshops were: 1. Believe that everyone has the right to be safe at all times; 2. Identify what makes a relationship healthy; 3. Learn how to have considerate and caring relationships in our own lives. The youth were encouraged to create their own ground rules, which included: be respectful of others' points of view, no cross-talk, raise hands to speak, and remember that there are no dumb questions. Finally, the Feeling Thermometer was introduced. Most of the youth were familiar with this technique for gauging emotional levels and appeared very comfortable reporting how they were feeling at different points during the workshops. If a topic was particularly sensitive or charged, the facilitators would take a break and ask everyone to check in about their emotions via the Feeling Thermometer.

Mariana introduced the topic of Domestic Violence by first breaking down the root of the word "domestic." Several of the youth volunteered their thoughts on why it is called "domestic violence." They appeared to be fairly comfortable discussing domestic violence at a group level. The youth were then asked for their input on gender roles. It seemed as though there was some confusion among the group about the definition of "gender" so we took time to explain the concept. Once this was clear the teens created an extensive list of what a boy and/or a girl "should" be. One youth in particular mentioned "stereo-typing." We took a short break and when the boys returned to the classroom they were offered snacks of bananas and strawberries.

Mariana led a discussion and illustration on chart paper of The Relationship Cycle. The circle included three segments, linked by arrows:



The youth all appeared rapt during this section and offered several examples of what each part of the cycle may look like, animatedly discussing how the relationship cycle often repeats itself over and over again.

Carlos then discussed different forms of abuse, offering examples of both emotional and physical violence. The youth were very responsive to this segment and truly appeared to relate to the examples Carlos cited. One youth asked if jealousy was a bad emotion. Mariana took the opportunity to discuss emotions as being neutral, neither good nor bad. She stated, however, that how we respond to our emotions is key. This question concerning jealousy provided an opportunity to talk about the many feelings that may come up in a relationship and led to a productive discussion.

The final part of the day's workshop consisted of my asking the teens to list positive ways to show emotional and physical support and respect. The list included compliments and "I messages," hugs and asking permission to touch.

We ended the session with a closing circle, asking everyone to either mention something they had learned, something they appreciate about themselves, or something they appreciate about another person or the group as a whole. Each and every youth stated that they really appreciated the workshop, enjoyed the opportunity to discuss domestic violence openly, and that they were looking forward to the following day. The youth respectfully thanked the facilitators for coming.

Day Two:

After an introduction of the day's activities, going over the goals and ground rules, and the Feeling Thermometer, the Conocimiento was: What kind of animal would you like to be? The responses ranged from a lion, a panther, a cat, to several youth saying an eagle because they can fly free.

We reviewed the topic of domestic violence and then Mariana and Ana led a session of true or false assumptions regarding domestic violence. For example: victims of domestic violence are both male and female (true), rich families don't experience domestic violence (false), most domestic violence occurs among Latinos and Blacks (false). Two questions that generated a great deal of discussion were: Children that experience domestic violence are more often victims of domestic violence when they grow up, and children that see domestic violence are more often perpetrators of domestic violence when they grow up. While both of these statements are true, the youth overall had a very difficult time accepting this fact. These statements afforded a wonderfully opportunity for the facilitators to discuss how we learn behavior, often unconsciously, and how children may mimic behavior they grow up with when they become adults.

We chose to present this true/false exercise as a whole group experience, rather than as a team competition because we decided it would be more beneficial to keep the group cohesive rather than offer any rivalry. While the youth generally really enjoy competitive activities, with topics as charged as domestic violence we've discovered that providing the opportunity for consensus helps to alleviate potential tension.

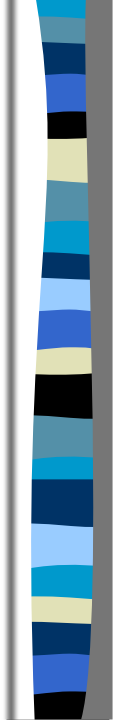
Carlos led a discussion on breakups as a natural part of relationships. This topic was suggested by a youth during the domestic violence workshop we conducted last winter and proved to be an extremely valuable piece. We went over how vital it is to acknowledge our feelings of loss, pain and anger and what techniques are best to cope with these feelings. The youth came up with suggestions such as working out, going for a run, chilling with friends, talking with friends they trust, and going to the movies.

After a short break, the youth were offered muffins for a snack, and then Mariana introduced the topic of anger management. The technique of using "I Statements" was practiced by several volunteers. Mariana also explained the use of a "code word" when an argument becomes heated so the other party knows it is time to stop the conversation. One youth opened a productive discussion by offering an example of what his girlfriend does to push his buttons; everyone in the group could relate! We also discussed taking a "time out" and finding other outlets for anger and aggression. We used Play Dough as an example of something to do when one is feeling angry and each of the boys was given a small container of Play Dough in his locker personals to take home with him. By this final section the youth were all very participatory and really seemed to understand all the concepts discussed.

During the closing circle each youth again thanked the facilitators sincerely and all stated that they had "learned a lot." I believe I speak for Carlos, Mariana, and Ana when I say that offering these workshops was a rewarding and moving experience for each of us and that the youth appeared to gain important insights toward how to have healthier relationships.

Ventura

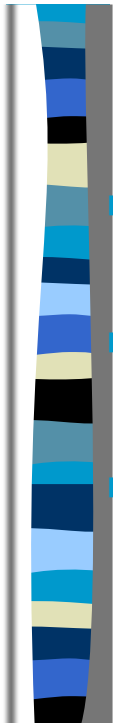
School Referral Data Presented at Education Summit



Ventura County Probation Agency



School Summit 2009
**Statistical Analysis of School Enrollment,
Referrals, and Outcomes in Ventura County**



Presenters

Cosette Reiner

Supervising Deputy Probation Officer
Juvenile Facilities

Tim Weir

Principal, Providence School
Juvenile Facilities

Tracy Rohlfiing

Principal, Gateway Community School
Camarillo

School Status for Probation Youth in Ventura County (Age 12-18)

Enrolled in Home District: 1350

Conejo Valley Unified	71
Fillmore Unified	81
Hueneme	15
Moorpark Unified	63
Oak Park Unified	5
Ojai Unified	24
Oxnard Elementary	81
Oxnard Union	563
Pleasant Valley	7
Rio School	9
Santa Clara	1
Santa Paula School	12
Santa Paula Union	49
Simi Valley	119
Somis Union	5
Ventura Unified	239
Westlake District	6

Enrolled in Gateway	201
Enrolled in College	51
Other	381
• Vista	
• Out of Area	
• Drop-outs	
• Not enrolled	

Data as of 2/15/09 and Extrapolated from Probation records

2008

REFERRALS FROM PROVIDENCE SCHOOL FOR YOUTH RELEASED FROM THE JUVENILE FACILITIES WITH 10-29 DAYS OF CUSTODY

There were 302 total referrals from Providence School:

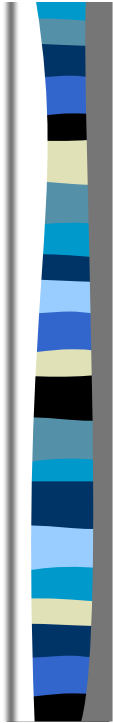
142 of the youth were referred to their home districts.

- It is unknown how many youth enrolled as referred.
- The return to custody rate for those who did enroll is unknown.

75 of the youth went to a school other than Gateway or their home district.

85 youth were referred to Gateway

- 81% completed the enrollment process.
- 70% of those who enrolled returned to the JF within 60 days.
- 3% of those who enrolled returned to their home school districts with unknown results.



2008
REFERRALS FROM PROVIDENCE SCHOOL
FOR YOUTH RELEASED FROM THE JUVENILE FACILITIES WITH
30 OR MORE DAYS OF CUSTODY

There were 571 total referrals from Providence School:

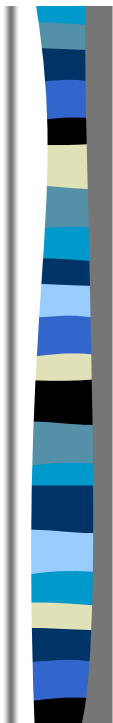
253 of the youth were referred to their home districts.

- It is unknown how many enrolled as referred.
- The return to custody rate for those who did enroll is unknown.

136 of the youth went to a school other than Gateway or their home district.

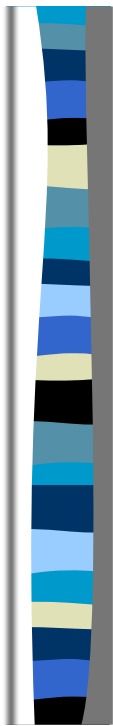
182 youth were referred to Gateway

- 79% completed the enrollment process.
- 74% of those who enrolled returned to the JF within 60 days.
- 8% of those who enrolled returned to their home school districts with unknown results.



STATISTICS FOR VENTURA COUNTY PROBATION YOUTH
Ages 12-18

- Probation youth comprise approximately 3% of our school population.
- Probation youth are predominately Hispanic males.
- Long or short term incarceration at the Juvenile Facilities has no significant impact on successful reintegration to school.
- Approximately 20% of the youth referred from Providence School never enrolled at Gateway.
- Approximately 70% of the youth, who were referred from Providence School and completed enrollment at Gateway, returned to custody within 60 days.
- There are no enrollment or return to custody statistics for youth referred from Providence School to home district schools.
- Our drop-out rate cannot be calculated.



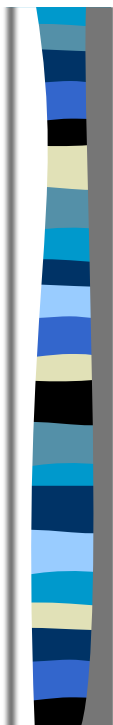
2008
REFERRALS FROM PROVIDENCE SCHOOL
FOR YOUTHS RELEASED FROM THE JUVENILE FACILITIES WITH
10 to 29 days of Custody

Total Referrals: 302
 Males 82%
 Females 18%

Average Age: 16.5

	# of students	Percentage
Hispanic	205	68%
Caucasian	75	25%
African American	12	4%
other	10	3%

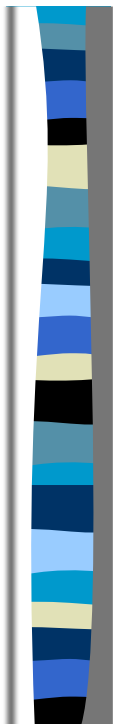
	# of students	Percentage
Referrals from Providence School to Gateway	85	28%
Referrals from Providence School to Home Districts	142	47%
All releases that went to other areas other than Gateway or Home Districts	75	25%



2008
REFERRALS FROM PROVIDENCE SCHOOL
FOR YOUTHS RELEASED FROM THE JUVENILE FACILITIES WITH
10 to 29 days of Custody
To Home Districts

142 Referrals = 47%

Districts	# of referrals
Conejo Valley Unified	16
Fillmore Unified	3
Moorpark Unified	7
Oak Park Unified	1
Ojai Unified	1
Santa Paula Union	5
Simi Valley Unified	23
Ventura Unified	20
Oxnard Union	66
Camarillo High School	3
Channel Islands High School	3
Fremont Middle School	1
Oxnard High School	9
Port Hueneme High School	9
Pacifica High School	11
Frontier High School	24
Independent Studies Program	4



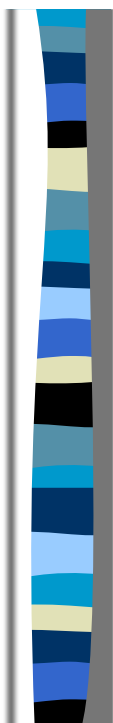
2008

**REFERRALS FROM PROVIDENCE SCHOOL
FOR YOUTHS RELEASED FROM THE JUVENILE FACILITIES WITH
10 to 29 days of Custody**

OTHER Youths:

75 = 25% of all releases

	# of referrals
Adult Education	6
Vista Real	15
GED	3
Graduated High School	3
Drop outs @ age 18	23
College	1
Other	24



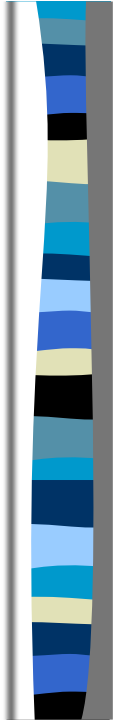
2008

**REFERRALS FROM PROVIDENCE SCHOOL
FOR YOUTHS RELEASED FROM THE JUVENILE FACILITIES WITH
10 to 29 days of Custody**

REFERRALS TO GATEWAY

85 Referrals = 28% of all releases

	Percentage
Male	82%
Females	18%
Hispanic	73%
Caucasian	17%
African American	8%
Other	2%



2008

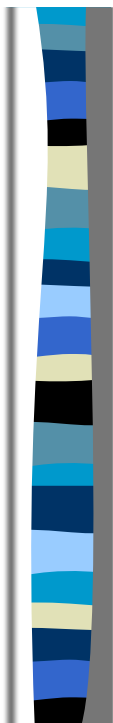
**REFERRALS FROM PROVIDENCE SCHOOL
FOR YOUTHS RELEASED FROM THE JUVENILE FACILITIES WITH
10 to 29 days of Custody**

85 Referrals
69 Enrollments
16 Youth never enrolled

Of the 69 Probation Wards who Enrolled at Gateway:

- 70% Returned to the Juvenile Facilities w/in 60 days
- 3% Returned to their home district and were successful
- 23% Remain enrolled in Gateway
- 1% Graduated
- 3% Moved from the area

There is a 70% return rate for Gateway referrals who were in custody from 10 to 29 days prior to referral.



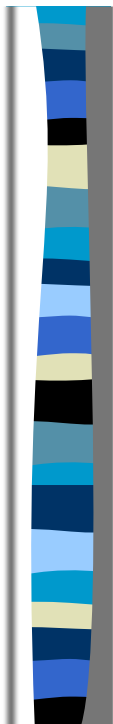
2008

**REFERRALS FROM PROVIDENCE SCHOOL
FOR YOUTHS RELEASED FROM THE JUVENILE FACILITIES WITH
30 or more days of Custody**

Total Referrals: 571
Male 87%
Females 13%

Average Age: 17

	# of students	Percentage
Hispanic	421	74%
Caucasian	121	21%
African American	16	3%
other	13	2%
	# of students	Percentage
All referrals from Providence School to Gateway	182	32%
All referrals from Providence School made to Home Districts	253	44%
Releases that went to other than Gateway or Home Districts	136	24%

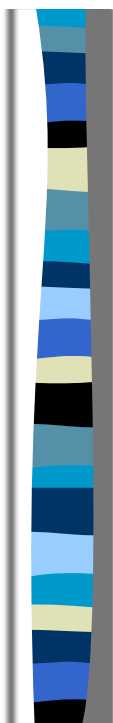


2008

**REFERRALS FROM PROVIDENCE SCHOOL
FOR YOUTHS RELEASED FROM THE JUVENILE FACILITIES WITH
30 or more days of Custody
To Home Districts**

253 Referrals = 44%

Districts	# of referrals
Conejo Valley Unified	23
Fillmore Unified	13
Moorpark Unified	9
Somis Union	1
Ojai Unified	10
Santa Paula Union	9
Simi Valley Unified	24
Ventura Unified	48
Oxnard Union	116
Camarillo High School	5
Channel Islands High School	5
Rio Mesa High School	8
Oxnard High School	10
Port Hueneme High School	12
Pacifica High School	16
Frontier High School	46
Independent Studies Program	10



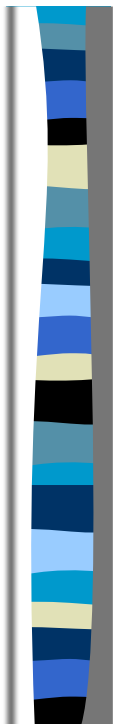
2008

**REFERRALS FROM PROVIDENCE SCHOOL
FOR YOUTHS RELEASED FROM THE JUVENILE FACILITIES WITH
30 or more days of Custody**

Other youths:

136 = 24% of all releases

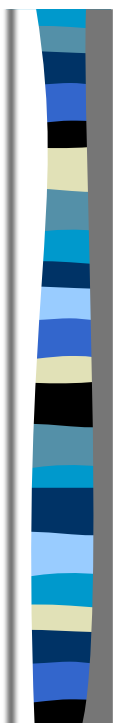
	# of referrals
Adult Education	17
Vista Real Charter School	25
Phoenix School	1
CDC-DJJ	1
GED	5
Graduated High School	12
Age 18, not referred	39
College	5
Other	31



2008
REFERRALS FROM PROVIDENCE SCHOOL
FOR YOUTHS RELEASED FROM THE JUVENILE FACILITIES
WITH
30 or more days of Custody
REFERRALS TO GATEWAY

182 Referrals = 32% of all releases

	Percentage
Male	87%
Females	13%
Hispanic	80%
Caucasian	15%
African American	2%
Other	3%



2008
REFERRALS FROM PROVIDENCE SCHOOL
FOR YOUTHS RELEASED FROM THE JUVENILE FACILITIES WITH
30 or more days of Custody

182 Referrals

143 Enrollments (79%)
39 Youth that never enrolled (21%)

Of the 143 Probation Wards who enrolled at Gateway:

- **64% Returned to the Juvenile Facilities w/in 60 days**
- **16 % Remained enrolled in Gateway**
- **10% Transitioned to their home district and returned to the Juvenile Facilities**
- **8% Transitioned to the home district and results unknown.**
- **1% Moved out of the area**

Average attendance at Gateway School for the school year is 138 days

There is a 64% return rate for Gateway School Referrals

Los Angeles

List of Trainings Attended by HRI Team

Free Trainings Identified and Attended by HRI Staff

Paid Trainings Attended by HRI Staff

Free Trainings Identified and Attended by LA HRI

Course Topic	Participants	Target Completion Date
<i>Adolescent Development –Stages of Childhood Development</i>	HRI DPO	Completed
Benefit Assessments/ Certified Application Assistants	HRI DPO	Completed
<i>Benefit Assessments - Review and Updates on Health Programs Available to the Uninsured.</i>	HRI DPO	Completed
<i>Benefit Assessments – How to Assist Families to Utilize and Retain Their Health Coverage.</i>	HRI DPO	Completed
<i>MAYSIware Training</i>	HRI DPO Juvenile Hall Intake Staff	Completed
<i>Los Angeles Risk and Resiliency Checklist (LARRC)</i>	HRI DPO	Completed
<i>Elements of Wraparound</i>	HRI DPO	Completed
<i>Child Development – Effects of drugs, medications and psychiatric disorders on an individual’s development.</i>	HRI DPO	Completed
<i>Psychological Disorders I – An Overview of Commonly Seen Psychological Disorders in Children and Adolescents. Specifically Mood Disorders and Psychotic Disorders.</i>	HRI DPO Juvenile Hall Unit Staff	Completed
<i>Psychological Disorders II – An overview of commonly seen psychological disorders in children and adolescents. Specifically Anxiety Disorders and Adjustment Disorders.</i>	HRI DPO	Completed
<i>Psychotropic Medications – An overview of medications and regimens utilized to treat psychotropic disorders. Medication limitations, indications and side effects. Understanding behaviors and cognitive limitations.</i>	HRI DPO Juvenile Hall Unit Staff	Completed
<i>Suicide Prevention Intervention – Exploring suicidal indicators, cognitive and emotional aspects of suicide and interventions.</i>	HRI DPO Juvenile Hall Unit Staff	Completed
<i>Effective Communication – How to improve effectiveness in interpersonal communication.</i>	HRI DPO	Completed

Course Topic	Participants	Target Completion Date
Understanding different communication styles and common goals of staff. Basic counseling skills for working with youth.		
<i>Basic Group Dynamics</i> – Managing change in groups within context of working with adolescents in a detention setting.	HRI DPO Juvenile Hall Staff	Completed
<i>Crisis Intervention</i> – Understanding and identifying interpersonal dynamics, which can lead to verbal or physical altercations. How to defuse the situations before they become unmanageable. Establishing and maintaining healthy interpersonal and professional boundaries	HRI DPO	Completed
<i>Behavioral Disorders in Childhood and Adolescence</i> – What is defined as a behavioral disorder? How is it different or similar to ODD, CDO and other disorders? Implication for treatment and interventions.	HRI Manager HRI DPOs	Completed
<i>Field Safety for Outreach Mental Health workers</i> – Identify the elements of a dangerous situation as well as individuals who may be at risk of becoming violent. Learn to evaluate the level of danger and implement appropriate responses/actions.	HRI DPO	Completed
<i>Non-Violent Crisis Intervention</i> – Identify the basic elements of violent behavior and how crisis may escalate or deescalate. How to separate a crisis situation into four identifiable behavior levels. Learn personal safety techniques which will prevent consumer and staff injury.	HRI DPO Juvenile Hall Staff	Completed
<i>Introduction to the Wellness Recovery Action Plan (WRAP)</i> – Will provide the essential elements of developing Group Guidelines, as well as the strategies for developing an effective WRAP. Participants will gain knowledge of the values underlying the Recovery Model and will learn the importance of embracing cultural strengths, individual strengths and facilitating group guidelines.	HRI DPO	Completed
<i>Gangs, Identification and Awareness</i> - An identification overview on gang members, gang structure, membership motivation, subgroups, physical identifiers, terminology, geographical	HRI DPO	Completed

Course Topic	Participants	Target Completion Date
locations, and graffiti interpretation.	DMH Clinical Staff MDT Community-Based Clinician Staff	
<i>Substance Abuse Education and Treatment</i>	HRI DPO	Completed
<i>Wrap Around Policy and Procedures</i>	HRI DPO	Completed
<i>Wraparound Plan of Care Training</i>	HRI DPO	Completed
<i>A New Beginning for Partnerships for Children and Families in Los Angeles County</i>	HRI DPO	Completed
<i>Cultural Diversity Team</i>	HRI DPO	Completed
<i>Los Angeles County Department of Mental Health Juvenile Justice Mental Health Unit, Probation Department, Juvenile Justice Crime Prevention Stakeholders, and the Los Angeles Team of the National Policy Academy presented the 2006 Juvenile Justice Conference on Systems Transformation: Stop Flapping and Take Flight</i>	HRI DPO	Completed
<i>Family Preservation Referral, Services and Delivery</i>	HRI DPO	Completed
<i>Certified Application Assistors (CAA) Forum and Advocacy Training</i>	HRI DPO	Completed
<i>Gender Specific and Trauma Strategies</i>	HRI DPO	Completed
<i>Wraparound Outcomes</i>	HRI DPO	Completed
<i>Mandated Reporter Child Abuse Reporting</i>	HRI DPO	Completed
<i>Meeting the Needs of Female Juvenile Offenders</i>	HRI DPO	Completed
<i>The Management and Treatment of Sex Offenders</i>	HRI DPO	Completed
<i>Supervising Offenders with Mental Health Disorders</i>	HRI DPO	Completed
<i>Working with Diverse Populations</i>	HRI DPO	Completed

Course Topic	Participants	Target Completion Date
<i>Evidenced Based Practices</i>	HRI DPO	Completed
<i>Family Preservation</i>	HRI DPO	Completed
<i>Learning Rights; A Special Education Toolkit- How to assist Foster and Probation Youth with disabilities to receive special education and related services.</i>	HRI DPO	Completed
<i>We've Got You Covered – 2 day training designed for those individuals that provide enrollment and retention services for children and adults, of every no/low cost health program provided in L.A. County</i>	HRI DPO	Completed
<i>Female Gangs</i>	HRI DPO	Completed
<i>Adolescent Development and New Brain Research: Implications for the Juvenile Justice System</i>	HRI DPO	Completed
<i>Mental Health Needs of Youth in the Juvenile Justice System: Models for Intervention</i>	HRI DPO	Completed
<i>Current Trends in Drugs</i>	HRI DPO	Completed
<i>Changing Role in Law Enforcement – Museum of Tolerance.</i>	HRI DPO	Completed
<i>Managing Trauma – Preventive and Treatment of Post Traumatic Stress Disorder</i>	HRI DPO	Completed
<i>Transforming Our Community Conference: Workshops on – Substance Abuse, Internet Predators, Special Education, AB3632, Preparing Youth for Employment, ADHD, Discipline, Emancipating Foster & Probation Youth, Pre-natal to Five and Surviving the Streets of LA.</i>	HRI DPO	Completed
<i>Abuse of Youth In Placement</i>	HRI Manager	Completed
<i>Anti-Gang Violence Conference: Integrating Services to Reduce Gang Violence.</i>	HRI DPO HRI Manager	Completed

Course Topic	Participants	Target Completion Date
<i>Community Capacity Building & Service Referrals</i>	HRI Manager	Completed
<i>It takes a Community and the Legislative Agenda</i>	HRI Manager	Completed
Mindful Therapy: The Brain, Relationships, and the Development of Well-Being	HRI Manager	Completed
Rebuilding Lives: Education Reform Strategy, Juvenile Strategy, Adult Strategy	HRI Manager	Completed
Juvenile Schools: Presentation by Los Angeles Office of Education	HRI Manager	Completed
Making Meaning and Giving Voice Process: Empowerment Evaluation	HRI Manager	Completed
Juvenile Evidence Based Programs Strategy Stakeholder Response	HRI Manager	Completed
<i>Adult Strategy Stakeholder Response</i>	HRI Manager	Completed
<i>Gang Trends Part I</i>	HRI DPO HRI Manager	Completed
<i>Trauma, Loss, and PTSD</i>	HRI DPO	Completed
<i>How to Work with Interns</i>	HRI DPO	Completed
<i>Safe Crisis Management</i>	HRI DPO	Completed
<i>Special Incident Reporting (S.I.R.)</i>	HRI DPO	Completed
<i>Child Abuse Reporting</i>	HRI DPO	Completed
<i>Introduction to Mental Health</i>	HRI DPO	Completed
<i>Use of Chemical Agents</i>	HRI DPO	Completed
<i>L.A. County Probation Detention Bureau Policies</i>	HRI DPO	Completed
<i>Suicide Prevention Revisited</i>	HRI DPO	Completed
<i>Community Corrections Collaborative Conference II</i>	HRI Manager	Completed
<i>Discrimination Complaint Process</i>	HRI Manager	Completed

Course Topic	Participants	Target Completion Date
<i>Abuse of Youth in Placement</i>	HRI Manager	Completed
<i>Standard First Aid & CPR</i>	HRI DPO	Completed
<i>Mental Health Community Resources</i>	HRI DPO	Completed
<i>Current Trends in Illegal Street Drugs</i>	HRI DPO	Completed
<i>Indian Child Welfare Act Title IVE</i>	HRI Manager	Completed
<i>Food Politics</i>	HRI Manager	Completed
<i>Health Care in America</i>	HRI Manager	Completed
<i>Basic Supervision</i>	HRI DPO	Completed
<i>Strategic Plan Review by Probation</i>	HRI Manager	Completed
<i>Leading the Commitment to Youth</i>	HRI Manager	Completed
<i>Emerging Strategies to Improve Outcomes</i>	HRI Manager	Completed
<i>Update on Los Angeles County Probation</i>	HRI Manager	Completed
<i>Emergency Preparedness – State Emergency</i>	HRI Manager	Completed
<i>Reporting Incidents Involving the Workplace</i>	HRI Manager	Completed
<i>Methamphetamines and Other Drugs</i>	HRI Manager	Completed
<i>Gang Trends Part II</i>	HRI Manager HRI DPO	Completed
<i>Trauma, Loss and PTSD</i>	HRI DPO	Completed
<i>Preceptor Training</i>	HRI DPO	Completed
<i>Making it Through</i>	HRI DPO	Completed
<i>Safe Crisis Management</i>	HRI DPO	Completed
<i>Special Incident Report</i>	HRI DPO	Completed
<i>Child Abuse Reporting</i>	HRI DPO	Completed

Course Topic	Participants	Target Completion Date
<i>Introduction to Mental Health</i>	HRI DPO	Completed
<i>Use of Chemical Agents</i>	HRI DPO	Completed
<i>LA County Probation Detention Bureau Policies</i>	HRI DPO	Completed
<i>Suicide Prevention Revisited</i>	HRI DPO	Completed
<i>Justice Data Interface Controller (JDIC)</i>	HRI DPO	Completed
<i>Bridging the Gap between ESPDT and Wraparound</i>	HRI Manager	Completed
<i>Managing Compassion Fatigue</i>	HRI Manager	Completed
<i>Trauma and Co-Occurring Disorders; Understanding and Working with Youth</i>	HRI Manager HRI DPO	Completed
<i>Improving Your Skills as a Facilitator</i>	HRI Manager	Completed
<i>MHSA Prevention and Early Intervention Roundtable Training by the California Institute of Mental Health</i>	HRI Manager	Completed
<i>Special Education Training</i>	HRI Manager HRI DPO	Completed
<i>New Beginnings Conference</i>	HRI Manager HRI DPO	Completed
<i>School Threat Assessment Response Team</i>	HRI Manager HRI DPO	Completed
<i>A New Beginning for Partnerships for Children & Families in Los Angeles County</i>	HRI Manager HRI DPO	Completed
<i>Teen Substance Users: There is Hope!</i>	HRI Manager HRI DPO	Completed
<i>School Discipline: The Law, Implementation, and Its Effect on Our Children</i>	HRI Manager HRI DPO	Completed

Course Topic	Participants	Target Completion Date
<i>Immigration Options for Abused, Neglected & Abandoned Children</i>	HRI Manager HRI DPO	Completed
<i>Funding Issues in Child Welfare</i>	HRI Manager HRI DPO	Completed
<i>Stress & Conflict Management</i>	HRI Manager HRI DPO	Completed
<i>Responding to Crossover Youth; A Summary and Discussion</i>	HRI Manager HRI DPO	Completed
<i>Youth Programs in the Los Angeles County Sheriff's Department</i>	HRI Manager HRI DPO	Completed
<i>Effecting Outcomes in Dependency Proceedings: Continuing the Dialogue to Enhancing Communication Across Disciplines</i>	HRI Manager HRI DPO	Completed
<i>Autism, Current Trends and Resources</i>	HRI Manager HRI DPO	Completed
<i>Re-Engaging Fathers In Child Development</i>	HRI Manager HRI DPO	Completed
<i>Placement Issues with Dependency Proceedings</i>	HRI Manager HRI DPO	Completed
<i>The ABC's of Therapy for Dependency and Delinquency Youth</i>	HRI Manager HRI DPO	Completed
<i>Addressing Overrepresentation of Youth of Color Coming Into Contact with Justice and Dependency Systems</i>	HRI Manager HRI DPO	Completed
<i>DCFS and Point of Engagement: An Overview</i>	HRI Manager HRI DPO	Completed

Course Topic	Participants	Target Completion Date
<i>Meeting the Educational Needs of Probation Youth; California Rules of Court</i>	HRI Manager HRI DPO	Completed
<i>Appealing to the Court of Appeal: A Comprehensive Discussion With The Second District of Appeals</i>	HRI Manager HRI DPO	Completed
<i>SSI and Transitioning Youth</i>	HRI Manager HRI DPO	Completed
<i>Countywide Prevention & Early Intervention Orientation</i>	HRI Manager	Completed
<i>Probation Case Management System (PCMS)</i>	HRI DPO	Completed
<i>2009 Countywide Chronic Truancy Symposium</i>	HRI DPO	Completed
<i>School Success: From Theory into Practice</i>	HRI DPO	Completed
<i>Anti-Truancy Enforcement Efforts</i>	HRI DPO	Completed
<i>Collaboratives: Finding & Using Community Resources</i>	HRI DPO	Completed
<i>New Trends in Truancy Prevention</i>	HRI DPO	Completed
<i>Truancy, Failed Education & Delinquency</i>	HRI DPO	Completed
<i>Adolescents Self Mutilation Training; What it Mean & How to Help Them</i>	HRI Manager HRI DPO	Completed
<i>Psychotropic Medication Interactions</i>	HRI Manager HRI DPO	Completed
<i>Parent Conference "It's Time for Change"</i>	HRI Manager HRI DPO	Completed
<i>Child Support Workshop</i>	HRI DPO	Completed
<i>The Adolescent Sub-Culture "MySpace: Foundation for On-line Safety" – "Online Solicitation Up Close Examination" – "Designer</i>	HRI DPO	Completed

Course Topic	Participants	Target Completion Date
<i>Drugs for Adolescents"</i>		
<i>Human Trafficking</i>	HRI Manager HRI DPO	Completed
<i>Southern California Gambling Summit</i>	HRI Manager HRI DPO	Completed
<i>San Gabriel Valley Crystal Meth Summit</i>	HRI Manager HRI DPO	Completed
<i>Understanding Human Hoarding Behaviors</i>	HRI DPO	Completed
<i>Los Angeles County Mental Health Services Act (MHSA) Innovations Plan Planning Process</i>	HRI Manager	Completed

Paid Trainings Attended by HRI Staff

Course Topic	Participants	Target Completion Date
<i>6th Annual Statewide Conference on Co-Occurring Disorders</i>	HRI DPO	Completed
<i>Safe Crisis Management</i>	HRI DPO	Completed
<i>Special Incident Reporting (S.I.R.)</i>	HRI DPO	Completed
<i>California Mental Health Advocates for Children and Youth Conference (CMHACY)</i>	HRI Manager HRI DPO	Completed
<i>Reclaiming Children and Youth at Risk: Our Hope for the Future</i>	HRI Manager HRI DPO	Completed
<i>The Memories, The Meaning and The Message</i>	HRI Manager HRI DPO	Completed
<i>Prevention and Early Intervention: A Youth Panel</i>	HRI Manager HRI DPO	Completed
<i>Family Partnership Council of California (FPCC)</i>	HRI Manager HRI DPO	Completed
<i>The Resilience Revolution</i>	HRI Manager HRI DPO	Completed
<i>Changing the Odds, One School Day at a Time</i>	HRI Manager HRI DPO	Completed
<i>Strategies for Selecting Evidence-Based Practices for Prevention and Early Intervention</i>	HRI Manager HRI DPO	Completed
<i>Closing the Achievement Gap in California's Public Education System</i>	HRI Manager	Completed

Course Topic	Participants	Target Completion Date
	HRI DPO	
<i>Understanding Effective Services for Families</i>	HRI Manager HRI DPO	Completed
<i>Family Prevention and Early Intervention: A Comprehensive Community Framework</i>	HRI Manager HRI DPO	Completed
<i>In Our Own Words: The California Youth connection</i>	HRI Manager HRI DPO	Completed
<i>Infant Mental Health and Child Welfare</i>	HRI Manager HRI DPO	Completed
<i>Working with Youth Who Challenge You Most: 1 Step Forward and 10 Steps Back</i>	HRI Manager HRI DPO	Completed
<i>Evaluating Program Outcomes</i>	HRI Manager HRI DPO	Completed
<i>Primary Intervention Program (PIP), Early Mental Health Initiative (EMI), and Prevention and Early Intervention (PEI)</i>	HRI Manager HRI DPO	Completed
<i>How DPSS Partners with Mental Health and Other community Partners Through the Annie E. Casey Family to Family TDM Process</i>	HRI Manager HRI DPO	Completed
<i>Service Area Navigation Teams: Promoting Community Partnerships and Access to Mental Health Services</i>	HRI Manager HRI DPO	Completed
<i>Different Locks – One Key</i>	HRI Manager HRI DPO	Completed
<i>Culturally and Spiritually-Centered Collaboration Among Latino Mental Health Populations</i>	HRI Manager HRI DPO	Completed

Course Topic	Participants	Target Completion Date
<i>Response Ability Pathways (RAP)</i>	HRI Manager HRI DPO	Completed
<i>Family Participation in the Mental Health Services Act</i>	HRI Manager HRI DPO	Completed
<i>Workforce Development: Family Members and Parent Partners – Re-Tool for Transformation</i>	HRI Manager HRI DPO	Completed
<i>The Mental Health Services Act (MHSA) Prevention and Early Intervention (PEI) Component: The First Wave of Implementation</i>	HRI Manager HRI DPO	Completed
<i>Promoting Well-Being Through Partnerships</i>	HRI Manager HRI DPO	Completed
<i>Daniel’s Place</i>	HRI Manager HRI DPO	Completed
<i>Placer County Crisis Resolution Center – A Collaboration Preventing Youth from Entering the Probation, Child Welfare, and Mental Health Systems</i>	HRI Manager HRI DPO	Completed
<i>Evaluating Wraparound Services: Collaborative Strategies, Suggestions and Examples</i>	HRI Manager HRI DPO	Completed
<i>Building the Capacity and Infrastructure of Family Strengthening Organizations</i>	HRI Manager HRI DPO	Completed
<i>Mental Health and Early Childhood Education: “Strengthening the Bridge to School Readiness Through Partnership”</i>	HRI Manager HRI DPO	Completed
<i>The Magill Project: A Multi-Dimensional Approach to Wellness using Collaboration between Health Professionals in High School Environments</i>	HRI Manager HRI DPO	Completed

Course Topic	Participants	Target Completion Date
<i>Promoting Well-being Through Prevention Programs: From Ethnic-Specific Best Practices to Multi-Ethnic Strategies</i>	HRI Manager HRI DPO	Completed
<i>What Dr. Phil (and others) Should Not Have Said About Brittny Spears: Youth Perspectives on Privacy Violations and Protecting the Dignity of Mental Health Consumers</i>	HRI Manager HRI DPO	Completed
<i>Family-Driven Care: What's It Really About</i>	HRI Manager HRI DPO	Completed
<i>Understanding the Potential of Family Strengthening Organizations for the Transformation of the Mental Health System</i>	HRI Manager HRI DPO	Completed
<i>California Department of Alcohol and Drug Programs</i>	HRI Manager HRI DPO	Completed
<i>Programs for Early Intervention in Psychosis</i>	HRI Manager HRI DPO	Completed
<i>Families as Partners in Service Delivery, Not Service Recipients</i>	HRI Manager HRI DPO	Completed
<i>Implementing Triple P (Positive Parenting Program): Sublime, Ridiculous and Everything In Between</i>	HRI Manager HRI DPO	Completed
<i>Creating a Child and Family Process within the Context of Katie A. and AB 1453</i>	HRI Manager HRI DPO	Completed
<i>Children Who Fail in School but Succeed in Life: Recent Advances in Our Understanding of Human Resilience and the Limits of Emotional Endurance</i>	HRI Manager HRI DPO	Completed
<i>"It Takes a Community" – Reducing Stigma and Promoting Social and Emotional Development in Young Children</i>	HRI Manager HRI DPO	Completed

Course Topic	Participants	Target Completion Date
<i>Human Scale – A Special Screening (review of film documentary about the friendship of two youth, one diagnosed with Bipolar disorder and the other with schizophrenia, who met at a Transition Age Youth Drop-In Center in Los Angeles)</i>	HRI Manager HRI DPO	Completed
<i>Steven Mayberg, Director, California Department of Mental Health</i>	HRI Manager HRI DPO	Completed
<i>Policy Panel: Fresh Ideas – Forecasted Changes, Discussion centered on issues of grappling with the State Budget Crisis and the voter’s mandate for transformational reform.</i>	HRI Manager HRI DPO	Completed
<i>Adolescent Teen Health Conference</i>	HRI Manager HRI DPO	Completed
<i>Teen Dating Violence Prevention and Intervention</i>	HRI Manager HRI DPO	Completed
<i>Adolescent Relationships, Violence and Health: Implications for Prevention and Intervention</i>	HRI Manager HRI DPO	Completed
<i>Big Picture, Simple Solutions-Building Partnerships Between Youth and Community</i>	HRI Manager HRI DPO	Completed
<i>Saving Lives: Prevention Teen Suicide</i>	HRI Manager HRI DPO	Completed
<i>Facilitating Dialogue on Differences</i>	HRI Manager HRI DPO	Completed
<i>Providing Effective Chlamydia Screening to Adolescents on Their Turf!</i>	HRI Manager HRI DPO	Completed
<i>HIV/AIDS Prevention Through Teen Peer Education – Youth Track</i>	HRI Manager	Completed

Course Topic	Participants	Target Completion Date
	HRI DPO	
<i>Change is Possible: Life Story of a Former Gang Member</i>	HRI Manager HRI DPO	Completed
<i>Confidentiality Laws and Interdisciplinary Collaboration: Strategies to Encourage Cross Disciplinary Communication</i>	HRI Manager HRI DPO	Completed
<i>Using Youth-Led Action Research to Meet the Healthcare Needs of LGBTQ Youth</i>	HRI Manager HRI DPO	Completed
<i>“Tranny Rockstars” – Transgender Youth and Their Lives</i>	HRI DPO	Completed
<i>The Changing Youth of Addiction – What Parents and Practioners Need to Know</i>	HRI Manager HRI DPO	Completed
<i>From the Playground to the Streets – Underage Prostitution Oakland</i>	HRI Manager HRI DPO	Completed
<i>On the Inside: Providing Comprehensive Sexual Health Education to Incarcerated Youth</i>	HRI Manager HRI DPO	Completed
<i>Fifth California Wraparound Institute: Working Together to Engage Families</i>	HRI Manager HRI DPO	Completed
<i>Faith and Family Strengthening: a Strength-Based Approach</i>	HRI Manager HRI DPO	Completed
<i>Meeting the Needs of Minority Youth in Juvenile Justice</i>	HRI Manager HRI DPO	Completed
<i>Youth Voices from Wraparound</i>	HRI Manager HRI DPO	Completed

Course Topic	Participants	Target Completion Date
<i>Family Partnership, the Power of One</i>	HRI Manager HRI DPO	Completed
<i>Wraparound 101</i>	HRI Manager HRI DPO	Completed
<i>High Fidelity Wraparound: A CIMH Community Development</i>	HRI Manager HRI DPO	Completed
<i>Creating Lasting Family Connections</i>	HRI Manager HRI DPO	Completed
<i>Building Family Plans</i>	HRI Manager HRI DPO	Completed
<i>Wraparound Collaboration: Mental Health and Probation</i>	HRI Manager HRI DPO	Completed
<i>Gang-Affiliated Youth and Families in Wraparound</i>	HRI Manager HRI DPO	Completed
<i>Partnering with Hmong Shamans</i>	HRI Manager HRI DPO	Completed
<i>When Multiple Provider Agency and County Partners Work Together</i>	HRI Manager HRI DPO	Completed
<i>Getting to the Core: Identifying and Planning for the Right Needs</i>	HRI Manager HRI DPO	Completed
<i>Natural Supports: What are They and How Can They Help</i>	HRI Manager HRI DPO	Completed
<i>Gang Affiliated Youth and Families in Wraparound</i>	HRI Manager	Completed

Course Topic	Participants	Target Completion Date
	HRI DPO	
<i>Strangers from Strange Lands: Working with "Those" People</i>	HRI Manager HRI DPO	Completed
<i>Healing Families from the Root: Cultural Competency with Latino Families</i>	HRI Manager HRI DPO	Completed
<i>Cultural Competence in Family Centered Practice</i>	HRI Manager HRI DPO	Completed
<i>Evaluating Outcomes in a Public Model of Wraparound Experiences and Challenges</i>	HRI Manager HRI DPO	Completed
<i>When the Healer Needs Healing</i>	HRI Manager HRI DPO	Completed
<i>Helping Other People Change</i>	HRI Manager HRI DPO	Completed
<i>Cultural Competence in Family Centered Practice</i>	HRI Manager HRI DPO	Completed
<i>Parent Support Groups and Networking</i>	HRI Manager HRI DPO	Completed
<i>Valuable Partnering Tools</i>	HRI Manager HRI DPO	Completed
<i>Practical Partnering Tools</i>	HRI Manager HRI DPO	Completed
<i>Culturally Modified Trauma-Focused Treatment</i>	HRI DPO	Completed
<i>Children's Grief Conference</i>	HRI Manager	Completed

Course Topic	Participants	Target Completion Date
	HRI DPO	
<i>Child/Grief/Trauma After Loss of a Loved One to Death Loss – Special Issues</i>	HRI Manager HRI DPO	Completed
<i>The ABC's of Whole-Family Grief Counseling in a Home-Based Setting</i>	HRI Manager HRI DPO	Completed
<i>Thinking Inside the Box: How to Talk to Kids about Funerals, Cremation and Create Meaningful Mourning Rituals</i>	HRI Manager HRI DPO	Completed
<i>Childhood Traumatic Grief and Later Antisocial Behaviors Including Violence</i>	HRI Manager HRI DPO	Completed
<i>Untold Stories: Stillbirth and Infant Mortality from the African American Perspective</i>	HRI Manager HRI DPO	Completed
<i>Grief – Restoring Joy to Children and Their Families</i>	HRI Manager HRI DPO	Completed
<i>The Supervisors Role: How to Care for Your Staff When Clients or Colleagues Die</i>	HRI Manager HRI DPO	Completed
<i>First Scene Responders: The Need for Line Support</i>	HRI Manager HRI DPO	Completed
<i>Domestic Violence: Grief and Loss and How it Affect the Lives of Children</i>	HRI Manager HRI DPO	Completed
<i>Project Youth Embrace: A Collaborative Approach to Successful Community Reintegration for Juvenile Offenders</i>	HRI Manager HRI DPO	Completed
<i>Helping Children Move Beyond a Terminal Diagnosis</i>	HRI Manager HRI DPO	Completed

Course Topic	Participants	Target Completion Date
<i>Universal Needs of Bereaved Children and Teens</i>	HRI Manager HRI DPO	Completed
<i>Using Drawings in Working with Children and Adults</i>	HRI Manager HRI DPO	Completed
<i>Palliative Care and Hospice</i>	HRI Manager HRI DPO	Completed
<i>Working with Children/Youth/Teens Impacted by Violence, Homicide, Loss and Trauma</i>	HRI Manager HRI DPO	Completed
<i>Building Resilience and Post-Traumatic Growth Among At-Risk Youth</i>	HRI Manager HRI DPO	Completed
<i>Pediatric Organ Donation: A Family's Journey</i>	HRI Manager HRI DPO	Completed
<i>Trauma, Memory and Suggestibility</i>	HRI Manager HRI DPO	Completed
<i>Regional Center & Early Start Eligibility Services & Due Process</i>	HRI Manager HRI DPO	Completed
<i>Permanency Planning Mediation – Collaboration for Permanence</i>	HRI Manager HRI DPO	Completed
<i>Co-Located Children's Social Workers with Law Enforcement</i>	HRI Manager HRI DPO	Completed
<i>The Role of the Child's Attorney with Dependency Proceedings</i>	HRI Manager HRI DPO	Completed
<i>Identifying Mental Health "Red Flag" Issues</i>	HRI Manager	Completed

Course Topic	Participants	Target Completion Date
	HRI DPO	
<i>Best Practices- Pregnancy and Parenting Teen in Foster Care and their Children</i>	HRI Manager HRI DPO	Completed
<i>Securing Benefits to Create Safe and Permanent Homes</i>	HRI Manager HRI DPO	Completed
<i>Annual HRI Convening – Policy</i>	HRI Manager HRI DPO	Completed
<i>Effective Implementation of Evidenced-Based Practices</i>	HRI Manager HRI DPO	Completed
<i>Addressing Physical Health Related to Juvenile Justice</i>	HRI Manager HRI DPO	Completed
<i>Increasing Health Insurance Coverage for Children and Families</i>	HRI Manager HRI DPO	Completed
<i>7th Annual Conference on Co-Occurring Disorders: Transforming Challenges Into Opportunities</i>	HRI Manager HRI DPO	Completed
<i>Implementation: Next steps for Integrated Systems of Care in Los Angeles</i>	HRI Manager HRI DPO	Completed
<i>Risk Factors Are Not Predictive Factors Due to Protective Factors</i>	HRI Manger HRI DPO	Completed
<i>Looking for Ways to Obtain Low Cost ore Even “Free” Psychotropic Medications</i>	HRI Manager HRI DPO	Completed
<i>Integrating Mental Health Services into School Setting</i>	HRI Manager HRI DPO	Completed

Course Topic	Participants	Target Completion Date
<i>Medication-Assisted Treatment for Substance Dependence: The Los Angeles County Vivitrol Pilot Project</i>	HRI Manager HRI DPO	Completed
<i>Paradigm Shift: An Integrated System of Care at the County Level for Individuals with Co-Occurring Disorders</i>	HRI Manager HRI DPO	Completed
<i>High Risk Sex Behavior and Meth Use in the GLBT Community</i>	HRI Manager HRI DPO	Completed
<i>Aligning community Resources</i>	HRI Manager HRI DPO	Completed
<i>Evidenced-Based Practice for Youth with Co-Occurring Diagnosis: Applied Strategies for Professionals</i>	HRI Manager HRI DPO	Completed
<i>No Treatment, No Justice,; Co-Occurring Disorders in the Courtroom</i>	HRI Manager HRI DPO	Completed
<i>Adolescent COD with Special Considerations for Youth Involved in the Juvenile Justice System</i>	HRI Manager HRI DPO	Completed
<i>Alcohol, Drugs Problem Gambling, and Older Adults: Recognition and Response</i>	HRI Manager HRI DPO	Completed
<i>Management of PTSD and Substance Abuse-Recovery is Possible</i>	HRI Manager HRI DPO	Completed
<i>The Elevator is Broken, Take the Steps! A Guide to Applying the 12-Steps of Alcoholics Anonymous t the Treatment of Dual Diagnosis</i>	HRI Manager HRI DPO	Completed
<i>2009 California Conference on Mental Health</i>	HRI Manager	Completed

Course Topic	Participants	Target Completion Date
<i>& Spirituality; The Journey to Wholeness</i>	HRI DPO	
<i>Rabbi/Social Work Roundtable: An Interdisciplinary model for Interfaith Pastoral Consultation</i>	HRI Manager HRI DPO	Completed
<i>Spirituality in Recovery Programs</i>	HRI Manager HRI DPO	Completed
<i>Cultural and Spiritual Approaches to Healing Intergenerational Trauma in Native American, African American, Hmong American, and Latino American Communities</i>	HRI Manager HRI DPO	Completed
<i>Spirituality and Recovery: What Research Says</i>	HRI DPO	Completed
<i>Keys to Early Intervention: Recognizing the Signs & Symptoms of Mental Illness</i>	HRI Manager HRI DPO	Completed
<i>Challenges in Fostering Spirituality to Reduce the Stigma of Mental Illness: Exploring the Clash between Cultural and Spiritual Beliefs in Asian American Churches</i>	HRI DPO	Completed
<i>North American Indian Philosophy of Mind, Body, and Soul: Holy Trilogy of Human Life</i>	HRI DPO	Completed
<i>Spiritual Dimension of Mental Health: Consideration for Prevention and Intervention</i>	HRI Manager HRI DPO	Completed
<i>Spirituality in Recovery: The Consumers' Journey</i>	HRI Manager HRI DPO	Completed
<i>Biblical Meditation for Total Restoration</i>	HRI DPO	Completed
<i>Tend My Sheep: Church-Based Ministry to People with Mental Illness</i>	HRI DPO	Completed

Course Topic	Participants	Target Completion Date
<i>Finding Your Spirituality Journey</i>	HRI DPO	Completed
<i>The Center for Children of Incarcerated Parents presents the 17th National CCIP Training Institute</i>	HRI Manager HRI DPO	Completed
<i>Working with Children of Incarcerated Parents</i>	HRI Manager	Completed Completed
<i>Relationship-based Practice: Infant Family Mental Health</i>	HRI Manager HRI DPO	Completed
<i>2009 National Gang Violence Conference</i>	HRI Manager HRI DPO	Completed
<i>Prison Gangs</i>	HRI Manager HRI DPO	Completed
<i>ATF Case Study – Joseph Place</i>	HRI Manager HRI DPO	Completed
<i>Gang Communication Techniques</i>	HRI Manager HRI DPO	Completed
<i>Expert Testimony</i>	HRI Manager HRI DPO	Completed
<i>Gang Net Update</i>	HRI Manager HRI DPO	Completed
<i>Juggalos</i>	HRI Manager HRI DPO	Completed
<i>Graffiti and Taggers</i>	HRI Manager HRI DPO	Completed

Course Topic	Participants	Target Completion Date
<i>ATF Case Study – Cutt Boyz</i>	HRI Manager HRI DPO	Completed
<i>National Gang Intel Center</i>	HRI Manager HRI DPO	Completed
<i>Gangs in the Military</i>	HRI Manager HRI DPO	Completed
<i>Extremists and Racists Groups</i>	HRI Manager HRI DPO	Completed
<i>Computer Forensics</i>	HRI Manager HRI DPO	Completed
<i>Gang Investigations</i>	HRI Manager HRI DPO	Completed
<i>Gang Prosecutorial Ethics</i>	HRI Manager HRI DPO	Completed
<i>Criminal Aliens</i>	HRI Manager HRI DPO	Completed
<i>Asian Gangs</i>	HRI Manager HRI DPO	Completed
<i>Gang Injunctions/ Bid Abatement</i>	HRI Manager HRI DPO	Completed
<i>Gangs and Counterfeiting</i>	HRI Manager HRI DPO	Completed
<i>Officer Survival</i>	HRI Manager	Completed

Course Topic	Participants	Target Completion Date
	HRI DPO	
<i>ATF- HIDTA STOP Initiative</i>	HRI Manager HRI DPO	Completed