

California Department of Corrections & Rehabilitation

DIVISION OF JUVENILE JUSTICE

COURT COMPLIANCE

2009 ANNUAL REPORT

ON THE MATTER OF

FARRELL V. CATE



JANUARY 2010

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GLOSSARY OF TERMS

2009 ANNUAL REPORT ON THE MATTER OF *FARRELL VS. CATE*

The 2009 *Farrell Annual Report* uses a number of abbreviated terms and acronyms. The following list contains the abbreviated terms and acronyms used this *Report* and their translations. This list is intended to be a reference guide for readers who are not familiar with the shortened terms and acronyms commonly used by both internal and external stakeholders of the Division of Juvenile Justice:

ABBREVIATED TERM	DEFINITION
department, the	California Department of Corrections & Rehabilitation
DJJ	Division of Juvenile Justice
El Paso de Robles	El Paso de Robles Youth Correctional Facility
Heman G. Stark	Heman G. Stark Youth Correctional Facility
N.A. Chaderjian	N.A. Chaderjian Youth Correctional Facility
O.H. Close	O.H. Close Youth Correctional Facility
Preston	Preston Youth Correctional Facility
SYCRCC	Southern Youth Correctional Reception Center and Clinic
Ventura	Ventura Youth Correctional Facility

FACILITIES OVERVIEW

2009 ANNUAL REPORT ON THE MATTER OF *FARRELL VS. CATE*

The following chart provides a very brief overview of all of DJJ's facilities and camps, their respective general population make-up, and the functions and programs they offer:

<p><u>Heman G. Stark (Closed February 25, 2010)</u></p> <ul style="list-style-type: none">• Located in Chino, California• Facility for males• Special counseling, core programs, sexual offender programs• Extensive vocational and job training
<p><u>N.A. Chaderjian</u></p> <ul style="list-style-type: none">• Located in Stockton, California• Facility for males• Intensive treatment for males• Special counseling, core, and sexual offender programs
<p><u>O.H. Close</u></p> <ul style="list-style-type: none">• Located in Stockton, California• Facility for males• Programs for younger offenders• Special counseling, core, and sexual offender programs
<p><u>Preston</u></p> <ul style="list-style-type: none">• Located in Lone, California• Facility for males• Pre-camp and core programs
<p><u>SYCRCC</u></p> <ul style="list-style-type: none">• Located in Norwalk, California• Reception center and clinic for males• Intensive treatment for males• Special counseling, core, and sexual offender programs
<p><u>Ventura</u></p> <ul style="list-style-type: none">• Located in Camarillo, California• Co-educational facility for males and females• Reception center and clinic for females• Intensive treatment for females• Special counseling and core programs
<p><u>Pine Grove Youth Conservation Camp</u></p> <ul style="list-style-type: none">• Located in Pine Grove, California• Conservation camp for males
<p><u>Ventura Fire Camp</u></p> <ul style="list-style-type: none">• Located in Camarillo, California• Conservation camp for males

1. LEADERSHIP

1. CALIFORNIA DEPARTMENT OF CORRECTIONS AND REHABILITATION

Agency

Matthew Cate

Secretary

Scott Kernan

Undersecretary, Operations

Rachel Stern

Lead Counsel, Farrell v. Cate

William Sessa

Deputy Press Secretary



Matthew Cate, Secretary
California Department of Corrections & Rehabilitation
2008 to Present

1. LEADERSHIP

2. DIVISION OF JUVENILE JUSTICE

Executive Management Team

Bernard Warner
Chief Deputy Secretary

Sharie Wise
Special Assistant to the Chief Deputy Secretary

Amy Seidlitz
Senior Policy Advisor

Brigid Hanson
Director, Administration and Operations

Doug P. McKeever
Director, Division of Juvenile Programs

Rachel Rios
Director, Division of Juvenile Parole Operations

Charles Supple
Executive Officer, Juvenile Parole Board

Sandra K. Youngen
Director, Division of Juvenile Facilities

Steve Kruse
Deputy Director, Division of Juvenile Facilities



Bernard Warner, Chief Deputy Secretary
Division of Juvenile Justice
2005 to Present

1. LEADERSHIP

2. DIVISION OF JUVENILE JUSTICE

Court Compliance

Michael K. Brady
Chief, Court Compliance

Dorene Nylund
Special Assistant to the Chief of Court Compliance

Doug Ugarkovich
Farrell Litigation Coordinator

Bob Moore
Major, Farrell Compliance Unit, through December 30, 2009

Tammy McGuire
Safety & Welfare and Wards with Disabilities Program Team Supervisor

Sandi Becker
Wards with Disabilities Program Team Leader

Judi Nahigian
Safety & Welfare Team Leader

Jay Aguas
Health Care and Dental Services, Education Services, and Sexual Behavior Treatment Program Team Supervisor

Heather Bowlds
Sexual Behavior Treatment Program Team Leader

David Gransee
Health Care and Dental Services Team Leader

Susan Harrower
Education Services Team Leader

Juan Carlos Arguello
Mental Health Team Supervisor

Yvette Marc-Aurele
Mental Health Team Supervisor

Rick Flynn
Mental Health Team Leader

1. LEADERSHIP

2. DIVISION OF JUVENILE JUSTICE

Superintendents

David Finley

Superintendent (Acting), Ventura Youth Correctional Facility

Tim Mahoney

Superintendent (Acting), Preston Youth Correctional Facility

Mike Minor

Superintendent, N.A. Chaderjian and O.H. Close Youth Correctional Facilities

Elverta Mock

Superintendent (Acting), Heman G. Stark Youth Correctional Facility

Mike Roots

Superintendent, Pine Grove Conservation Camp

Cassandra Stansberry

Superintendent (Acting), Southern Youth Correctional Reception Center and Clinic

Health Care Services Management Team

Robert Morris

Health Care Services Director through 2009

Evalyn Horowitz

Formerly Chief Medical Officer, Preston Youth Correctional Facility; currently Health Care Services Director

Hung Do

Chief Medical Officer, Southern Youth Correctional Reception Center and Clinic

Christopher Hynum

Chief Medical Officer, Ventura Youth Correctional Facility

Bhaviesh Shah.

Chief Medical Officer (Acting), Heman G. Stark Youth Correctional Facility

Ron Wisdom

Chief Medical Officer (Acting), Preston Youth Correctional Facility

Jackson Wong.

Chief Medical Officer (Acting), Northern California Youth Correctional Facility

1. LEADERSHIP

2. DIVISION OF JUVENILE JUSTICE

Mental Health Services Management Team

Ed Morales

Chief Psychiatrist

Geri Freeland

Chief Psychologist, Southern Youth Correctional Reception Center and Clinic and Ventura

Eric Kunkel

Chief Psychologist, Northern California Youth Correctional Center and Preston

Laura Poncin

Chief Psychologist, Heman G. Stark

Education Services Management Team

David Murphy

Superintendent of Education, starting September 2009

Leda Medearis

Superintendent of Education (Acting), through August 2009

Ken Andrews

Principal (Acting), Lyle Egan High School, Heman G. Stark Youth Correctional Facility

Dana L. Wilson

Principal, N. A. Chaderjian High School, N. A. Chaderjian Youth Correctional Facility

Jacqueline Cloud

Principal, Johanna Boss High School, O. H. Close Youth Correctional Facility

Russ Harris

Principal, James A. Wieden High School, Preston Youth Correctional Facility

Lara Scheffel

Principal (Acting), Jack B. Clarke High School, Southern Youth Correctional Reception Center and Clinic

Art Westerfield

Principal, Mary B. Perry High School, Ventura Youth Correctional Facility

2. INTRODUCTION

1. REFORM AT THE DIVISION OF JUVENILE JUSTICE

Introduction

DJJ is part of the California Department of Corrections and Rehabilitation, whose Secretary serves in the Cabinet and reports directly to the Governor of the State of California. DJJ serves the most challenging youthful offenders in California. As a stakeholder in the juvenile justice system, DJJ works closely with courts, district attorneys, public defenders, probation, and a broad array of public and private agencies.

DJJ is responsible for State-level youth correctional facilities and the supervision of parolees. Court commitments of youth to DJJ constitute less than one percent (1%) of all youth dispositions in the State of California. DJJ operates the Division of Juvenile Facilities, the Division of Juvenile Programs, the Division of Juvenile Parole Operations, the Juvenile Parole Board, and the Division of Administration and Operations.

Vision

DJJ has created a youth-centered, community-focused vision for reform. The youth-centered vision is being realized through the progressive implementation of the rehabilitative model, which develops each youth's potential from the time of commitment all the way through successful discharge from parole.

During DJJ's third year of reform, essential resources for youth and staff members have been secured. Living units in facilities have been reduced in size, and staffing has increased. Reform of the juvenile justice system at the State-level means more staff interactions with youth and fewer incidents of violence in the facilities. To promote positive interactions between staff members and youth, DJJ has implemented over twenty new training modules that focus on crisis intervention, motivational interviewing, and cognitive behavioral programs. While much work remains in the four-year implementation schedule for reform, significant change has occurred and continues to be documented by the *Farrell* court monitors.

Mission

As described in § 1700 of the *Welfare and Institutions Code*, DJJ's mission is to protect the public from criminal activity by:

- Providing youthful offenders with a range of training and treatment services;
- Directing youthful offenders to participate in community and victim restoration;
- Assisting local justice agencies in controlling crime and delinquency; and
- Encouraging development of state and local programs that prevent crime and delinquency.

2. INTRODUCTION

1. REFORM AT THE DIVISION OF JUVENILE JUSTICE

Farrell v. Cate

On November 19, 2004, the parties in the *Farrell v. Allen* (now *Farrell v. Cate*) litigation agreed upon the language contained in the Consent Decree. The litigation arose after the plaintiff, a taxpayer named Margaret Farrell, brought an action against Defendant Walter Allen III, the then-Director of the California Youth Authority, for the department's alleged engagement in unlawful policies, procedures, and practices.

In the Consent Decree, the former California Youth Authority agreed to develop and implement detailed remedial plans encompassing six areas – safety and welfare; mental health; health care and dental services; youth with disabilities; education services; and sexual behavior treatment – that would provide youth with adequate and effective care, treatment, and rehabilitative services. Early in 2005, in addition to addressing specific issues raised by the Experts, DJJ committed, under a stipulated agreement, to reform the juvenile justice system at the State-level by implementing a rehabilitative model based upon a therapeutic environment.

Court Compliance

In late 2008, the Court Compliance Unit was created at DJJ to manage the reform efforts required by the *Farrell v. Cate* Consent Decree and Remedial Plans. From the moment of its very inception, Court Compliance has been active in ensuring that DJJ's efforts in implementing reform remain responsive, efficient, and cooperative with all the interested Stakeholders, such as court experts, the Office of the Special Master, and the plaintiffs' counsel.

Overseeing and managing DJJ's reform efforts is the Chief of Court Compliance, Michael K. Brady. To manage the Remedial Plans as efficiently as possible, one Team Leader has been assigned to lead reform efforts for each Plan, and each Team Leader reports to a Team Supervisor; and in turn, both the Team Leader and the Team Supervisors are held accountable to the Chief.

Each Team Leader and Supervisor has years of experience within the juvenile system to ensure that DJJ's reform efforts are not only conducive to the requirements of the *Farrell* Consent Decree but also to federal, State, and departmental regulations and, most importantly, responsive to the needs of the youth. DJJ, each year, undergoes a round of audits at each facility by outside monitors, such as the court experts and the Office of the Special Master. The Team Leaders and Supervisors act as intermediaries between the facilities and the outside monitors to ensure that the facilities are prepared for each round of audits. Where a facility is deficient in a particular area and may receive a negative compliance rating, the respective Team Leader and Supervisor work with the facility to ensure that the facility understands what needs to be done in order to succeed in that area. When an outside monitor does not understand a facility's practice or otherwise thinks that a facility is not complying with the requirements of a Remedial Plan, the Team Leader and/or Team Supervisor works with that monitor in order to ensure that all parties come to a better understanding of the facility's practices.

2. INTRODUCTION

1. REFORM AT THE DIVISION OF JUVENILE JUSTICE

Four Factors

Beginning at the end of 2008 and through 2009, at least four factors are judged to have facilitated accelerated compliance with the standards and criteria contained in the Safety & Welfare Remedial Plan.

1. In December 2008, the Chief Deputy Secretary and the Executive Management Team established the Office of Court Compliance. With the establishment of the Court Compliance Unit, DJJ finally had a viable infrastructure in place that was capable of facilitating implementation of Court-ordered reforms.
2. Also in December 2008, a team was formed to manage and coordinate compliance with Court Orders in the area of Safety & Welfare. With concentrated efforts and additional dedicated resources, the Safety & Welfare team was able to provide technical assistance and guidance directly to field operations in implementing the requirements of the Safety & Welfare Remedial Plan. Concurrently, the Safety & Welfare team communicated regularly with the Safety & Welfare Expert to resolve any issues that arose. Because of these efforts, communication channels flowed smoothly and openly between and among the parties.
3. In December 2008, to provide the leadership, guidance, and support necessary to facilitate constructive Court Expert audits, the *Farrell* Compliance Unit began working in tandem with the Office of Audits and Compliance. The duties of the *Farrell* Compliance Unit included preceding Court Experts' visits to facilities and assisting the facilities in preparing for the audits. Members of the *Farrell* Compliance Unit also shadowed the Experts during the audits, debriefed facility staff members, and reported observations to management. After each Expert audit, the *Farrell* Compliance Unit and the Office of Audits and Compliance worked collaboratively to ensure that Corrective Action Plans were created to remedy deficiencies. To ensure continuous improvement, the Office of Audits and Compliance had the duty of conducting compliance reviews at target intervals ranging anywhere from thirty to ninety days after Court Expert exit interviews were conducted.
4. A cultural change has been and is underway at DJJ. At the end of the annual reporting period, 906 staff members were trained in Motivational Interviewing, 567 in Safe Crisis Management, 372 in Cognitive Behavior Primer, 348 in Crisis Intervention and Conflict Resolution, 341 in Group Facilitation Skills, 304 in Aggression Replacement Training, 206 in Effective Case Work I, 122 in Effective Case Work II, and 20 in *Girls . . . Moving On*TM.

From the Peace and Unity celebrations at SYCRCC to the Shelter Dog Training Program at Heman G. Stark, from Family Days at Preston to Family Reunification Events at Ventura, from the Victims' Movie Festival at N. A. Chaderjian to the Clothes Closet at O.H. Close, the actions of DJJ's social network, which includes youth, staff members, families, and private citizens, suggests that, collectively, the organization has shifted and is moving forward, actively creating a new set of norms for interaction within the juvenile justice community.

2. INTRODUCTION

2. REFORM MANAGEMENT

Executive Management Team

DJJ's Executive Management Team, led by the Chief Deputy Secretary, sets priorities, identifies internal requirements, approves charters, allocates resources, and mitigates any risks for projects that require executive action.

Administrative Project Review Board

The Administrative Project Review Board coordinates projects to achieve desired outcomes. The mission of the Administrative Project Review Board is to ensure quality implementation of programs and services throughout DJJ.

Architecture Team

Under the Administrative Project Review Board, the Architecture Team establishes project requirements. In addition, the Architecture Team designs charters to ensure *Farrell* requirements are incorporated into reform projects.

Charters

Ten charters were activated during the course of 2009:

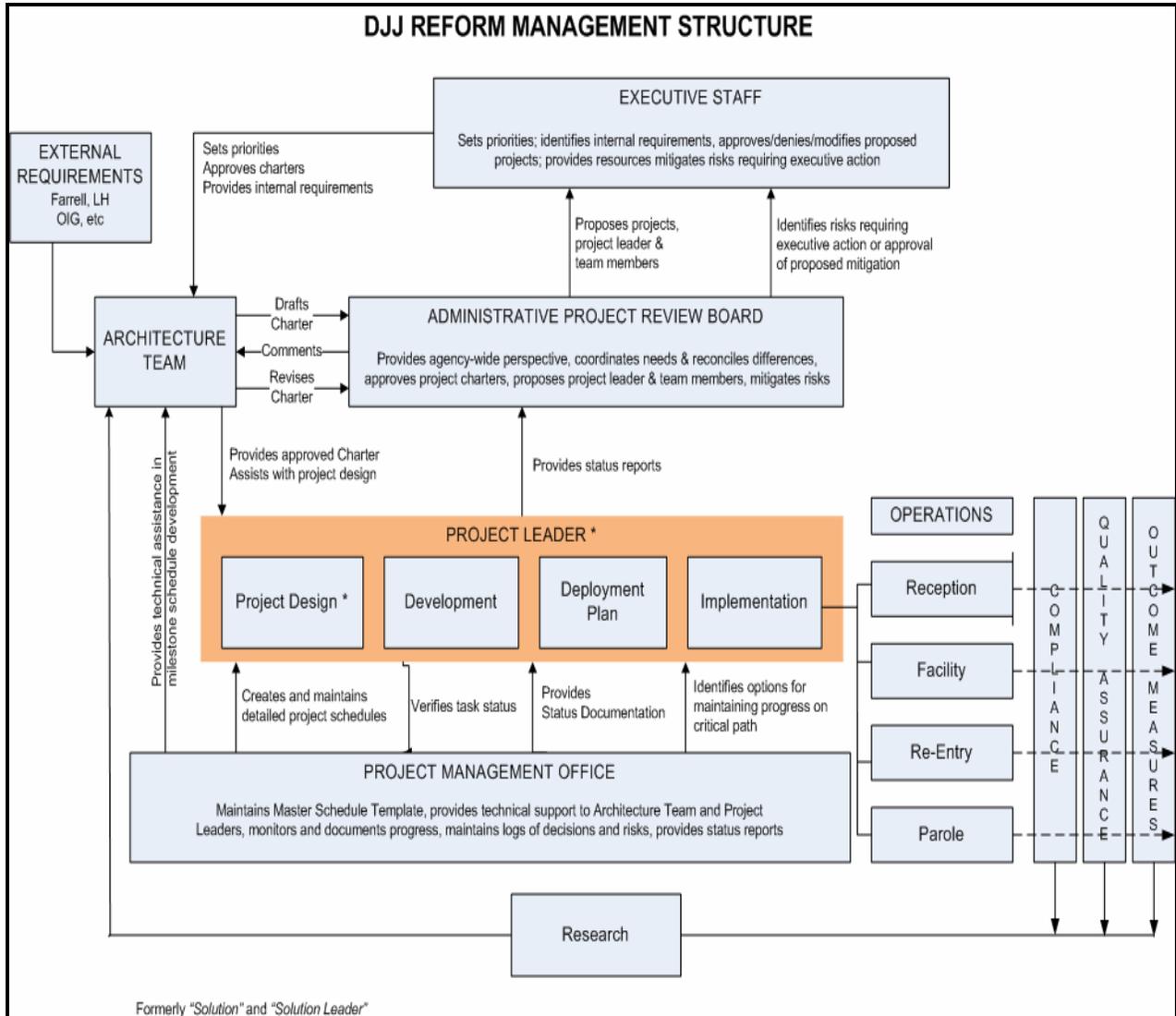
- | | |
|---------------------------------------|--------------------|
| 1. Treatment Confidentiality | January 15, 2009 |
| 2. Normative Culture | January 16, 2009 |
| 3. Universal Glossary of Policy Terms | January 16, 2009 |
| 4. Sexual Behavior Treatment Program | February 25, 2009 |
| 5. Interactive Journaling | March 10, 2009 |
| 6. Classification | May 4, 2009 |
| 7. Family Engagement | August 4, 2009 |
| 8. Gang and Violence Reduction | August 27, 2009 |
| 9. Programs Policy | September 14, 2009 |
| 10. Re-Entry Subcharter | December 1, 2009 |

2. INTRODUCTION

2. REFORM MANAGEMENT

Project Management Office

The Project Management Office maintains the Master Schedule, provides technical support to the Architecture Team, tracks progress, maintains logs of decisions and risks, and provides status reports.



2. INTRODUCTION

3. AUDIT HISTORY

In General

Currently, DJJ is responsible for implementing the 841 action items contained in the *Farrell* audit tools across six youth correctional facilities. Thus, to account for a discrete action item being assessed multiple times at separate facilities, the 841 actions items have been necessarily extended to 8,052 compliance ratings. Conversely, at times, the total extension has been adjusted downward to account for the action items no longer being rated at youth correctional facilities that have closed.

Safety & Welfare

The Safety & Welfare Remedial Plan was filed with the Court on July 10, 2006. The Safety & Welfare audit tool was filed with the Court on October 31, 2006. Of the six *Farrell* Remedial Plans filed with the Court, the Safety & Welfare Remedial Plan is the most over-arching and far-reaching. The goals of the Safety & Welfare Remedial Plan are to take steps to reduce violence at each youth correctional facility and to create a capacity for change.

The Safety & Welfare Remedial Plan is audited by three sets of monitors: the Safety & Welfare Expert, the two Mental Health Experts, and the Office of the Special Master.

DJJ is responsible for implementing the 227 action items contained in the Safety & Welfare audit tool. The 227 discrete actions items contained in the tool have been extended to 790 compliance ratings. According to the Safety & Welfare audit tool, 225 of 227 action items have a specified deadline for implementation. The two items that do not have a deadline are items related to serving youth with disabilities.

The Safety & Welfare and Mental Health audit tools share two unique aspects that are not contained in the other *Farrell* audit tools. Specifically, the tools contain staggered deadlines for a discrete action item. Staggered deadlines occur to accommodate a phasing-in of implementation of designated reform-related tasks. The other shared aspect is that sets of monitors are responsible for auditing designated items. For example, in the Safety & Welfare audit tool, the Safety & Welfare Expert, the Office of the Special Master, and the Mental Health Experts are designated to provide compliance ratings for certain audit items.

Wards with Disabilities Program

The Wards with Disabilities Program Remedial Plan was filed with the Court on May 31, 2005. The Wards with Disabilities Program Remedial Plan was the third *Farrell* Remedial Plan to be filed. The Wards with Disabilities Program audit tool was filed simultaneously with the Remedial Plan.

The Wards with Disabilities Program Expert completed a fourth round of site visits in early 2009 and commenced the fifth round of audits in late 2009.

2. INTRODUCTION

3. AUDIT HISTORY

Wards with Disabilities Program (Continued)

DJJ is responsible for implementing the 121 action items contained in the Wards with Disabilities Program audit tool. The 121 discrete actions items contained in the tool have been extended to 566 compliance ratings. According to the Wards with Disabilities Program audit tool, 25 of the 121 action items have a specified deadline for implementation.

Education Services

The Education Services Remedial Plan was filed with the Court on March 1, 2005. The Education Services Remedial Plan was the first of the six *Farrell* Remedial Plans to be filed with the Court. The Education Services audit tool was included with the Education Services Remedial Plan at the time of filing.

DJJ is responsible for implementing the 115 action items contained in the Education Services audit tool. The 115 actions items contained in the tool have been extended to 690 compliance ratings. Unlike others, the Education Services audit tool contains no audit items specific to DJJ Headquarters. According to the Education Services audit tool, 12 of 115 action items have a specified deadline for implementation.

In May 2009, the Education Services Experts completed a fourth round of audits, and the fifth round of audits began in late 2009.

Health Care Services

The Health Care Services Remedial Plan was filed with the Court on June 7, 2006. The Health Care Services audit tool was filed with the Court on November 30, 2007.

The Health Care Services Experts completed a second round of audits and has begun the third round of audits at the start of 2010.

The Health Care Services audit tool is unique from the other *Farrell* audit tools in that it contains a round of Questions and Screens. The Questions are similar to other *Farrell* audit items and ask whether a process or task has been implemented correctly. The Health Care Experts answer by applying a substantial, partial, or non-compliance rating. The Screens require the review of random files to ensure that proper procedures are being followed and documented. For example, randomly, the Health Care Experts will review ten to twenty youth health records and rate performance based upon compliance with previously agreed upon standards.

No provision exists for a partial compliance rating to be given when reviewing a Screen. A Screen is either in substantial compliance or non-compliance. A single Screen may be associated with as many as 20 compliance ratings. According to the Health Care Services audit tool, zero action items have a specified deadline for implementation. That being said, the Health Care Services Remedial Plan does contain a few deadlines.

2. INTRODUCTION

3. AUDIT HISTORY

Dental Services

The Dental Services Expert completed the first round of audits in 2009. His first audit took place at Preston in August 2008, and throughout 2009, he completed his visits at the remainder of the facilities. The second round of audits will commence during the 2010 calendar year.

The Dental Services audit tool consists of items that come in the form of either a Question or Screen, similar to those contained in the Health Care Services audit tool.

Mental Health

The Mental Health Remedial Plan was the last to be filed with the Court on August 25, 2006. The Mental Health audit tool was filed with the Court on December 14, 2006. The Mental Health Remedial Plan is audited by three sets of monitors: the Mental Health Experts, the Office of the Special Master, and “Other” Experts, as identified in the Mental Health standards and criteria.

DJJ is responsible for implementing the 118 action items contained in the Mental Health audit tool. The 118 actions items contained in the Mental Health audit tool have been extended to 182 compliance ratings. The Mental Health audit tool is weighted heavily toward Headquarters action items. Therefore, the extension from 118 action items to 182 compliance ratings is less than for other remedial plans. Concurrently, as facilities have closed, the total extension has decreased by less.

The Mental Health Experts completed a first round of site visits and provided DJJ with six of seven audit reports for that first round. The second round of audits commenced at the end of 2009 and will continue through the first two quarters of 2010.

The Office of the Special Master has completed a first round of Mental Health monitoring. Generally, the practice of the Office of the Special Master has been to conduct an audit of a facility just prior to a Mental Health Expert audit and also gather materials on behalf of the Mental Health Experts prior to the latter’s arrival at the facility.

2. INTRODUCTION

3. AUDIT HISTORY

Sexual Behavior Treatment Program

The Sexual Behavior Treatment Program Remedial Plan was filed with the Court on May 16, 2005. The Sexual Behavior Treatment Program audit tool was included with the filing of the Remedial Plan.

DJJ is responsible for implementing the approximately 53 action items contained in the Sexual Behavior Treatment Program audit tool. The 53 action items contained in the tool have been extended to 212 compliance ratings. According to the Sexual Behavior Treatment Program audit tool, none of 53 action items have a specified deadline for implementation.

Over time, the exact number of action items contained in the Sexual Behavior Treatment Program audit tool has fluctuated. In the 2008 *Sexual Behavior Treatment Program Annual Report*, 53 instead of 52 action items were rated. Concurrently, the extension expanded from 208 to 212. The increase in reporting was directly related to expanding the Sexual Behavior Treatment Program audit tool to include informal programs, as well as for including a section entitled, "Division of Juvenile Justice Administration."

Recently, the Sexual Behavior Treatment Program Expert completed a third round of audits and has provided DJJ with two reports.

Action Items Chart

Remedial Plan	Plan Filed	Audit Tool Filed	Action Items With Deadline	Action Items Without Deadline	Total	Extension Items With Deadline	Extension Items Without Deadline	Total
Safety & Welfare	07-10-06	10-31-06	225	2	227	772	18	790
Wards with Disabilities Program	05-31-05	05-31-05	25	96	121	81	485	566
Education Services	03-01-05	03-01-05	12	103	115	72	618	690
Health Care Services	06-07-06	11-30-07	0	205	205	0	5,612*	5,612*
Mental Health	08-25-06	12-14-06	118	0	118	182	0	182
Sexual Behavior Treatment Program	05-16-05	05-16-05	0	53	53	0	212	212
TOTALS			380	460	840	1,107	6,945	8,052

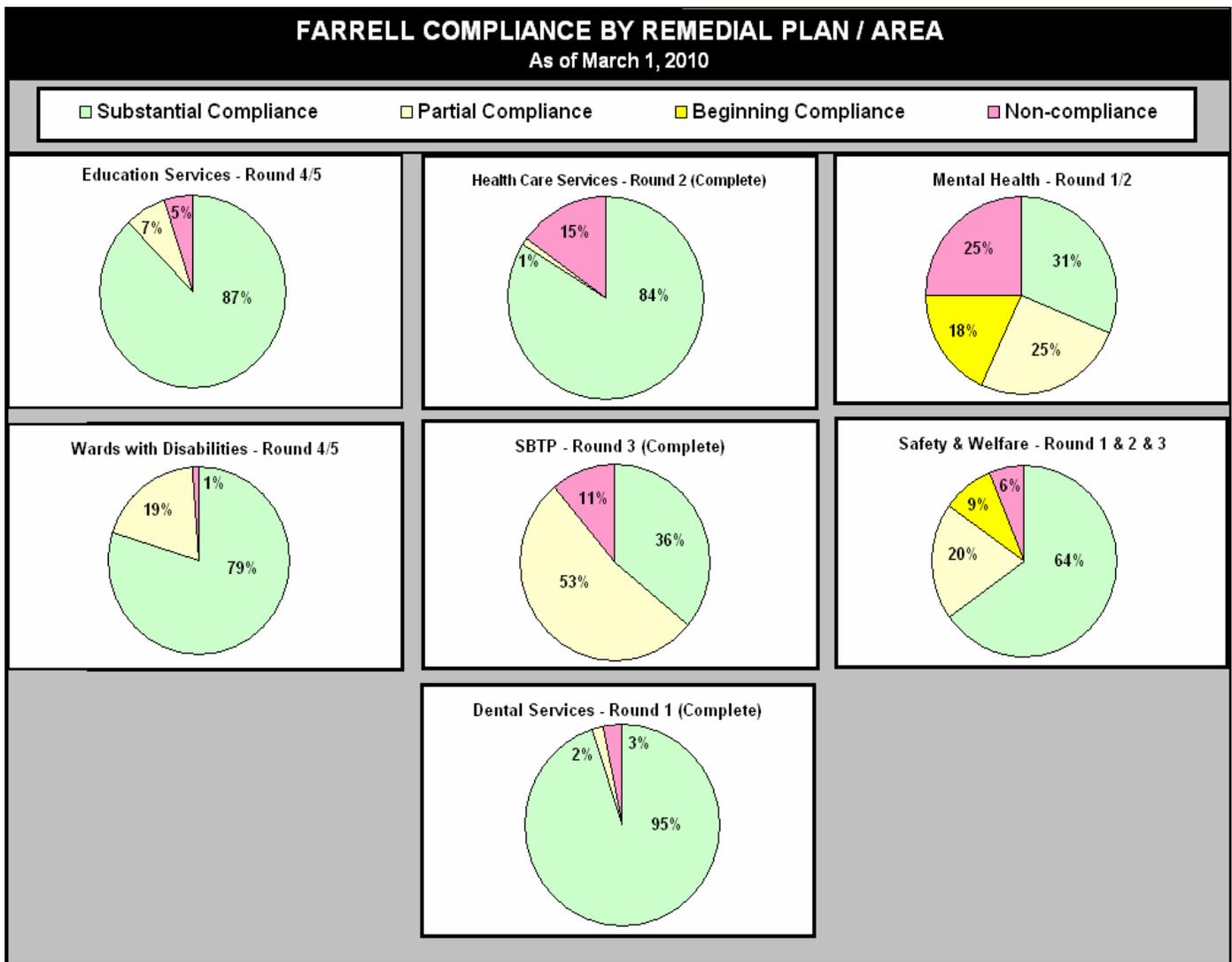
**5,612 Minimum/10,000 Maximum*

2. INTRODUCTION

4. CURRENT COMPLIANCE STATUS, AS OF MARCH 1, 2010

By Remedial Plan

This series of pie charts represents the most current compliance percentages, as of March 1, 2010, for each *Farrell* Remedial Plan, including Dental Services, which is a subset of the Health Care Services. These percentages are not constrained or measured by round but instead are measured by the most recent compliance data available for each respective Remedial Plan and for each applicable audit site. For example, because the Education Experts are currently in the middle of their fifth round of audits, the percentages identified in the Education Services pie chart below are based upon the three audit reports they provided for the fifth round, plus two audit reports from the 4th Round. The compliance percentage shown below represents the most up-to-date compliance data for all applicable sites for the Education Services Remedial Plan at this point in time.

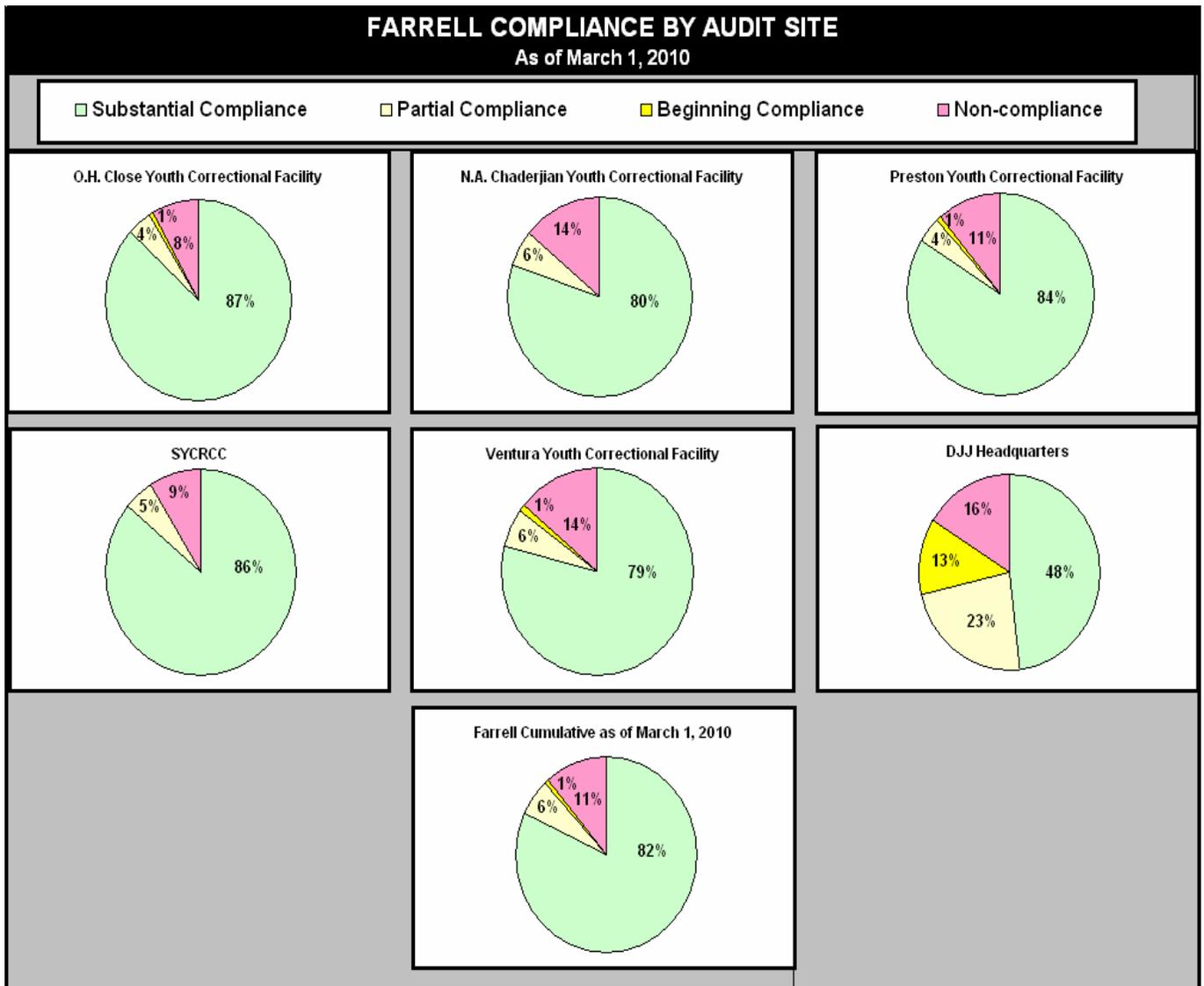


2. INTRODUCTION

4. CURRENT COMPLIANCE STATUS, AS OF MARCH 1, 2010

By Facility

The following set of pie charts represents the most current compliance percentages, as of March 1, 2010, for each audited site. These compliance percentages provide a snapshot in time and will fluctuate as additional audit reports are received by DJJ. These percentages are not constrained or measured by round but instead are measured by the most recent compliance data available for all ratable items at these audited sites.



2. INTRODUCTION

5. OBJECTIVES, SCOPE, AND METHODOLOGY

Reporting Procedures

DJJ is required to provide the Plaintiff's Counsel and the Office of the Special Master with quarterly reports regarding progress, compliance with deadlines, and actions taken in implementing the requirements contained in the *Farrell* Consent Decree. In addition, DJJ, the Plaintiff's Counsel, the Special Master, and the Court Experts are required to meet and confer about the format of the information contained in those reports. Through review of information and by performing spot-checks at the facilities, the Special Master is required to confirm the accuracy and comprehensiveness of *Farrell Quarterly Reports*.

Compliance Standards

1. Objective Standards

When evaluating and reporting on implementation and compliance, the Special Master and the Court Experts use the Standards and Criteria Section of each Remedial Plan.

2. Pattern or Practice that Raises Serious Issues

In evaluating and reporting on implementation and compliance with the *Farrell* remedial plans, the Special Master and the Court Experts determine whether a pattern or practice is occurring at a discrete facility or throughout the entire system that is likely to result in a serious violation of youth rights and whether those violations are being adequately addressed.

3. Substantial Compliance

If a violation of a remedial plan is minor or occasional and is neither systemic nor serious, a facility remains in substantial compliance in the subject area. Even when a serious violation of a remedial plan occurs, the facility remains in substantial compliance if the violation is promptly identified, and a remedy is implemented in a timely manner that resolves or repairs the issue. When a facility is found to be in substantial compliance on an issue for one full year, and is found to remain in substantial compliance after review by the respective Expert(s) one year later, expert monitoring regarding the issue at that facility ends. If a violation of a remedial plan occurs within the two-year substantial compliance period that is serious or systemic but, in the opinion of the relevant Expert, can be fully resolved or repaired within thirty days, the period of measurement continues. However, if the matter is not fully resolved or repaired within the agreed upon thirty days, the period of measurement has been interrupted. Disagreements between the parties regarding substantial compliance are resolved pursuant to the Consent Decree.

3. SAFETY & WELFARE

1. OVERALL OBJECTIVES

The Safety & Welfare Remedial Plan is organized around six major elements:

1. Creation of the capacity for change on an organizational level;
2. Reduction of violence and fear;
3. Identification of a treatment/rehabilitative model;
4. Development of a foundation for treatment reform;
5. Conversion of facilities to a rehabilitative model; and
6. Development of a system of reform for female youth.

The main objective, in implementing these six elements is to ensure the protection and safety of victims, communities, DJJ staff, and the youth.

2. SUMMARY OF PROGRESS

Cumulative Progress

Of the six *Farrell* Remedial Plans filed with the Court, the Safety & Welfare Remedial Plan is the most comprehensive and extensive. Three sets of monitors audit the Safety & Welfare Remedial Plan: the Safety & Welfare Expert, the Mental Health Experts, and the Office of the Special Master.

At the start of 2009, the cumulative substantial compliance rating for audit items in the Safety & Welfare Remedial Plan remained low at 53%. This percentage was derived from audit results provided by the Safety & Welfare Expert after two rounds of audits had been completed at most of the facilities. However, DJJ is making significant strides in implementing Court-ordered reform measures, and by the end of 2009, the percentage of audit items in substantial compliance jumped to 66.3%. DJJ is confident that significant improvement toward achieving compliance will be reflected in audit figures that will be derived from the next audit round. This confidence is based upon evidence emerging that reform has taken hold in youth correctional facilities throughout the State of California.

3. SAFETY & WELFARE

3. VIOLENCE REDUCTION

Crisis Prevention and Management

On April 15, 2009, DJJ implemented a revised use of force policy entitled, “Crisis Prevention and Management/Use of Force.” When acting-out behavior does not pose an immediate threat to self, others, or facility operations, the policy emphasizes the use of prevention, intervention, and de-escalation techniques. In addition, staff members have been given the Crisis Prevention Support Plan. When responding to escalating behavior, the Crisis Prevention Support Plan is designed to assist staff members in selecting the most effective intervention strategies to deploy.

Violence Reduction Committees

Violence Reduction Committees have been established at each facility to develop intervention strategies, reduce violence and enhance safety. The committees meet on an on-going basis to review, map, and evaluate any incidents of violence. Each facility’s Violence Reduction Committee includes staff members from various disciplines as well as youth representatives. In an effort to determine causal factors and report trends occurring on designated living units or in selected program areas, the Violence Reduction Committee reviews incidents of violence by location, day, and time. In addition, for the same purpose, the Violence Reduction Committee reviews Disciplinary Decision-Making System actions and use of force reports.

Monthly Violence Reduction Committee Responsibilities

- Review and tracks incidents of violence and aggression.
- Submit action and monitoring plans for the Superintendent’s approval.
- Review viability of local gang intervention activities.
- Review effectiveness of programs and activities designed to reduce violence.
- Solicit youth contributions through Youth Violence Committees or councils.
- Track a set of violence indicators captured in the Quarterly Statistical or Performance-based Standards reports.
- Publish and distribute the Violence Reduction Committee meeting minutes.

Quarterly Violence Reduction Committee Responsibilities

- Review violence indicators from Quarterly Statistical or Performance-based Standards reports.
- Identify violence patterns within youth correctional facilities.
- Draft a Violence Reduction Action Plan for Superintendent approval.
- Publish a quarterly Facility Violence Reduction Report.

Violence Reduction Plans

Facility Violence Reduction Committees are required to ensure that every treatment team creates a Violence Reduction Plan. The purpose of the Violence Reduction Plan is to reduce youth-on-youth and youth-on-staff violence. Facility Violence Reduction Committees are responsible for submitting Violence Reduction Plans to DJJ’s Chief of Security Office. The Chief of Security is responsible for monitoring Facility Violence Reduction Plans and for disseminating effective practices to other facilities.

3. SAFETY & WELFARE

3. VIOLENCE REDUCTION

Violence Reduction Goals

On a monthly basis, the Violence Reduction Committees review and document treatment team progress towards achieving violence reduction goals. For example, a designated living unit may have had a goal to reduce physical altercations by ten percent from one month to the next; in such a case, the Violence Reduction Committee would review the incidents of violence that occurred on the living unit, determine if the goal was achieved, and report its findings. In its Report of Findings, the Violence Reduction Committee describes any mitigating factors or barriers that support or detract from the facility being able to realize an intended result. For example, the number of violent incidents could have decreased as a direct result of improved youth and staff interactions.

Behavior Treatment Program

During the annual reporting period, the Behavior Treatment Program guide was completed, and deployment teams were identified. During 2010, in accordance with new guidelines, implementation of behavior treatment programs is scheduled to begin within DJJ.

On June 12, 2009, Aggression Replacement Therapy was implemented at O.H. Close. The initial group consisted of eight youth who were identified through the following criteria: having a moderate- to high-risk facility security classification; a moderate to high score on the California Youth Assessment and Screening Instrument in the Violence/Aggression Domain; or with a treatment team referral. Concurrently, the program was implemented and a Training Progress Report was submitted at Ventura.

Aggression Replacement Training

Three facilities – Ventura, O.H. Close, and N.A. Chaderjian – have completed the first cycle of Aggression Replacement Training. Aggression Replacement Training is a curriculum developed for youth to increase their ability to cope with their aggressive emotions. The training is a multi-channel, teaching-learning intervention that offers 30 sessions – ten behavioral, ten emotional, and ten cognitive – at a rate of three per week. Youth who are at medium to high risk of institutional violence and who score moderate to high in the California Youth Assessment Screening Instrument's Violence/Aggression domain are eligible for Aggression Replacement Training.

CounterPoint Training

Preston implemented the first CounterPoint group on September 28, 2009. CounterPoint is a 33-session cognitive behavioral program for male offenders who present a greater likelihood for re-offending. This program is structured into seven modules: “Getting Ready for Change,” “Identifying Risky Thinking,” “Challenging and Changing Risky Thinking,” “Staying CALM,” “Dealing with Problems, Friends, and Other Influences,” and “Maintaining Change.” Youth who score moderate to high risk to re-offend in one or more of the California Youth Assessment Screening Instrument's following domains – Social/Peer Influences, Attitudes, or Social/Cognitive Skills – are eligible for CounterPoint training:

3. SAFETY & WELFARE

4. CASE MANAGEMENT

Case Management

During the annual reporting period, Case Managers were hired to enhance the effectiveness of treatment teams operating at facilities within the youth correctional system. The newly retained Case Managers were responsible for conducting risk-needs Assessments and Reassessments, facilitating treatment team meetings, and developing and updating Individual Treatment Plans.

Risk Needs Assessment

In response to the Safety & Welfare Remedial Plan, DJJ contracted with Orbis Partners, Inc., to develop a customized risk-needs assessment tool as a means of determining specific program placement and interventions for youth. As a result, the California Youth Assessment Screening Instrument was developed, and the preliminary norming study was completed in August 2008. Subsequently, 2,202 initial and 949 re-assessments were completed.

5. GANG MANAGEMENT

Incarcerated Men Putting Away Childish Things (IMPACT)

Since January 1, 2006, the Juvenile Gang Operations Unit has worked collaboratively with Incarcerated Men Putting Away Childish Things, or IMPACT, to address the needs of youth committed to the juvenile justice system at the State level. IMPACT uses curricula designed around cognitive restructuring. Cognitive restructuring is responsive to the needs of violent and gang involved youth. The desired outcome for youth participating in the program is reduced gang and racial violence.

As an intervention strategy, IMPACT is designed to reduce youth violence and thereby facilitate safer correctional communities. Moreover, IMPACT provides opportunities for youth to make positive life changes and stop victimizing others. With new ways of thinking about the world, the possibility that youth will commit fewer crimes expands. IMPACT encourages youth to disassociate from gangs, make connections to the community, and develop competencies and skills that complement and enhance current treatment plans.

IMPACT contains eight modules, delivered weekly in two-hour segments. Every module is self-supporting and topic-based. On average, each module lasts approximately eleven weeks. Rehabilitated ex-offenders who have successfully transitioned into society teach the concepts and principles. Having ex-offenders explain, step-by-step, the change process from criminal to law-abiding citizen provides powerful first-person testimony. Over the course of a ten-year period, ex-offenders developed and facilitated IMPACT as a self-help program while in prison. To youth, the program facilitators are living proof that change is possible.

Currently, IMPACT is operating in every DJJ facility. Since the inception of the program, youth have earned a total of 3,318 certificates of completion.

3. SAFETY & WELFARE

5. GANG MANAGEMENT

Gang Management and Intervention Policy

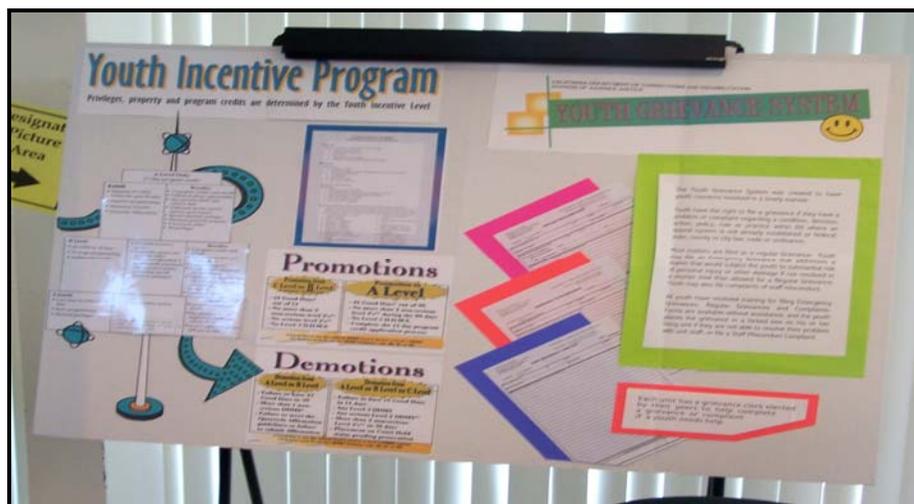
Currently, a work-group is developing a Gang Management and Intervention Policy. When drafted, the new policy language will focus on strategies for reducing disruptive behavior related to anti-social influence and gang involvement.

6. YOUTH RIGHTS

Youth Rights Handbook

During 2009, consistent with the requirements of the Safety & Welfare Remedial Plan, the *Youth Rights Handbook* was updated. At the recommendation of the Safety & Welfare Expert, a draft of the handbook was distributed to a number of youth to critique. Subsequently, staff from Headquarters met with the youth critics to discuss the handbook. As a result of the meeting, many youth recommendations were incorporated into the final draft. In June 2009, the revised *Youth Rights Handbook* was finalized and distributed to youth throughout DJJ.

Youth Incentive Program



The *Youth Rights Handbook*, *Youth Incentive Program*, and *Youth Grievance System*, are foundational to reform efforts underway within DJJ. The *Youth Grievance Policy* requires unrestricted access to grievance forms. Further, the policy requires that the Youth Grievance Coordinator collect grievances from a locked storage box. Moreover, the policy requires that a youth be given a receipt when a grievance is retrieved and notified of the status of a grievance during processing.

3. SAFETY & WELFARE

6. YOUTH RIGHTS

Youth Grievance System

During the annual reporting period, facility Youth Grievance Coordinators performed duties statewide using a standardized duty statement. In August 2008, the revised Youth Grievance Policy was fully implemented, including information technology support and staff member training. During the annual reporting period, on an ongoing basis, to ensure equal access to the Youth Grievance system, a youth with a disability who required an accommodation was assigned a Staff Assistant. In March 2009, in consultation with the Safety & Welfare Expert, a standardized Grievance Trends and Intervention Strategies Report was developed. In April 2009, the report was implemented.

7. DISCIPLINARY DECISION-MAKING SYSTEM

Disciplinary Decision-Making System Coordinators

During the annual reporting period, Disciplinary Decision-Making System Coordinators performed duties statewide using a standardized duty statement.

Disciplinary Decision-Making System Policy

On March 31, 2009, the revised Disciplinary Decision-Making System Policy was implemented, including Information Technology support, a functioning tracking system, and staff member training. To prevent youth from committing actions leading to rule infractions, the revised policy promotes the use of judgment, discretion, and intervention strategies when staff members interact with youth, and discourages over-reliance on disciplinary sanctions. Moreover, the revised policy prohibited punishment for behaviors resulting from mental illness or its treatment; rather, the policy required adjustments to the Individual Treatment Plan. Further, the policy had provisions for earning back additional time received as a result of disciplinary sanctions, and included an appeals process for minor misconduct.

Staff Assistants

To ensure equal access to the Disciplinary Decision-Making System, a youth with a disability who requires an accommodation is assigned a Staff Assistant.

3. SAFETY & WELFARE

8. TIME ADDS/TIME CUTS TRACKING SYSTEM

On December 5, 2008, the Time Adds/Cuts tracking system was fully implemented. The Time Adds/Cuts tracking system was developed to record time added and restored and display the net. During the annual reporting period, through analysis of data trends and patterns, the Division of Juvenile Facilities was able to mitigate the causal factors precipitating time extensions.

Between July 2008 and June 2009, the number of months given for Projected Board Date extensions as a result of disciplinary action was reduced by 72.5%; the number of months given for projected Parole Board Date extensions was reduced by 55.9%; and the number of months awarded statewide for Program Credits was increased by 133.8%.

9. PROGRAM CREDITS

Program Credit Policy and Contract

On March 31, 2009, the Program Credit Policy was fully implemented, including information technology support and the Program Credit Contract.

The Program Credit Policy provides youth an opportunity to earn Program Credits when progress is made toward achieving treatment, educational, and behavioral objectives. Moreover, the policy has provisions for youth to earn back time added as a result of a Projected Board Date extension for disciplinary matters. For a youth demonstrating progress and earning Program Credits, the policy offers the incentive of an earlier Projected Board Date or Revocation Release Date.

The number of Program Credits a youth can earn is dependent upon incentive level. Progress is measured in three areas: education or employability; casework or treatment; and group living or behavioral objectives. Youth can earn up to fifteen days per month or a maximum of 180 days per annual review year.

In addition, by successfully completing a behavior contract, a youth can earn Program Credits equal to the time earned for disciplinary matters. However, the Program Credit Contract is not considered for any youth who committed a disciplinary offense that involved an assault or battery on a staff member with or without a weapon, involved an assault of a staff member with a vile substance or involved a battery committed against another youth causing death or permanent disability.

3. SAFETY & WELFARE

10. ACCESS TO COURTS

Law Library Training

On March 4, 2009, the annual Sacramento County law library training course for site librarians was held. Representatives from every school site within the California Education Authority, attended the training, with the exception of Lyle Egan High School. DJJ's Administrator for Library Services also participated in the training held at Heman G. Stark.

11. YOUTH PROGRAMS

Program Service Day

On March 31, 2009, the Program Service Day was implemented statewide, including agreed-upon schedules and staff member training. As a result, access to youth services and programs is expected to increase significantly.

Religious Services

Religious Program Policy

Religious programs and services are provided for youth of various faiths. During fiscal year 2008-'09, under the guidance of DJJ's Religious Services Coordinator, the Religious Program Policy was fully implemented, including Information Technology Support, an automated tracking system, and staff member training. In 2009, DJJ took steps to significantly increase the number of youth who attended religious services. For example, the revised policy limited the reasons a youth could be denied access to religious services and, if a youth was denied access, the revised policy required that the Chaplain meet with the youth in the living unit. In addition, youth were provided more information about religious rights and options, and more religious meals were made available.

12. COMMUNITY INVOLVEMENT

Community Assessment Report

In July 2009, designated parole staff began conducting a community assessment report for new commitments to DJJ. Completion of the community assessment report assists staff members in establishing a relationship with youth families. The community assessment report includes measures to assess family background, strengths, and functioning. The information contained in the report facilitates development of more effective, realistic, and relevant individual treatment and parole plans.

3. SAFETY & WELFARE

13. FAMILY INVOLVEMENT

Family Initiatives

Family Justice

During the annual reporting period, DJJ partnered with Family Justice, an organization best known for the La Bodega Model®. Nationally, government and community-based organizations partnered with Family Justice to make meaningful connections with families and neighborhoods. The collaborations worked to break down cycles of youth involvement in the criminal justice system. In 2009, the La Bodega Model® was piloted successfully at O.H. Close. DJJ is currently building on the foundational elements of the La Bodega Model® to develop a comprehensive model for family involvement that meets the unique challenges posed by California's juvenile offender population – challenges that include age of jurisdiction, gangs, a greater prevalence of mental health diagnoses, and a concentrated serious and violent population. In the near future, DJJ will be implementing the model within the Division of Juvenile Facilities and the Division of Juvenile Parole Operations.

Family Involvement

During the annual reporting period, Family Involvement work groups were established at each facility. The work groups were formed for the purpose of creating a site-specific vision for family engagement. In 2009, the work groups successfully developed multiple strategies for family reunification. As a result, Family Reunification Plans were implemented based upon the unique needs of youth residing in correctional communities. During 2009, families from across California embraced the vision for increased interaction and participated in the planned activities in record numbers.

Family Contact

With the passage of Senate Bill 518 and Assembly Bill 1300, DJJ implemented Family Contact in accordance with agreed-upon standards. Moreover, during the annual reporting period, conformity with Family Contact Standards was monitored through self-audits and the *Farrell* Compliance Unit. Further, since February 2009, O.H. Close has optimized the opportunity for video-conferencing to enhance family contact. Youth with families from southern California participated in the majority of conferences, but not exclusively.

Orientation at Detention Facilities

Community and Court Liaison staff members have begun to conduct orientation sessions for youth who reside in county juvenile halls. During the annual reporting period, 27 orientation sessions were conducted. The orientation sessions were conducted to alleviate youth fears and dispel myths about DJJ.

Quarterly Family Visits

Throughout the annual reporting period, Quarterly Family Visits were hosted at every facility with themes and planned activities to encourage positive family interaction.

3. SAFETY & WELFARE

14. GENDER-SPECIFIC PROGRAMS

Administrator, Female Programs

In May 2009, DJJ secured an Administrator for female programs. The administrator was responsible for the development, implementation, training, and overall quality of programs and services for females.

Contracted Services

Beginning February 2006 through July 2009, DJJ attempted to contract services for secure residential placement of females outside DJJ. To increase chances of overall success when developing Requests for Information and the Request for Proposals, DJJ consulted with national experts regarding gender responsive programs and services. Moreover, technical assistance was sought from consultants for evaluating service providers. As a result, the Request for Proposals was advertised multiple times in the California Contracts Register, and contact letters were sent to 343 potential bidders as well as to chief probation officers in a number of California counties. Although multiple attempts were made, to date, DJJ has been unable to attract any qualified bidders.

Female Programs and Services

In addition to the many programs and services available for males, treatment specific to the needs of females are provided routinely. Female-specific programs and services include Girls Talk Group, Girls Circle Treatment Group, and Girls Justice Initiative. Currently, in addition to the animal grooming program, vocational classes like Fork Lifting are expanding to include females. Moreover, in 2009, Ventura implemented the nationally recognized, evidence-based curriculum, *Girls . . . Moving On™*, which is designed specifically for females under the age of twenty-one years. The curriculum draws on gender-responsive treatment techniques and interventions that are based upon the unique dynamics, needs, and learning styles of females.

Female Critical Path

Currently, a contingency plan to implement reform within DJJ is being developed for females. In collaboration with gender-responsive treatment experts and based upon examination of existing data and resources, the Female Offender Critical Path Committee will make recommendations for improvement in female programs and services. Areas that will be explored include female-specific assessments, case management, gender-specific programs, cognitive behavioral treatment, family and parenting interventions, employment preparation, expanded college programs, reentry, trauma-informed training and quality assurance processes.

3. SAFETY & WELFARE

15. INFORMATION SYSTEMS

Ward Information Network Exchange

On June 26, 2008, the Ward Information Network Exchange was successfully deployed. Since its implementation, staff members have been able to access current electronic information about any youth from anywhere in California's youth correctional system.

16. POLICY, STANDARDS, AND TRAINING

Policy

In January 2008, the Master Table of Contents for DJJ's policy manual was created, and on August 31, 2009, the Master Schedule for updating policies was completed. Currently, DJJ has sufficient and dedicated staff for developing and maintaining policies based upon contemporary standards of care and practice. Moreover, policies are being reviewed and updated as necessary.

Performance-based Standards

Serious Incidents and Use of Force Databases

In October 2006, the contract for Performance-based Standards was established. Since that time, DJJ has been collecting data and utilizing the system. Moreover, since adoption of the system, databases have been developed and are being used to track serious incidents of violence and use of force.

"Out of Candidacy" Status

The Performance-based Standards Learning Institute developed the candidacy period to provide a formalized orientation for new sites. Performance-based Standards recognizes that juvenile facilities across the country come in various sizes with unique challenges. Candidacy has evolved to adapt to the special situations that new sites might present. The goal is to spend the first year or so concentrating on educating, supporting and guiding sites toward implementing Performance-based Standards successfully. At the end of the Candidacy Period, sites are prepared for the first level of certification: Level 1 Data Quality Assurance. In October 2008, DJJ achieved "Out of Candidacy" status.

Climate Surveys

Since December 2006 and bi-annually thereafter, DJJ has conducted climate surveys to assess staff member and youth safety concerns.

3. SAFETY & WELFARE

16. POLICY, STANDARDS, AND TRAINING

Training

During the annual reporting period, a total of nineteen staff at Ventura, including Parole Agents, Casework Specialists, and Youth Correctional Counselors received training-and-development assignments as Case Managers and completed a five-day course on delivering the curriculum contained in *Girls . . . Moving On™*; beginning in February 2009, the *Girls . . . Moving On™* curriculum was implemented. *Girls . . . Moving On™* is a gender-responsive Program based on theory and research centered on women.

In 2009, training for staff members increased significantly in several areas, including evidence-based counseling techniques and intervention modalities. The table below summarizes the total number of staff who have received reform-related trainings:

Total Number of Staff Receiving Reform Training Through January 2010

REFORM TRAINING	
Aggression Replacement Training	A total of 305 staff members were trained
Cognitive Behavior Primer	A total of 487 staff members were trained. A total of 13 staff members were trained as trainers.
Crisis Intervention and Conflict Resolution	A total of 351 staff members were trained.
Effective Case Work I (Risk Needs Assessment)	A total of 214 staff members were trained. A total of 8 staff members were trained as trainers.
Effective Case Work II (Case Planning)	A total of 151 staff members were trained. A total of 6 staff members were trained as trainers.
<i>Girls . . . Moving On™</i>	A total of 19 staff members were trained.
Group Facilitation Skills	A total of 461 staff members were trained. A total of 26 staff members were trained as trainers.
Motivational Interviewing	A total of 906 staff members were trained.
Safe Crisis Management	A total of 829 staff members were trained.
Youth with Mental Disorders/ Understanding and Preventing Suicide	A total of 511 staff members were trained.

4. WARDS WITH DISABILITIES PROGRAM

1. OVERALL OBJECTIVES

The Wards with Disabilities Program Remedial Plan was developed with three goals in mind:

- 1.) To assure equality of opportunity and full participation for all youth in all of DJJ's services, programs, and activities;
- 2.) To assure the elimination of discrimination against any individuals with disabilities; and
- 3.) To provide clear, strong, consistent, and enforceable standards that address discrimination against individuals with disabilities.

Each of these goals are geared towards ensuring that all youth within DJJ are afforded the same access at all levels of care as those who not disabled.

2. SUMMARY OF PROGRESS

Cumulative Progress

During fiscal year 2008-'09, the Wards with Disabilities Program Expert conducted a fourth round of audits and issued DJJ cumulative ratings of 77% substantial compliance, 21% partial compliance, and 2% non-compliance.

A round-by-round comparison reflects a significant increase in substantial compliance from a low of 41% in round one to the current 77% in round four. Strong evidence of the significant progress DJJ is making has been generated through audit reports the Wards with Disabilities Program Expert has generated.

- Currently, N.A. Chaderjian has an overall 83% substantial compliance rating, which represents a 13.5% increase from the previous audit. Out of the 78 audit items that receive a compliance rating, zero items were rated as non-compliant. After each round of audits, the overall substantial compliance percentage increased an average of 14%.
- Currently, O.H. Close has an overall 84% substantial compliance rating, which represents a 9.5% increase from the previous audit. Out of the 78 audit items that receive a compliance rating, zero items were rated as non-compliant. After each round of audits, the overall substantial compliance percentage increased an average of 16%.
- Currently, Preston has an overall 80% substantial compliance rating, which represents a 15% increase from the previous audit. Out of the 85 audit items that receive a compliance rating, three items were rated as non-compliant. After each round of audits, the overall substantial compliance percentage increased an average of 10%.

4. WARDS WITH DISABILITIES PROGRAM

3. PHYSICAL PLANT

Critical Priority Projects

Under the direct oversight of Facility Planning Construction and Management, on March 31, 2006, a full six months ahead of the Court-imposed deadline, every Category One project throughout the youth correctional system was completed.

Physical Plant Modifications

Between 2006 and 2008, DJJ completed a total number of 140 projects that were designed to ensure that modifications were made, as needed, throughout facility and that any youth with disabilities could have access to those areas.

In 2009 alone, the following thirty projects were completed, and all modifications required by the Wards with Disabilities Program Remedial Plan have been completed.

Completed Projects

N.A. Chaderjian

1. Modify primary entry and exit in administration area.
2. Provide accessible path of travel at Kern and Sacramento Living Units.
3. Provide accessible path of travel at McCloud and Merced Living Units.
4. Provide conforming curb cut at McCloud and Merced Living Units.
5. Remodel second tier stairs at McCloud and Merced Living Units.
6. Remodel youth toilet at the medical clinic area.
7. Remodel second tier stairs at Mojave and Feather Living Units.
8. Provide complying threshold at main entry in the Education Business Art area.
9. Provide accessible main entry at Education Graphic Arts.
10. Provide accessible main entry at Education Cosmetology.
11. Provide accessible path of travel to law library area.
12. Provide path of travel to the security kiosk in the Education area.
13. Provide accessible sanitary and shower facilities for youth in the gym area.
14. Provide accessible sanitary facilities for youth in the chapel area.
15. Replace threshold at main entry in the canteen area.
16. Modify asphalt on exterior route at Smith and American Living Units.

These projects were completed by February 3, 2009.

Preston

1. Enlarge and modify youth restroom in close proximity to Parole Board Hearing room.
2. Replace main entry threshold to the vocational area.

These projects were completed by January 29, 2009.

4. WARDS WITH DISABILITIES PROGRAM

3. PHYSICAL PLANT

SYCRCC

1. Modify curb cut at the Administration building.
2. Provide accessible sanitary facility for youth in the dining halls and kitchen area.
3. Modify main entry ramp at the dining halls and kitchen area.
4. Replace main entry threshold to the gym building.
5. Replace main entry threshold to the pool area.
6. Provide accessible sanitary facility for youth in the gym and pool area.
7. Replace main entry threshold to Pico Living Unit.
8. Modify main entry threshold to the receiving, release, and medical area.
9. Provide accessible sanitary facility for youth in receiving, release, and medical area.
10. Modify main entry ramp to portable classrooms.
11. Provide accessible sanitary facility for visitors in the visiting building.
12. Provide accessible sanitary facility for youth in the visiting building.

These projects were completed by December 31, 2009.

4. YOUTH WITH DEVELOPMENTAL DISABILITIES

Disability Awareness Training

The Wards with Disabilities Program Remedial Plan requires that all staff receive disability awareness training from a curriculum that is designed with the assistance of an external disability advocacy consultant or organization. Specifically, the plan requires that the curriculum address issues related to disability sensitivity, awareness and harassment. To that end, DJJ executed a service and expense contract with a disability advocacy consultant. Work has been completed to revise the existing disability awareness curriculum. The curriculum was completed on September 30, 2009.

Effective Communication Training

In compliance with the Wards with Disabilities Remedial Plan, on February 9 and 10, 2009, DJJ's Wards with Disabilities Program Coordinator provided training for 24 staff trainers on effective communication techniques.

The training curriculum defines effective communication as the means by which staff members ensure that a youth understands what is being said, discussed, or written. The Effective Communication training module that was presented focused upon disabilities that frequently occur in youth committed into DJJ custody, such as visual, auditory, and speech impairments as well as learning and mental health disabilities. Moreover, the training involved discussions of multiple types of auxiliary aids and services, including sign language interpreters, magnifying devices, external computer screen magnifiers, electronic textbooks, and communication boards.

4. WARDS WITH DISABILITIES PROGRAM

4. YOUTH WITH DEVELOPMENTAL DISABILITIES

Residential Program for Youth with Developmental Disabilities

DJJ agreed in the Wards with Disabilities Program Remedial Plan to conduct a study to determine if a residential program for youth with designated developmental disabilities was needed. For that end, during the annual reporting period, several multi-disciplinary meetings were held with the Wards with Disabilities Program Expert to discuss the parameters of the proposed study.

On April 24, 2009, DJJ had a second meeting with the Wards with Disabilities Program Expert to discuss programming needs for youth with developmental disabilities. In part, the purpose of the meeting was to outline an action plan, including deliverables that were responsive to the Wards with Disabilities Program Remedial Plan.

After consultation between the Wards with Disabilities Program Expert and staff from the Division of Juvenile Facilities, Mental Health, and Court Compliance, DJJ established a formal study group to make inquiries regarding youth with developmental disabilities. The parties agreed that the study group would complete four tasks:

1. Develop program outlines for youth with developmental disabilities. Placement options to be considered include residential units; specialized units, such as an intensive treatment program; core units; or based upon risk-needs assessments. In addition, the parties agreed to consider recommending no special unit or program whatsoever;
2. Recommend which program option to employ;
3. Conduct an informal survey of the current population meeting the criteria for having developmental disabilities. The parties agreed a facility Psychologist should complete the survey.
4. Implement an agreed-upon screening system for youth with developmental disabilities.

Grievance Accommodations

During the annual reporting period, from filing to resolution, a Staff Assistant was assigned to any grievance that involved a youth who had a mental or physical disability and required a Staff Assistant as an accommodation. When necessary, throughout 2009, a bilingual aide, reader, or mental health professional was partnered with the Staff Assistant. The Staff Assistant was responsible for explaining Youth Rights and for ensuring understanding of youth grievance procedures.

5. EDUCATION SERVICES

1. OVERALL OBJECTIVES

The main goal of the Education Services Remedial Plan is to ensure that all youth are provided with the educational skills they need to make a successful transition back into the community upon their release. This entails hiring and retaining quality faculty and staff, providing students with access to any educational services, ensuring that students attend a minimum number of minutes of instruction each day, and developing curricula designed to ensure student success.

2. SUMMARY OF PROGRESS

Cumulative Progress

On May 15, 2009, the Education Experts completed the fourth round of audits for fiscal year 2008-'09. The cumulative ratings the Experts issued showed DJJ to be in substantial compliance on 77% of the audit items; in partial compliance on 12%; and in non-compliance on 11%.

3. SUPERINTENDENT OF EDUCATION

New Appointment

In Spring 2009, DJJ selected David Murphy to fill the long-standing vacant position of Superintendent of Education. His appointment was approved by the Governor in late August, and he assumed leadership of the California Education Authority on September 1, 2009. In December, the new Superintendent of Education completed a personal goal to visit the six school campuses for a minimum of three days each to become familiar with the strengths and needs of staff and programs at each school. His immediate leadership goals are to maintain forward momentum in order to reach full compliance with the requirements of the Education Services Remedial Plan and strengthen academic and vocational educational programs to afford youth with effective skills to lead a productive life when released back to their communities.



David Murphy, Superintendent of Education
Division of Juvenile Justice
Appointed September 1, 2009.

5. EDUCATION SERVICES

4. ENHANCED CLASSROOM ENVIRONMENT

Alternative Behavior Learning Environment

At the start of the 2008-'09 academic year, the Alternative Behavior Learning Environment Program became operational at each high school. The Alternative Behavior Learning Environment Program provides opportunities for students to continue learning when alternative education is needed due to classroom behavioral issues. The primary focus of the Alternative Behavior Learning Environment Program is to encourage student retention in the classroom through reinforcement of cooperative behaviors. In addition, the program maintains the integrity of the classroom while simultaneously intervening with youth who engage in disruptive behaviors.

On November 12 and 13, 2008, Mentor Teachers met to evaluate outcome data and revise the Alternative Behavior Learning Environment Program. As part of the quality assurance process to ensure successful implementation, policy standards were developed that require Mentor Teachers to provide technical assistance and training to peer teachers.

On June 3, 2009, the Alternative Behavior Learning Environment Policy and Program Guidelines were approved. In August 2009, at each high school, Mentor Teachers began to deliver training on the principles and strategies that underpin the Alternative Behavior Learning Environment program. Thereafter, in August and January of each year, Education Services will conduct program evaluations. Program review criteria outlined in the Alternative Behavior Learning Environment Policy will be addressed during site training.

Teacher Monitoring

The Education Services Remedial Plan requires quarterly classroom observations to ensure that teachers are responsive to the cultural, linguistic, and socio-economic backgrounds of each student. The goal of the quarterly observation process is to create an inclusive environment in classrooms that encourages students of diverse backgrounds with varying abilities to engage and be challenged as learners.

In conducting classroom observations, the California Education Authority utilizes a rubric that was generated from the California Standards for the Teacher Profession Report produced by the California Department of Education, which establishes standards for teaching. The California Standards for the Teacher Profession Report is based on current pedagogical research and expert advice pertaining to best teaching practices. Beginning with the 2008-'09 academic year, due dates were placed upon the master calendar to ensure central office monitoring of the completion of the quarterly observations. The Education Services Experts rated all school sites as being in substantial compliance at the conclusion of their fifth round of audits in June 2009.

5. EDUCATION SERVICES

5. ENHANCED CLASSROOM ENVIRONMENT

Positive Behavior Management System

The Education Services Remedial Plan requires implementation of a written policy, procedure, and practice that will provide for a structured, positive behavior management system in each classroom throughout the State. In addition, both the Education Services and the Safety & Welfare Remedial Plans mandate the establishment of a youth incentive program. In July 2005, the Youth Incentive Program was implemented. The goal of DJJ's Youth Incentive Program is to encourage youth to engage in socially acceptable behavior and participate in education and rehabilitation programs. In November 2008, each high school within the California Education Authority received an electronic version of the *Positive Behavior Classroom Guide*.

Initially implemented at Jack B. Clarke High School, the *Positive Behavior Classroom Guide* is designed to promote positive youth behavior by building the developmental assets of each student. In accordance with compliance standards contained in the Education Services Remedial Plan, on December 16, 2008, the *Positive Behavior Classroom Guide* was adopted for implementation at each high school. Subsequently, on January 6, 2009, Positive Behavior Management System training was delivered to affected staff members during Staff Development Days.

The Positive Behavior Management System encourages students to attend school regularly and to actively engage in learning. The California Education Authority has embraced Asset-Building as a viable method for promoting positive interactions in the classroom.

By building on youth strengths and competencies, Asset-Building empowers youth to make healthy choices. Developmental assets are the key factors, both internal and external, that strengthen the health and wellbeing of youth. External assets are defined as the positive factors that influence and guide youth behavior. Internal assets are defined as values, competencies and commitments. Research shows that the more assets are acquired, the more likely a youth is to engage in positive behaviors. With Asset-Building, every member of the youth correctional community is used to help students build healthy ways of interacting with the world.

Student Consultation Team

During 2009, to identify struggling students and provide adequate support for achieving academic success, the Student Consultation Team process was improved and made fully functional at each high school.

Distance Learning

By March 19, 2009, to supplement the academic curriculum, all six DJJ high schools were using distance learning that was aligned with the content standards established by the California Department of Education.

5. EDUCATION SERVICES

5. ENHANCED CLASSROOM ENVIRONMENT

California Education Authority Student Achievement Academic Years 2004-'05 through 2008-'09

According to data derived from *Principal Monthly Reports*, beginning during academic year 2004-'05 and continuing through academic year 2008-'09, when measuring factors such as earned high school diplomas, general education development certificates, California technical education or vocational certificates, as well as college enrollment, students within the California Education Authority School District demonstrated a progression of continuous achievement.

<u>Student Achievement</u>	<u>'04-'05</u>	<u>'05-'06</u>	<u>'06-'07</u>	<u>'07-'08</u>	<u>'08-'09</u>
High School Diploma	163	161	172	205	193
General Education Development Certificate	87	118	170	182	90
College Enrollment	383	160	313	478	283
California Technical Education or Vocational Certificate	120	278	414	477	728

Note: It is important to note that, while numbers of students in each category increased through 2008, overall student population steadily declined. The Education Services Remedial Plan became effective March 1, 2005. In August 2005, the youth population within the Division numbered approximately 3,189. In June 2009, the youth population was approximately 1,671. In academic year 2004-'05, 163 students earned a high school diploma, which represented 5% of the youth population. However, in academic year 2008-'09, 193 students earned a high school diploma, which represented 11% of the youth population and a 6% increase.

Program Service Day

The Safety & Welfare, Education Services, and Mental Health Remedial Plans require DJJ to implement a Program Service Day at each facility. The goal of Program Service Day is to provide scheduling flexibility so that youth can attend school in accordance with their high school graduation plan, participate in individual and group counseling, and attend case conferences during the work-day of program staff members. Program Service Day is designed to ensure that youth are actively engaged in constructive activities during most waking hours. Program Service Day guarantees the preservation of the five-period school-day schedule, which enables students to access and enroll in courses of study required for high school graduation. In addition, Program Service Day is intended to minimize scheduling conflicts and ensure that youth receive treatment and rehabilitation services that are identified through case planning. Program Service Day was implemented at every youth facility in DJJ, effective March 31, 2009.

6. HEALTH CARE SERVICES

1. OVERALL GOALS

The main goal of the Health Care Services Remedial Plan is to develop a health care services delivery system that improves youth access to health care services and provides a standard system of care and accountability. To this end, the Health Care Remedial Plan is guided by four main concepts:

- 1.) The creation of a centralized state medical leadership that has the ability to establish health care policy, implement and monitor health services at all facility, and supervise health services staff;
- 2.) The development of standardized policies and procedures that match the needs of youth and conform to an acceptable national standard of medical and nursing care;
- 3.) The development of a system for auditing staff performance against newly implemented policy and procedure; and
- 4.) The establishment of a program that fosters linkages to university-based programs, public health agencies, and other youth facilities to which youth may be transferred or from which they may be accepted.

2. SUMMARY OF PROGRESS

Cumulative Progress

During fiscal year 2008-'09, the cumulative ratings issued for the second round of audits shows DJJ to be in substantial compliance on 84% of the audit items. The 84% substantial compliance rating represents a 13% increase in overall compliance from ratings issued during the first round of audits.

Successful implementation of the Health Care Quality Management System is directly linked to improved audit results for Health Care Services. As part of the Quality Management Program, to remedy deficiencies identified through the first round of audits in areas rated as non-compliant, Corrective Action Plans were developed. In accordance with the standards that control the Quality Management Program, on a monthly basis, each facility reported progress toward achieving compliance to the Health Care management team. Some of the strongest evidence for the significant progress DJJ is making has been generated through audit reports the Health Care Services Experts have issued.

Health Care Quality Management System

In fiscal year 2009, successful implementation of the Health Care Quality Management System was directly linked to improved audit results for Health Care Services. As part of the Quality Management Program, in areas rated as non-compliant, Corrective Action Plans were developed to remedy deficiencies identified through the first round of audits. In accordance with the standards that control the Quality Management Program, on a monthly basis, each facility reported progress in achieving compliance to the Health Care management team.

6. HEALTH CARE SERVICES

3. PEER REVIEW

Peer Review Process

The Peer Review process for clinicians and nurse practitioners has been fully implemented at each of the facilities. In accordance with adopted standards, clinicians peer-reviewed charts and reported findings to the Chief Medical Officer. In turn, each Chief Medical Officer reported aggregate results to the Health Care Services Director.

Peer Review serves multiple purposes, including the following:

- Requires clinicians of each facility to peer review charts.
- Identifies clinicians from each facility whose practices are outstanding.
- Identifies clinicians from each facility who need improvement.
- When necessary, requires plans to improve a clinician's performance.
- When necessary, requires the Chief Medical Officer to review and monitor.
- Acts as a training process for the reviewer and reviewed.
- Improves the performance and patient care of the clinicians at each facility.

The Health Care Services Director conducts one-on-one peer reviews with each clinician annually, at a minimum. The benefits of peer review are two-fold: first, through peer review, each clinician has the opportunity to reflect on identified strengths and weaknesses with the goal of improving overall performance; second, by experiencing the process, each clinician learns best practices in conducting peer reviews with colleagues.

Specifically, during the reporting period, the Health Care Services Director performed a focused review of a physician whom the Health Care Services Experts identified as possibly needing improvement in chart documentation. As a result of the focused review, the physician who was identified received proper instruction and has shown considerable improvement in documentation of care in the Unified Health Record.

6. HEALTH CARE SERVICES

4. CORE VALUES

Health Care Delivery System Core Values



Community Standards: We intend to provide quality medical, dental, and mental health care that meets community standards.

Integrity: We demonstrate honesty and consistency in all aspects of our work: we insist that the Health Care Services staff members evaluate each situation and accept individual responsibility for doing what is correct.

Respect: We demand a work environment where all people are treated with fairness and dignity; we accept individual differences and support adherence to professional standards.

Teamwork: We pursue cooperative partnerships with both internal and external units involved in youth health care and operational facets of the California Department of Corrections and Rehabilitation in providing quality care to youth; we function as a team, recognizing the importance of open communication, collaboration, and individual role responsibility.

Innovation: We encourage new ideas for doing the job better and encourage input on established practices; we encourage Health Care Services staff members to seek opportunities to maximize personal contributions; and we are willing to take prudent risks to improve processes and procedures.

6. HEALTH CARE SERVICES

5. STANDARDIZATION OF INFORMATION

Correctional Institution Pharmacy System

During the annual reporting period, DJJ upgraded the Correctional Institution Pharmacy System. The Correctional Institution Pharmacy System is the commercial software application used statewide. The software system is used for the basic management of the youth electronic medication regimens, including but not limited to:

- Pharmacy labels and medical administration records
- Historical prescription information and reporting
- Drug-drug interactions
- Drug-allergy interactions
- Therapeutic class reporting
- Pharmaceutical budget information
- Pharmaceutical prescribing information
- Formulary management

Upgrades to the Correctional Institution Pharmacy System were completed in early April 2009. Benefits of deployment include the following:

- Increased youth safety
- Reduced support cost
- Increased reporting capabilities
- Improved information sharing
- Enhanced ability to import data from external sources
- Enhanced formulary management
- Increased application performance
- Increased compliance with department technology policies

In the past, DJJ operated numerous Correctional Institution Pharmacy System work-stations; now, one terminal server is remotely accessed. Consequently, DJJ is now able to upgrade information and troubleshoot issues that may arise from one server instead of many. In addition, the software is easier to install, configure, and replace in the event of a catastrophic failure. The aforementioned reduces the risk for a typical single-point-of-failure to a manageable level.

Where formerly large amounts of data had to be entered manually, pharmacists now receive data automatically. The benefit is two-fold: time is saved, and errors are reduced. Moreover, standardized formatting of drug names has increased the accuracy and continuity of information shared among facilities.

6. HEALTH CARE SERVICES

6. COST-SAVINGS

Cost-Savings for the Taxpayer

Information is presented at the statewide Pharmacy and Therapeutics Committee Meetings on a quarterly basis. The information addresses the following topics:

- Efforts to decrease pharmaceutical expenditures;
- Medication management, including prescribing habits and modifications to the formulary;
- Budget overview, trends, and tracking information;
- Pharmacy services, review, scope, evaluation, and modifications; and
- Nurse, mental health, and medical department review, evaluations, and practice.

Information presented at the statewide Pharmacy and Therapeutics Committee Meeting in December 2009 addresses the following topics:

- Efforts to decrease pharmaceutical acquisition expenditures, including physician education on prescribing costs, procurement of less expensive therapeutically equivalent generic medications, and formulary adherence to the Department of General Services' common drug formulary.
- When using the same time period for comparison, from July through December, pharmaceutical acquisition expenditures decreased by \$ 261,242 in 2008 from 2007. This equated to a decrease in pharmaceutical acquisition expenditures of 27%. Through the third quarter of 2009, costs again decreased by another 19% compared to 2008.
- Compared with the previous *Pharmacy and Therapeutics Quarterly Report*, the average psychotropic medication cost per youth and prescribing Psychiatrist decreased from \$ 7.48 per day in 2007 to \$ 6.82 per day in 2009.

6. HEALTH CARE SERVICES

7. NURSING

Nurse Orientation Program

In 2009, during the first three months of employment, each newly hired nursing staff member participated in a completely re-organized, two-week nurse orientation program.

The nurse orientation program is designed for all nursing staff members, but is more comprehensive for registered nurses. The program consists of several clinical competency-based training modules that are important for the delivery of high quality nursing care.

Nursing training modules include topics such as, among other things, Medication Administration, Oral Care and Oral Screening, Chronic Disease Management, Asthma, and Patient Education. Each course contains a didactic component, a nurse instructor demonstration, and a participant skills assessment that validates competence for discrete procedures.

Nursing Education and Training

During the annual reporting period, mandated training for nursing staff members was conducted and will continue annually. The desired outcome for nurse training is the provision of safe and competent youth care. In addition, training modules are authorized in response to specific training needs or to update changes in clinical practice.

The “Nursing Education and Training Chart” below summarizes the courses presented at each DJJ facility during 2009 as well as the number of staff who attended those trainings. From January 2007 through July 2009, a total of 877 nursing staff have received training. In addition, Annual Competency for Licensed Psychiatric Technicians was conducted.

Training Course Title	# of Staff Trained in 2009
Nurse Competency Training	111
Medication Administration Training (including Psychiatric Technicians)	77
Annual Competency Training for Licensed Psychiatric Technicians	33
Physical Assessment, Nursing Process, and Documentation Training	48
Blood-Borne Pathogens Training	2
Chronic Disease Management Training	66
Dental Screening and Oral Care Training	79
SOAPE Documentation Training	86
Total # of Staff Trained in 2009	502

6. HEALTH CARE SERVICES

7. NURSING

Nursing Training Modules Under Development

Sick Call Standardized Procedures (Registered Nurses)

Trains Registered Nurses to assess and intervene, based on standardized nursing procedures, for benign conditions. Registered Nurses are trained to conduct standardized procedures and when necessary, refer a youth to a clinician or nurse practitioner for more definitive treatment.

Infection Control Program (Registered Nurses)

Provides an overview of the role the Registered Nurse plays in the Infection Control Program.

Emergency Services (Registered Nurses as First Responders)

Reviews Basic Life Support procedures and instructs Registered Nurses about the procedures to be followed when activating the Emergency Medical System within DJJ's facilities.

7. DENTAL SERVICES

1. GENERAL DENTAL CARE

Routine Dental Examination



Dental Services contributes to the health and well-being of youth-patients and is an integral part of the Health Care delivery system. The overall goal of Dental Services is to promote, stabilize, and maintain the oral health of each youth in DJJ's care.

Routine Care

During the annual reporting period, the dental services provided to youth who arrived at the reception center of each facility included routine dental exams and check-ups as well as emergency dental services and forensic dentistry. Routinely, youth were provided with instructions on dental hygiene and have ready access to toothbrushes, floss loops, and other tools for basic dental care.

Preventive Care and Emergency Services

Often the first warning sign of disease comes in the form of oral problems; thus, it is imperative for youth to have access to regular dental examinations. Regular dental check-ups ensure that youth remain in overall good health and that early health problems are detected and, if possible, prevented. The dental services provided to youth who arrive at the reception center of each facility include routine dental exams and check-ups as well as emergency dental services and forensic dentistry.

Toothbrushes and Floss Loops

Routinely, youth are provided with dental hygiene education and ready access to toothbrushes, floss loops, and other tools for basic dental care.

7. DENTAL SERVICES

1. GENERAL DENTAL CARE

Comprehensive Examinations and Specialty Referrals

Dental care includes not only the teeth and gums but also the muscles of the head, neck, and jaw; the tongue; salivary glands, and the nervous system of the head and neck. At DJJ, during a comprehensive examination of a youth, dentists examine the teeth and gums and also look for any abnormalities. Moreover, dentists are trained to recognize situations that warrant referring youth-patients to dental specialists or physicians for additional care.

2. SUMMARY OF PROGRESS

Cumulative Progress

In 2009, the Dental Services Expert finished visiting each of the facilities and completed the first round of audits pursuant to the Dental Services Remedial Plan. Each of the facilities, after the completion of the Expert's audit, was found to be substantially compliant on at least 90% of the audit items, with the highest substantial compliance percentage achieved by SYCRCC at 96.3% and the lowest being 90.2% achieved by N.A. Chaderjian. On the whole, in the Dental Expert's *Annual Report*, the Expert deemed four facilities – Heman G. Stark, O.H. Close, Preston, and SYCRCC – to be in substantial compliance overall, with N.A. Chaderjian and Ventura the only two facilities deemed to be in overall partial compliance.

The individual audit results for each of the facilities are as follows:

Heman G. Stark

Of 117 questions and screens reviewed by the Expert, Heman G. Stark was found to have 112 items (or 95.7%) be in substantial compliance, 3 items (or 2.6%) in partial compliance, and 2 items (or 1.7%) in non compliance.

N.A. Chaderjian

Of 112 questions and screens reviewed by the Expert, 101 items (or 90.2%) were found to be in substantial compliance, 3 items (or 2.7%) in partial compliance, and 8 items (or 7.1%) in non-compliance.

O.H. Close

Of 114 questions and screens reviewed by the Expert, 114 items (or 95.8%) were found to be in substantial compliance, 3 items (or 2.5%) in partial compliance, and 2 items (or 1.7%) in non-compliance.

7. DENTAL SERVICES

2. SUMMARY OF PROGRESS

Facility Audit Results *(Continued)*

Preston

Of 115 questions and screens reviewed by the Expert, 110 items (or 95.6%) were found to be in substantial compliance, 2 items (or 1.7%) in partial compliance, and 3 items (or 2.6%) in non-compliance.

SYCRCC

Of 115 questions and screens reviewed by the Expert, 110 items (or 95.6%) were found to be in substantial compliance, 2 items (or 1.7%) in partial compliance, and 3 items (or 2.6%) in non-compliance.

Ventura

Of 115 questions and screens reviewed by the Expert, 112 items (or 95.6%) were found to be in substantial compliance, 3 items (or 1.7%) in partial compliance, and 2 items (or 2.6%) in non-compliance.

Cumulative for Round One

By the end of the first round of audits, the Expert had completed a review of a total of 692 questions and screens at all of the facilities. Of this amount, 655 items (or 94.6%) were in substantial compliance, 15 items (or 2.2%) in partial compliance, and 22 items (or 3.2%) in non-compliance.

8. MENTAL HEALTH

1. OVERALL OBJECTIVES

The main mission of the Mental Health Services Remedial Plan is to provide comprehensive and integrated forensic and mental health services to youth. Mental health services include screening, diagnosis, psychometric assessments, psychotherapeutic treatment, consultation services to direct care and other staff, and leadership of clinical programs operating within a continuum of care in a variety of settings. The selection and delivery of services are to follow existing evidenced-based standards of mental health care.

2. SUMMARY OF PROGRESS

Cumulative Progress

Three sets of monitors audit the Mental Health Remedial Plan: the Mental Health Experts, the Office of the Special Master, and “Other” as identified in the Mental Health Standards and Criteria.

Because the total number of audit items is only 118 and the majority measure progress toward implementing the Mental Health Remedial Plan at Headquarters, the percentage of overall compliance in the area of delivering effective Mental Health services to youth residing in facilities is necessarily skewed. Therefore, the cumulative rating being reported misrepresents the true progress being made toward creating a therapeutic environment in facilities throughout the youth correctional system. To resolve the issue to the satisfaction of the parties, DJJ is working with the Mental Health Experts to revise the Mental Health audit tool. The goal is to use one tool to review progress toward implementing the Mental Health Remedial Plan at the facilities and a different tool at Headquarters.

While the current cumulative rating of 27% substantial compliance is unacceptable, by the next *Farrell Annual Report*, DJJ Leadership projects steady improvements will have been made in the area of Mental Health.

Small Group Counseling

Small group counseling is a key component of mental health services that are offered throughout the youth correctional system.

Every youth in residential care participated regularly in psycho-educational resource groups. As participants in psycho-educational resource groups on topics like anger management, assertiveness, values clarification, and criminal thinking errors, youth have the opportunity to acquire and practice valuable social skills. Concurrently, youth without a high school diploma or its equivalent are required to build scholastic skills through academic instruction or to acquire job skills through vocational training.



8. MENTAL HEALTH

3. ORGANIZATIONAL STRUCTURE

Organizational Charts

During 2009, Mental Health submitted proposed organizational charts for Headquarters and each youth correctional facility to the Office of the Chief Deputy Secretary for review and approval. Approval of proposed organizational charts is pending reconciliation with required Business Rules.

Mental Health Staffing

During the annual reporting period, the total number of Psychologists and Psychiatrists agreed upon in the Mental Health Remedial Plan were secured. The Mental Health staffing patterns were completed for all outpatient services and for the residential mental health units. However, agreed-upon staffing levels will be subject to future adjustments based upon population changes and new business rules.

Population Reductions in Residential Mental Health Units

During the first quarter of 2009, the actual census for the Intensive Treatment Program (24 participants), Special Counseling Program (24 participants), and Intensive Behavior Treatment Program (16 participants) reflect the population restrictions contained in the Mental Health Remedial Plan.

4. SCREENING & ASSESSMENT

Mental Health Intervention Program

Throughout the annual reporting period, at Intake, the Suicide Risk Assessment Questionnaire was completed within one hour of admission. In addition, a Critical Factors Assessment was completed to assist in identifying immediate mental health needs. In compliance with DJJ standards, high scores on either assessment prompts a referral for an immediate appointment with a Psychologist, and/or placement on crisis or suicide-watch.

Clinical Evaluation

Documentation of Mental Health Evaluations

During the second quarter of 2009, Mental Health developed a process including forms for electronically recording Progress Notes and documenting results of Mental Health evaluations. By December 31, 2009, the process became operational along with the Mental Health Evaluation Policy.

8. MENTAL HEALTH

4. SCREENING & ASSESSMENT

Screening Instruments

With the input of the Mental Health Experts, Mental Health is analyzing the present mental health screening tools for possible changes under the future Mental Health Integrated Assessment Policy.

Upon intake, a battery of psychological tests is administered to measure risk levels for suicide, thought disorders, depression, anxiety, anger, drug abuse, and violence. With oversight from a Psychologist, a trained proctor administered five nationally validated assessment instruments, including the following:

- Weinberger Adjustment Inventory
- Massachusetts Youth Screening Instrument
- Youth Self-Report
- Kaufman Brief Intelligence Test 2
- Voiced Diagnostic Interview Schedule for Children
- Drug Experience Questionnaire

The test results are scored and analyzed by computer software. The results are printed as a detailed treatment needs profile. In accordance with DJJ protocol, the profile is then forwarded to the assigned Casework Specialist, who then completes an initial review and forwards any profiles with elevated risk levels to a Psychologist for triage. Within two weeks of arrival, the Casework Specialist administers a second suicide risk assessment questionnaire.

Kaufman Brief Intelligence Test

If a youth scores below 70 on the Kaufman Brief Intelligence Test, then the Weschler Intelligence Scale for Children or the Weschler Adult Intelligence Scale is administered. In compliance with DJJ standards, the Chief Psychologist determines the most appropriate placement for a youth considered as developmentally disabled. Options for placement include residential care within a DJJ facility or, in some cases, transfer to the Department of Mental Health or Department of Developmental Services.

Voice Diagnostic Interview Schedule for Children

In 2009, every new arrival was given the Voice Diagnostic Interview Schedule for Children. The standardized and validated instrument is designed to identify emergent risk of harm to self or another, guide case planning, and generate provisional diagnoses. The instrument is accessed electronically. Interview questions are displayed visually on a computer screen and heard orally through headphones. The instrument accommodates youth with limited reading ability and facilitates self-disclosure of potentially sensitive information that might not otherwise be divulged during a one-on-one interview.

8. MENTAL HEALTH

4. SCREENING & ASSESSMENT

Referrals

In compliance with DJJ standards, when assessment scales are elevated, a youth is referred for a full psychological evaluation, a psychiatric review for medication, or screened for placement in a mental health, sex offender, or substance abuse treatment program. At a minimum, a notation is made in the field file to alert the receiving facility of issues that could arise. Beginning in 2009, two screening instruments were used for placement into sexual behavior treatment programs. The Juvenile Sexual Recidivism Risk Assessment Tool-II, a nationally validated instrument is administered with youth under age 18; and the Static-99, a state-mandated instrument is administered with adults 18 years and older. At the facilities, on a daily basis, in accordance with DJJ policy, Senior Psychologists review referrals and assign cases to Mental Health clinicians.

Mental Health Screening for Residential Care

Special Program Assessment Needs

When flags are raised during the treatment needs assessment, a Mental Health clinician completes a Special Program Assessment Needs evaluation. Results of the evaluation, along with centralized clinical oversight, determine the level of residential care a youth requires.

Youth Assessment and Screening Instrument

DJJ contracted with Orbis Partners, Inc., to develop a customized risk-needs assessment as a means of determining specific program placement and interventions for youth. As a result, the California Youth Assessment Screening Instrument was developed and, in October 2008, a study to create norms was conducted. Subsequently, 2,202 initial and 949 reassessments were completed.

On May 14, 2009, representatives from Orbis Partners, Inc., visited O.H. Close to meet with stakeholders. The meeting was conducted to discuss the implementation process for the newly adopted screening instrument and to provide technical support in the development of resource intervention groups.

Psychosis Screening Questionnaire

As of April 2009, Mental Health implemented the state-wide use of the Psychosis Screening Questionnaire that was approved by the Mental Health Experts.

Forensic Evaluation

Welfare and Institutions Code, §§ 1800 and 1800.5

In the second quarter of 2009, selected Mental Health clinicians and peace officers attended a training for trainers in the use of the Referral, Assessment and Review Process when seeking time extensions for youth under the *Welfare and Institutions Code*, §§ 1800 and 1800.5. Subsequently, every remaining direct care DJJ staff were trained in the procedures.

8. MENTAL HEALTH

4. SCREENING & ASSESSMENT

Case Planning

In mental health units, Casework Specialists will serve the same responsibilities as Case Managers in core units.

Case Management

During the annual reporting period, Case Managers were hired to enhance the effectiveness of treatment teams operating at facilities throughout the youth correctional system. The newly retained Case Managers were responsible for conducting risk-needs assessments and reassessments, facilitating meetings as well as for developing and updating individual treatment plans.

Individual Treatment Plans

Treatment teams serving on residential mental health units met weekly to discuss and develop individual treatment plans for the youth. This process will be formalized by the Case Management Subcharter that will develop DJJ's individualized multidisciplinary integrated treatment plan in support of DJJ's Integrated Behavioral Treatment Model.

Positive Staff and Youth Interaction



At DJJ, every youth is assigned to a Youth Correctional Counselor. On a weekly basis, sometimes more frequently, the Youth Correctional Counselor provides individual and group counseling services.

Individual counseling is important to the therapeutic process.

8. MENTAL HEALTH

5. LEVELS OF CARE

Mental Health Services

Suicide Prevention, Assessment and Response Pilot

To prevent suicidal behaviors, DJJ needed to separate youth with significant Mental Health issues from others displaying negative behaviors. In response, N.A. Chaderjian conducted the Suicide Prevention, Assessment, and Response pilot program. The goal of the program was to reduce the risk of suicide through focused intervention with youth who were experiencing stressors known to precede suicidal behavior. During the pilot, to prevent and better respond to crises, Mental Health clinicians assigned youth a suicide reduction status. When a youth experienced stress and was deemed to be at risk, staff members were encouraged to listen actively, demonstrate concern, and intervene to strengthen emotional coping skills. On March 31, 2009, N.A. Chaderjian completed the Suicide Prevention, Assessment, and Response pilot, the results of which provided insight into the development of the new Suicide Prevention, Assessment, and Response Policy. Overall, participation, in the Suicide Prevention, Assessment, and Response pilot combined with subsequent policy implementation and training, has contributed significantly to a safer, more therapeutic environment at N.A. Chaderjian.

Mental Health Levels of Care

DJJ offers three levels of mental health care: out-patient, residential, and in-patient. The continuum of services is designed to address the intensity of mental health treatment each youth requires while ensuring placement in the least restrictive treatment environment.

6. PROGRAMS

Out-patient Treatment Program

Core Treatment

At DJJ, out-patient services are made available to any youth whose needs are not addressed through current program placement. Mental Health clinicians deliver services to youth who are discharged from residential Mental Health programs and require on-going treatment. In addition, services are delivered in response to referrals from youth, families, and staff members. Primarily, the out-patient services consist of consultation, medication management, screenings, assessments, crisis evaluations, and referrals.

O.H. Close Out-patient Treatment Program

In 2009, at O.H. Close, to meet the expanding needs of the out-patient treatment program, plans were monitored for the placement of ten furnished modular units. By May 2010, the project is expected to be complete. Throughout the reporting period, the Office of the Superintendent and the Mental Health management team worked collaboratively to efficiently place the units. As a result, new office space will become available for designated Case Managers, Mental Health clinicians, and peace officers. Equally as important, the project provides space for group treatment and case conferences.

8. MENTAL HEALTH

6. PROGRAMS

Special Counseling Programs

At DJJ, the Special Counseling Program offers a sub-acute level of residential care for youth who need counseling-enriched rehabilitative services. In 2009, Special Counseling Programs were located at Heman G. Stark, N.A. Chaderjian, and Ventura. In 2009, Heman G. Stark had the capacity to serve 24 adult males on one living unit; N.A. Chaderjian had the capacity to serve 24 male youth and 24 adult males on two living units; and Ventura had the capacity to serve 24 females and 24 adult males on two living units. On January 29, 2009, the Special Counseling Program at O.H. Close began providing youth services. The program serves youth under the age of eighteen years. With a current population of 22, the program continues to expand. The target population is 24.

In 2009, Special Counseling Programs included the following classifications: Psychiatrist, Senior Psychologist, Clinical Psychologist, Licensed Psychiatric Technician, Supervising Casework Specialist, Casework Specialist, Senior Youth Correctional Counselor, Youth Correctional Counselor, Youth Correctional Officer, Teacher, Teaching Assistant, and Office Technician.

Youth assigned to Special Counseling Programs need counseling enriched programs with a stabilizing influence. Because a therapeutic environment promotes individual change, staff members work to maintain a healthy therapeutic community where anti-social behaviors are regularly confronted. In 2009, to meet the therapeutic needs of each resident, the treatment teams delivered an array of services. When necessary, the Staff Psychiatrist prescribed and monitored psycho-pharmacological treatment. In addition, treatment teams on Special Counseling Programs provided a supportive, therapeutic environment for youth to learn and practice new social and cognitive skills. To accomplish program goals, staff members drew from a variety of theoretical modalities and treatment interventions. On a routine basis, to stabilize youth and promote positive interactions, Mental Health clinicians used psychodynamic and behavioral approaches, including cognitive behavioral, aggression replacement, Gestalt, relapse prevention, rational emotive, and re-decision therapies. Also, every youth was assigned a Youth Correctional Counselor. On a weekly basis, sometimes more frequently, the Youth Correctional Counselor provided individual and group counseling services.

Psycho-educational Resource Groups

In 2009, youth assigned to Special Counseling Programs participated regularly in psycho-educational resource groups. Through participation in these groups on subjects like assertion, self-esteem, victims, drugs and alcohol, and relating to women youth had the opportunity to acquire and practice valuable social skills.

8. MENTAL HEALTH

6. PROGRAMS

Intensive Treatment Programs

At DJJ, intensive treatment programs offer a sub-acute level of residential care for mentally ill youth who need intensive therapy and rehabilitative services. In 2009, intensive treatment programs were located at Heman G. Stark, N.A. Chaderjian, SYCRCC, and Ventura.

In 2009, Heman G. Stark had the capacity to serve 24 adult males on one living unit; N.A. Chaderjian had the capacity to serve 24 male youth and 24 adult males on two living units; the had the capacity to serve 24 male youth on one living unit; and Ventura had the capacity to serve 24 females on one living unit.

In 2009, intensive treatment programs included the following classifications: Psychiatrist, Senior Psychologist, Clinical Psychologist, Licensed Psychiatric Technician, Registered Nurse, Supervising Casework Specialist, Casework Specialist, Senior Youth Correctional Counselor, Youth Correctional Counselor, Youth Correctional Officer, Teacher, Teaching Assistant, and Office Technician.

At DJJ, youth assigned to intensive treatment programs are the most volatile and emotionally disabled. To meet the therapeutic needs of each resident, the treatment teams deliver an array of services. On an on-going basis, the Staff Psychiatrist prescribes and monitors psycho-pharmacological treatment. To address community issues and provide intervention, Psychologists and living unit staff members, including Casework Specialists, routinely co-facilitate resource and large groups. Also, each youth is assigned to a Youth Correctional Counselor. On a weekly basis, sometimes more frequently, the Youth Correctional Counselor provides intensive individual and group counseling services. Youth assigned to intensive treatment programs participate regularly in psycho-educational resource groups.

Marshall Incentive Program

During the annual reporting period, at SYCRCC, the Marshall Intensive Treatment Program used a points system to drive the incentive program and shape youth behavior. Each youth was issued a blue card. Each blue card listed education, group living, and therapy or treatment activities. If a youth displayed expected behavior, any staff member was authorized to issue a point in the designated categories. Every Thursday afternoon, as part of the program, the Reinforcement Store would be open for business, and youth were able to purchase rewards based upon accumulated points. During the months of April, May, and June 2009, every youth participated in the program

8. MENTAL HEALTH

6. PROGRAMS

Intensive Behavior Treatment Program

At DJJ, the intensive behavior treatment program offers a sub-acute level of residential care for mentally ill youth who exhibit aggressive or violent behaviors. The program offers a safe, therapeutic environment where youth can acquire the pro-social skills necessary for interacting peacefully with others. In 2009, intensive behavior treatment programs were located at Heman G. Stark and N.A. Chaderjian. In 2009, Heman G. Stark had the capacity to serve 16 youth or adult males, and N.A. Chaderjian had the capacity to serve 16 adult males. In 2009, intensive behavior treatment programs included the following classifications: a half-time Psychiatrist, a half-time Senior Psychologist, a Clinical Psychologist, a licensed Psychiatric Technician, a Registered Nurse, a Supervising Casework Specialist, a Casework Specialist, a Senior Youth Correctional Counselor, a Youth Correctional Counselor, a Youth Correctional Officer, a teacher, a teaching assistant, and an Office Technician. In 2009, each intensive behavior treatment program was assigned four Peer Mentors.

In intensive behavior treatment programs, an individual treatment plan can encompass a highly structured behavioral modification program or entail traditional psychotherapeutic interventions. When developing individual treatment plans, in addition to intensive individual and group counseling, heavy emphasis is placed upon social skills training and relationship building.

At DJJ, the youth in the intensive behavior treatment programs are acutely psychotic, neurotic, or emotionally unstable, with concomitant behavior disorders that preclude successful functioning in a less restrictive environment. To meet the therapeutic needs of each resident, the treatment teams deliver an array of services. When necessary, the Staff Psychiatrist prescribed and monitored psychopharmacological treatment. In addition, treatment teams on intensive behavior treatment programs emphasize improved interpersonal communication on a personal level, in small groups, and within the community setting. To redirect rage and encourage peaceful interactions, regularly, Mental Health Clinicians interact with youth using behavior modification, conflict resolution, and relaxation techniques.

Youth assigned to intensive behavior treatment programs participate regularly in psycho-educational resource groups. By participating in psycho-educational resource groups on subjects like anger management, assertiveness, values clarification, and criminal thinking errors, youth have the opportunity to acquire and practice valuable social skills. Concurrently, youth without a high school diploma or its equivalency are required to build scholastic skills through academic instruction or acquire job skills through vocational training.

In-patient Psychiatric Care

When a higher level of residential care is required, northern California males are transferred to Sierra Vista Hospital. If denied admission to the hospital for security reasons, youth were admitted to the Correctional Treatment Center at Heman G. Stark. Southern California males and females are also provided acute in-patient care at the Correctional Treatment Center located at Heman G. Stark. Males located in northern and southern California are provided intermediate care through a contract with the California Department of Mental Health in the Intermediate Care Facility at SYCRCC.

8. MENTAL HEALTH

7. EVIDENCE-BASED TREATMENT

Dialectic Behavior Therapy

During the annual reporting period, DJJ awarded a contract to train Psychologists in dialectic behavior therapy. Dialectic behavior therapy treats youth who exhibit self-injurious behaviors and teaches them skills in four categories: mindfulness, distress tolerance, emotional regulation, and interpersonal effectiveness. During 2009 and through 2010, designated Mental Health clinicians at each facility will be trained. After training, a dialectic behavior therapy pilot program will be initiated and decisions on the further deployment of the therapeutic approach will be made based upon the outcome.

N.A. Chaderjian Dialectic Behavior Therapy Skills Group

At N.A. Chaderjian, from January 20, 2009, to March 17, 2009, behavior therapy skills group training was conducted in the Visiting Hall using an eight-session format. Separate groups were conducted for youth in the core treatment programs and for those in special counseling and sexual behavior treatment programs.

Cognitive Behavioral Therapy

At N.A. Chaderjian, by March 3, 2009, four Mental Health clinicians had participated in a cognitive behavioral therapy training for trainers. In addition, N.A. Chaderjian psychologists completed the Cognitive Behavior Primer. The Cognitive Behavior Primer involves the use of thought-feeling-behavior cycles to help modify the behavior of youth. The Cognitive Behavior Primer is an evidence-based treatment procedure for reducing depressive thoughts, decreasing behaviors such as sexual assaults, and controlling aggressive outbursts. The treatment is an essential tool for changing criminal thinking errors and enhancing self-esteem.

Eye Movement and Desensitization Reprocessing Therapy

On December 6, 2008, at O.H. Close, eye movement and desensitization therapy was implemented for youth with post-traumatic stress disorder. Eye movement and desensitization therapy decreases intrusive thoughts, memories and flashbacks, resulting in decreased aggression, as well as increased attention, self-control, and feelings of safety.

8. MENTAL HEALTH

8. FAMILY INVOLVEMENT

Family Contact

With the passage of Senate Bill 518 and Assembly Bill 1300, DJJ has implemented Family Contact in accordance with agreed-upon standards. Moreover, during the annual reporting period, conformity with Family Contact standards was monitored through self-audits and by the *Farrell* Compliance Unit. When a youth first arrives, a facility orientation packet is mailed to the family. Also, upon arrival, each new youth receives two initial phone calls from the Intake Agent and is assigned to a living unit staff member.

Mental Health clinicians often participate during Family Days. The Parole Agent, Casework Specialist, and/or Case Manager assigned to the youth calls the family within three days of a youth arriving to explain the program, share expectations, and provide contact information. The youth is present during these conversations. On those days when there is no visitation, youth have other means to contact families. For instance, each week, youth have the opportunity to telephone their families. In addition, youth are given two free postage letters per week. More importantly, youth and families participate in quarterly family night programs as well as in family counseling sessions with Mental Health clinicians.

8. MENTAL HEALTH

9. MENTAL HEALTH RECORDS

Mental Health Forms

Annual Form Review

During the annual reporting period, Mental Health completed a review of every Mental Health form for efficacy as well as redundancy. If no longer judged useful or if viewed as redundant, a form was removed from circulation. In addition, beginning in 2009, any new Mental Health policy included required forms that reflected current standards, procedures, and requirements.

Health Record Reorganization

During the second quarter of 2009, a new Chart Order for form placement was developed and will be implemented as part of Health Record Reorganization within Health Care Services.

Automated Tracking System

During the first quarter of 2009, the Mental Health automated tracking system was placed on the Chief Deputy Secretary's Information Technology Priority List. Technical classifications responsive to the specific knowledge, skills, and abilities required to create an automated tracking system were identified. A dedicated staff member was then assigned to Mental Health to design an automated tracking system. Information collected in the system will assist Mental Health clinicians in making evidenced-based treatment decisions.

During the second quarter of 2009, Mental Health developed four electronic forms that will be foundational to the new Mental Health automated tracking system. On December 31, 2009, the forms are scheduled for statewide implementation along with the Mental Health Evaluation Policy.

1. Initial Mental Health Evaluation Form
2. Complete Mental Health Evaluation Form
3. Mental Health Progress Notes Form
4. Suicide Risk Reduction Progress Notes Form

By December 31, 2009, data collection, which will inform implementation of the automated tracking system, will begin throughout the youth correctional system. By December 31, 2010, Mental Health expects the system to be deployed statewide.

8. MENTAL HEALTH

10. POLICIES, PROCEDURES & TRAINING

Critical Policies

During the annual reporting period, several important Mental Health policies with the highest priorities were implemented.

1. Suicide, Prevention, Assessment, and Response Policy
On March 31, 2009, the Suicide, Prevention, Assessment, and Response Policy was implemented.
2. Psychopharmacologic Treatment Guidelines Policy
On March 31, 2009, the Psychopharmacological Treatment Guidelines Policy was implemented.
3. Forensic Evaluations (*Welfare and Institutions Code*, §§ 1800 and 1800.5)
On June 1, 2009, the policy was deployed throughout the youth correctional system.
4. Mental Health Referral Process Policy
On December 31, 2009, the policy was deployed throughout the youth correctional system.
5. Mental Health Evaluation Policy
On December 31, 2009, the policy was deployed throughout the youth correctional system.
6. Mental Health Peer Review Policy
Internally, the language for the Mental Health Peer Review Policy has been drafted and is undergoing the vetting process. On April 30, 2010, the policy is scheduled for deployment throughout the youth correctional system.
7. Confidentiality Policy
Internally, the language for a Confidentiality Policy is under development. Prior to approval by the signing authority, the language will be subject to an extensive legal and administrative review and vetting process.
8. Crisis Prevention and Management
On April 15, 2009, DJJ implemented a revised Use of Force Policy entitled Crisis Prevention and Management/Use of Force. When acting-out behavior does not pose an immediate threat to self, others, or facility operations, the policy emphasizes the use of prevention, intervention, and de-escalation techniques. In addition to the new policy, staff members have been given the Crisis Prevention Support Plan. When responding to escalating behavior, the Crisis Prevention Support Plan is designed to assist staff members in selecting the most effective intervention strategies to deploy.

8. MENTAL HEALTH

10. POLICIES, PROCEDURES & TRAINING

Peer Review

In 2009, throughout the youth correctional system, Psychologists and the Psychiatrists continued to conduct peer reviews. The peer review process will be formalized under the new Mental Health Peer Review Policy.

The purpose of the peer review process is to give Mental Health clinicians an opportunity to reflect on identified strengths and weaknesses in a collegial environment. The goal is to learn from others who practice in the same discipline and thereby improve overall performance.

Quality Management

Mental Health Quality Management Sub-Committee Meetings

During the reporting quarter, monthly, at a minimum, Mental Health at the facilities conducted Quality Management sub-committee meetings.

Internal Audits

Mental Health Chronological Notes

Monthly, the Chief Psychologist and the Senior Psychologists conducted audits at facilities for compliance with DJJ standards, which require the filing of Mental Health Chronological Notes in the Unified Health Record.

Wards with Disabilities Program

Monthly, the Chief Psychologist conducted audits at facilities for compliance with DJJ standards that require screenings to be conducted for the purpose of youth eligibility for the Wards with Disabilities Program.

Mental Health Referrals

Monthly, the Chief Psychologist and the Senior Psychologists conducted audits at facilities for compliance with DJJ's standards governing mental health referrals.

9. SEXUAL BEHAVIOR TREATMENT PROGRAM

1. OVERALL GOALS

The Sexual Behavior Treatment Program is a comprehensive program focused on providing a continuum of care to youth based on a standardized process for assessment and treatment-planning, starting at intake and through parole. The overall purpose of the program is to protect the public by rehabilitating those youth who have committed or have a history of committing sexual offenses or sexually inappropriate behavior. The program strives to provide a safe and secure environment for youth to address their treatment needs, make individualized interventions available to address sexually inappropriate behaviors, and help the youth develop the ability to regulate their own impulsive thoughts, feelings, and actions. The program establishes a therapeutic community that enables youth to develop healthy social relationships and ultimately lead successful, healthy lives.

2. SUMMARY OF PROGRESS

Cumulative Progress

For each of the three round of audits completed, the Sexual Behavior Treatment Program Remedial Plan has been monitored using a different set of standards. Because of the varying standards used during each round of audits, objectively determining the status of a discrete audit item is difficult. As a remedy, the parties to the litigation are revising the Sexual Behavior Treatment Program Remedial Plan and audit tool to reflect mutually agreed-upon program standards. The program standards adopted will be aligned with nationally accepted best practices.

Recently, the Sexual Behavior Treatment Program Court Expert has provided DJJ with a full set of draft reports for the third round of audits. While the current cumulative rating of 27% is unacceptable, by the completion of the next round of audits, DJJ's leadership anticipates that steady improvements will have been made in the area of sexual behavior treatment.

Organizational Chart

On January 30, 2009, DJJ's Sexual Behavior Treatment Program Coordinator presented Sexual Behavior Treatment Program organizational charts, including reporting chains for sexual behavior treatment programs and Headquarters, to the Court Expert for review.

Program Coordinator

On January 12, 2009, the vacant Sexual Behavior Treatment Program Coordinator position was filled. On April 1 and 2, 2009, the new Coordinator attended the Massachusetts Sexual Offender Coalition Conference in Rhode Island. In addition, the Coordinator visited the Rhode Island Training School for Youth in Cranston.

9. SEXUAL BEHAVIOR TREATMENT PROGRAM

2. SUMMARY OF PROGRESS



Role of the Therapist

Early studies of sexual offender treatment focused primarily on techniques and virtually ignored the influence of the therapist...it may now be time to turn our attention to those who provide the treatment in an effort to further refine and improve our ability to provide effective treatment". (Fernandez, 2006)

Car Show and Open House

The Psychologists who treat Sex Offenders are committed to building a therapeutic community on Owens Hall. Here, **Dr. Krys Hunter** shares a meal with the youth under her care.

Shifting Toward a more Positive Approach

A related limitation of a more traditional approach to programming involves its primary focus on deficits, whereby treatment centers around the negative attributes of individuals and the use of escape and avoidance strategies as a means of preventing further sexual behavior problems. As one can imagine, a treatment program that outlines only what is problematic about an individual and offers restrictions and prohibitions as the road to wellness may not lead to engagement and investment in the change process (see, e.g., Mann, Webster, Schofield, & Marshall, 2004; Thakker, Ward, & Tidmarsh, 2006; Ward & Stewart, 2003). This, too, exemplifies a failure to consider individuals holistically and may neglect important clinical needs, thus limiting the impact of interventions.

Consequently, experts have recently begun to argue that an emphasis of modern rehabilitative efforts should be to equip participants with the necessary skills, competencies, values, and beliefs that will ultimately allow them to lead "good lives" (Thakker et al., 2006; Ward & Stewart, 2003). Put simply, leading a "good life" – in which needs are met in positive and self-fulfilling ways but not at the expense of others – is incompatible with sex offending, and therefore is an important treatment goal. Through this approach, adults and juveniles develop positive goals, including intimacy, health, knowledge, autonomy, and emotional balance. At the same time, they learn how to counteract obstacles, whether internal or external, that may prevent them from attaining these goals.

Because this "good lives" model of rehabilitation is strengths-based and designed to facilitate overall wellness and meaningful change for individuals, it has the potential to enhance engagement and internal motivation in treatment (Mann et al., 2004; Thakker et al., 2006; Ward & Stewart, 2003). This important shift from an exclusive risk management approach, therefore, represents a key advancement in the sex offender treatment field – and one that can enhance the likelihood of success of participants, thus translating into community safety.

A project of the U.S. Department of Justice, Office of Justice Programs; "Understanding Treatment for Adults and Juveniles Who Have Committed Sex Offenses"

Center for Sex Offender Management

A Project of the U.S. Department of Justice, Office of Justice Programs

9. SEXUAL BEHAVIOR TREATMENT PROGRAM

2. SUMMARY OF PROGRESS

Task Force

During December 2008, DJJ's Sexual Behavior Treatment Program task force was reorganized to address concerns of the Court Expert regarding the reporting structure for Sexual Behavior Treatment Program Clinicians. After reorganization, the task force included supervisors serving on Sexual Behavior Treatment Program units. On April 7, 2009, the first task force meeting occurred with the new membership necessary for implementing change, including Senior Psychologists, Program Administrators, Educators, Field Parole Agents, and auxiliary staff members. During 2009, the Task Force has been active participants in the implementation of the Sexual Behavior Treatment Program Guide. In the future, at a minimum, the task force is scheduled to meet quarterly.

3. PROGRAM CHARTER, ASSESSMENT TOOLS, AND PROGRAM GUIDE

Charter

On February 24, 2009, the Executive Management Team approved the Sexual Behavior Treatment Program Charter. On March 2, 2009, the staff members assigned to the Charter met to begin development of the Sexual Behavior Treatment Program Guide and completed all tasks by October 2, 2009. Currently, there is a Sexual Behavior Treatment Program minor project dedicated to the implementation of the program guide that is expected to be completed in 2010.

Screening and Assessment Tools

In 2009, DJJ used a variety of risk-assessment tools, including the Juvenile Sex Offender Recidivism Risk Assessment Tool-II and the Static-99, to determine placements for sex-offending youth. To assess dynamic factors in treatment, DJJ has identified a third assessment tool, the Juvenile Sex Offender Assessment Protocol II.

On January 1, 2009, DJJ discontinued use of the Sex Offender Referral document and, in accordance with State requirements, implemented the Juvenile Sex Offender Recidivism Risk Assessment Tool-II and the Static-99. Currently, the Juvenile Sex Offender Recidivism Risk Assessment Tool-II and the Static-99 trigger the referrals for youth placements into sexual behavior treatment programs. At each reception center, DJJ administers one of the two assessment tools with each new arrival and, where appropriate, with youth who receive services through existing sexual behavior treatment programs. Again, four months prior to release, DJJ administers one of the two tools for every youth.

The Sexual Behavior Treatment Program Guide outlines a comprehensive assessment that will be conducted at the Sexual Behavior Treatment Program orientation unit. The assessment components were approved by the Court Expert and are based on current research in the field of youth who have sexually abused.

9. SEXUAL BEHAVIOR TREATMENT PROGRAM

3. PROGRAM CHARTER, ASSESSMENT TOOLS, AND PROGRAM GUIDE

Waiting List

Throughout 2009, no youth waited for placement into a sexual behavior treatment program because of limited bed space. Every youth receives services based upon a treatment needs hierarchy.

Program Guide

During 2009, a comprehensive Sexual Behavior Treatment Program Guide was developed. Subsequently, the guide was presented to the Court Expert and the Architecture Review Board for review and comment. To ensure concurrence, the revised version of the guide was submitted to the Court Expert for review. During fiscal year 2009-'10, with the approval from the Court Expert and the Executive Management Team, the Program Guide will be implemented.

4. PROGRAM CURRICULUM

Family Counseling

Currently, a family counseling component is incorporated into the Sexual Behavior Treatment Program curriculum, which requires the treatment team to attempt to include the family into treatment at Stages 3, 6, and 9 of the stage work. As the Sexual Behavior Treatment Program evolves and changes, inclusion of the family will continue to be important and will not be limited to stages. The Sexual Behavior Treatment Program Guide provides specific guidelines and expectations for family involvement.

Program Curriculum

Healthy Living Curriculum

The Healthy Living curriculum was designed as an intervention for sexually inappropriate behaviors being sanctioned through the disciplinary process. During 2007 and 2008, the Healthy Living curriculum was piloted at DJJ. Subsequently, based upon the results of the pilot and with guidance from an Instructional Designer, a revised draft of the Healthy Living curriculum was completed. Multi-media training materials are being designed that will complement planned instruction. The revised curriculum was forwarded to the Court Expert for review and feedback. Revisions were made based on the Expert's comments, and the curriculum is expected to be fully implemented in 2010.

Sexual Behavior Treatment Curriculum

On January 30, 2009, the Court Expert approved a curriculum structure appropriate for delivery within DJJ. Subsequently, DJJ began developing a Request for Proposal with a scope of work specific to developing Sexual Behavior Treatment curriculum for youth. Further, during the annual reporting period, a contract with The Change Company included provisions for securing sex offender-specific interactive journals.

9. SEXUAL BEHAVIOR TREATMENT PROGRAM

5. TRACKING SYSTEM

Ward Information Network

During 2008 and 2009, Enterprise Information System staff members worked hard on developing several new screens for the Ward Information Network. The screens will, among other things, enable staff to track delivery of the Sexual Behavior Treatment curriculum and archive results obtained from administering sex-offender risk-assessment screening tools. During the second quarter of 2009, at Headquarters, the testing phase for the new Sexual Behavior Treatment Program tracking system was completed. In September 2009, the new tracking system was tested at O.H. Close. Subsequently, within the framework of the Program Service Day, the tracking system will be launched throughout the youth correctional system.

6. TRAINING

Reform

During the annual reporting period, to encourage staff enrollment in *Farrell* reform training, the Sexual Behavior Treatment Program Coordinator partnered with the *Farrell* Training Coordinator. Moreover, the Sexual Behavior Treatment Program Coordinator tracked attendance, and sexual behavior treatment program staff routinely attended training on topics such as Motivational Interviewing, Cognitive Behavioral Treatment, Aggression Replacement Training, and Suicide Prevention. In addition, during the first quarter of 2009, staff members, including Case Managers, Casework Specialists, Supervising Casework Specialists, and Treatment Team Supervisors for the sexual behavior treatment programs received training on the importance and maintenance of Proof of Practice.

Sexual Behavior Treatment Methods for Juveniles

Staff members serving on sexual behavior treatment programs require training in the latest treatment methods for intervening with youth. In response, during the reporting period, DJJ optimized the use of in-service training. Throughout the year, treatment teams serving on existing sexual behavior treatment programs participated in several sexual offender-specific training sessions. In the long term, DJJ plans to internally develop training modules that address sexual behavior treatment methods for youth.

In November and December 2009, sexual behavior treatment staff assigned to the new units that were opened as part of the Heman G. Stark transition received training on curricula, procedures, and new research in the field of sexual offender treatment for youth.

In December 2009, Field Parole Agents, Psychologists, Case Managers, and Supervising Casework Specialists received four hours of training on new research in the field of sexual offender treatment for youth and the containment model provided by Counseling and Psychotherapy Center, Inc.

9. SEXUAL BEHAVIOR TREATMENT PROGRAM

6. TRAINING

Team Meetings

In March 2009, to provide training on curricula, procedures, and new research in sexual offender treatment for youth, each sexual behavior treatment program unit throughout DJJ conducted a one-day team meeting.

Risk Assessment Tools

A total of 230 DJJ staff members were trained in at least one of three assessments: 81 staff members were trained in the Juvenile Sex Offender Recidivism Risk Assessment Tool-II; 118 in the Static-99; and 31 in the Juvenile Sex Offender Assessment Protocol II.

Staff Members Play a Key Role in Youth Rehabilitation



During the Car Show held on Owens Hall, While youth engage in games like indoor football, Dr. Ramona Bedford-Howe enjoys a picnic-style lunch while youth engage in games, like in-door football.

Practitioners are also becoming more familiar with specific techniques and strategies that have been found to be helpful for engaging clients, both adult and juvenile. Perhaps one of the most common is Motivational Interviewing (Miller & Rollnick, 2002). Generally speaking, this approach suggests that the way in which professionals interact with a client should vary depending upon the client's level of motivation and readiness for change, which may ultimately reduce client resistance and promote engagement in the assessment and intervention process. Motivational Interviewing has become an increasingly popular strategy for working with sex offenders (Ginsburg, Mann, Rotgers & Weekes, 2002).

Similarly, and specifically for professionals working with juvenile sex offenders, the Invitations to Responsibility model has been suggested as a means of promoting internal motivation to invest in the treatment process, rather than using confrontation as an attempt to externally motivate youth (Jenkins, 1998). The accompanying techniques and strategies are based on the importance of personal choice and identifying one's own reasons to change, and emphasize the need to develop partnerships – rather than coercive relationships – with clients (Jenkins, 1998, 2006).

"Understanding Treatment for Adults and Juveniles Who Have Committed Sex Offenses," a project of the U.S. Department of Justice, Office of Justice Programs.

10. HEADQUARTERS

1. STATUS OF THE EIGHTEEN COURT-ORDERED PROJECTS

Summary Chart: Status of the Eighteen Projects as of January 2010

No.	Project	Due Date	Status
1.	Access to the Law Library	June 30, 2010	Completed.
2.	Teacher Monitoring	October 27, 2008	Completed.
3.	Behavior Management Classroom	March 31, 2009	Completed.
4.	Training Materials Prepared by External Disability Consultant (Youth with Disabilities)	September 30, 2009	Completed.
5.	Physical Plant (Selected Modifications)	December 31, 2009	Completed.
6.	Master Table of Contents (Policies)	October 31, 2008	Completed.
7.	Program Service Day	March 31, 2009	Completed.
8.	Use of Force	March 31, 2009	Completed.
9.	Disciplinary Decision-making System (Process)	March 31, 2009	Completed.
10.	Grievances	November 1, 2008	Completed.
11.	Time Adds (Program Credit Contract)	March 31, 2009	Completed.
12.	Time Adds (Tracking)	December 7, 2008	Completed.
13.	SPAR Policy and Implementation	February 23, 2009	Completed.
14.	Mental Health Organizational Charts (Headquarters and Facility)	October 1, 2008	Final Steps. Due to the adoption of the new business rules and the facility closure, the deadline for completing the Corrective Action Plan has been extended to February 2010.
15.	Hiring (Psychologists & Psychiatrists)	March 27, 2009	Completed.
16.	Mental Health Automated Tracking System	December 31, 2010	In Progress. The system is a priority project for Information Technology (EIS). The scope and staffing needs have been finalized. Mental Health currently has one FT and one PT dedicated resources from EIS.
17.	Psychopharmacology Policy	December 31, 2008	Completed.
18.	Mental Health Policies	December 31, 2010	In Progress. Mental Health Peer Review has been trained; its implementation date is 01/11/10. Treatment Confidentiality is in the final stages of completion. Mental Health Assessments is part of the Classification Charter and is in progress. All other Mental Health Policies have been prioritized and are in various stages of drafting.

10. HEADQUARTERS

2. JUVENILE RESEARCH BRANCH

Mission

The mission of the Juvenile Research Branch is to provide quality research, program evaluation, data tracking and analysis to implement and support evidence-based policies and practice for youth in the Division of Juvenile Facilities and on parole.

Functions

The Juvenile Research Branch of the Office of Research is comprised of three major units and sixteen positions. The three major units are the Information Systems Unit, the Population Projections Unit, and the Research and Evaluation Unit.

Information Systems Unit

The Information Systems Unit maintains and manages the Offender-based Information Tracking System, prepares routine Population Reports, and responds to specific information requests. Also, the Information Systems Unit supplies analytical and database support to other Juvenile Research Branch Units.

Population Projections Unit

Using Computer Modeling Programs, the Population Projections Unit develops Five-year Projections for facility and parole populations. The Projections are used for budgeting and planning purposes. The Projections are prepared biannually, in August and February.

Research and Evaluation Unit

The Research and Evaluation Unit provides analytical information regarding DJJ programs to external stakeholders, such as the Governor's Office, the State Legislature, the California Department of Justice, and the California Department of Finance, as well as to internal California Department of Corrections and Rehabilitation stakeholders, such as the Budget, Facilities, and Parole Offices. Currently, the Research and Evaluation Unit is focused upon providing research expertise to work groups that are responsible for implementing the *Farrell* reforms in areas of Needs Assessment, Programming, and Re-entry.

As part of the reform and remediation effort, the Research and Evaluation Unit is responsible for creating an effective Risk-needs Classification System, as well as for developing structures to monitor ongoing performance, services, and outcomes.

10. HEADQUARTERS

2. JUVENILE RESEARCH BRANCH

Fiscal Year 2008-'09 Research and Evaluation Projects

- Prepared ongoing Research and Evaluation Plans pertaining to the implementation of *Farrell* litigation initiatives, including Aggression Replacement Training, the Behavior Treatment Program, the Sexual Behavior Treatment Program, Family Engagement, Substance Use Disorder Treatment, and Gang Integration.
- Prepared to conduct Program Reviews using the Correctional Program Assessment Inventory/Correctional Program Checklist.
- Presented an analysis of the *Farrell*-mandated Supplementary Mental Health Instrumentation (Voice-DISC) to Mental Health Program Administrators at Headquarters.
- To improve Mental Health Screening and Assessment upon admission to DJJ, evaluated and refined the treatment needs assessment.

3. POLICY, PROCEDURES, PROGRAMS & REGULATIONS

Annual Schedule

On June 2, 2009, the Policy, Procedures, Programs & Regulations Unit completed the Annual Schedule for tracking and monitoring policies. The Annual Schedule will be piloted during 2010 with the goal of ensuring compliance with the mandate for annual review of policies.

Forms Management

During 2009, the Policy, Procedures, Programs & Regulations Unit established procedures for the management and control of forms, including but not limited to development, revision, production, procurement, storage, and overall accountability. On February 19, 2009, the Policy, Procedures, Programs & Regulation Unit disseminated the Forms Management policy. Since that time, the policy has been posted on the DJJ's intranet, along with a revised version of the Form Approval Request form. In addition, forms are available on the Intranet in alphabetical and numerical order.

Policy Template

During the annual reporting period, the Policy, Procedures, Programs & Regulations Unit revised the Policy Template. The new template lists Procedures in a decimal outline, and this revised format makes procedures easier to organize. Moreover, when revisions are recommended during the policy review process, text is easier to locate.

10. HEADQUARTERS

3. POLICY, PROCEDURES, PROGRAMS & REGULATIONS

Referral Process

A revised Referral Form has been created to capture the necessary data and signatures required to complete the policy review process. During the second quarter of 2009, the Referral Form and the new Notice of Annual Review Form were placed on the DJJ's intranet.

Rule-making Process

On an ongoing basis, the Policy, Procedures, Programs & Regulations Unit is developing regulations for *Farrell*-related policies. For easy reference, the rule-making process is being tracked on a Regulations Dashboard.

Staffing

The Policy, Procedures, Programs & Regulations Unit continues to lose incumbents serving in limited term positions. To maintain dedicated staff members for policy development and maintenance, during the second quarter of 2009, the unit filled three vacant limited term positions.

DJJ Policy Chart

No.	PPB	Case	Effective Date
1.	PPB 08-03	Program Service Day	03/31/09
2.	PPB 08-06	Suicide Prevention, Assessment and Response (revised)	03/10/08
3	PB 08-09	Youth Incentive Program	08/08/08
4.	PB 08-10	Departmental Badges (revised)	04/01/09
5.	PB 08-11	Access to Youth Files and Information	03/22/09
6.	PB 08-12	Program Credits (revised)	04/09/09
7.	PB 08-14	Regulations	10/08/08
8.	PB 08-15	Electronic Devices within a Youth Correctional Facility	12/22/08
9.	PB 08-16	Workplace Violence Prevention Program (revised)	11/26/08
10.	PB 08-18	Contraband (revised)	12/22/08
11.	PB 08-19	Psychopharmacological Treatment	04/03/09
12.	PB 08-21	Youth Property (revised)	04/15/09
13.	PB 08-22	Division of Juvenile Facilities Revocation Extension Process	04/15/09
14.	PB 08-23	Division of Juvenile Facilities Exit Interview Process	04/15/09
15.	PB 09-02	Forms Management (revised)	02/19/09

10. HEADQUARTERS

3. POLICY, PROCEDURES, PROGRAMS & REGULATIONS

DJJ Policy Chart (Continued)

No.	PB No.	Case	Effective Date
16.	PB 09-03	Disciplinary Decision-Making System (revised)	04/02/09
17.	PB 09-04	Use of Force (revised)	04/15/09
18.	PB 09-05	Acceptance and Rejection Criteria for Youth with Medical or Mental Health Conditions (revised)	04/15/09
19.	PB 09-06	Standards for Attorneys in Revocation Proceedings	04/15/09
20.	PB 09-07	Vision Testing and Eye Glass Procurement	02/18/09
21.	PB 09-08	Medical Emergency Response and Disaster Preparedness	02/03/09
22.	PB 09-10	Forensic Evaluations	04/02/09
23.	PB 09-14	Religious Services to Youth (revised)	05/07/09
24.	PB 09-15	Youth Sexual Misconduct (revised)	04/28/09
25.	PB 09-17	Special Education Manual	06/08/09
26.	PB 09-19	Alternative Behavior Learning Environment	06/03/09
27.	PB 09-21	First Aid (revised)	06/26/09
28.	PB 09-24	Medical Reception	08/06/09
29.	PB 09-25	Hand Washing	08/19/09
30.	PB 09-26	Immunizations	08/19/09
31.	PB 09-27	Emergency Services	09/07/09
32.	PB 09-28	Receiving Health Care Screening	08/06/09
33.	PB 09-30	Privacy of Care	09/29/09
34.	PB 09-31	Automated External Defibrillator	09/07/09
35.	PB 09-32	Mental Health Referrals	10/21/09
36.	PB 09-33	Unified Health Record System	09/21/09
37.	PB 09-34	Refusal of Treatment	09/07/09
38.	PB 09-36	Mental Health Evaluations	09/29/09

10. HEADQUARTERS

4. PROGRAM OPERATIONS UNIT

The Program Operations Unit in the Division of Juvenile Programs is heavily involved in numerous aspects of the *Farrell* Remedial Plans. The Program Operations Unit is comprised of 27 staff members from a variety of disciplines. Many of the staff members are stationed in Youth Correctional Facilities or Parole Regions and act as mentors and coaches to staff members directly interacting with youth in the implementation of various reform efforts.

Program Operations Unit Responsibilities

- Manage DJJ's Classifications System.
- Ensure the fidelity of programs and training implemented as part of reform.
- Manage contracts with a variety of critical vendors, such as the University of California, San Diego, for Motivational Interviewing; Orbis Partners, Inc., for the Risk Needs Assessment; Dr. Barry Glick for Aggression Replacement Training; and the Change Company for Interactive Journaling.
- Provide logistical support for *Farrell*-related training initiatives, including Motivational Interviewing, Safe Crisis Management, Risks-Needs Assessment, Cognitive Behavioral Primer, Conflict Resolution, Aggression Replacement Training, and CounterPoint.
- Chair various chartered projects such as the Program Service Day, Behavior Treatment Programs, Classification (Case Management), and Interactive Journaling.

Accomplishments and Actions Taken

Skill Development Programs

- In collaboration with the Orbis Partners, Inc., the Program Operations Unit introduced two new skill development programs, Group Facilitation Skills and Cognitive Behavior Primer throughout the youth correctional system.
- Beginning in February 2009, the Program Operations Unit facilitated the implementation of the evidence-based treatment intervention *Girls . . . Moving On™* at Ventura.

Juvenile Justice Cadet Academy

During the first quarter of 2009, the Program Operations Unit facilitated the inclusion of Group Facilitation, Cognitive Behavior Primer, Motivational Interviewing, and Safe Crisis Management courses into the restructured curriculum for Juvenile Justice Cadet Academy.

10. HEADQUARTERS

5. THE WARD INFORMATION NETWORK

Information Technology Priority Board

During fiscal year 2008-'09, the *Farrell* Task Force completed a gap analysis that identified new requirements and increased the scope for the Ward Information Network Project. On February 2, 2009, the Information Technology Priority Board approved two new items impacting the schedule. These items are known as the Disciplinary Decision-Making System Mental Health Referral and the Disciplinary Decision-making System Mental Health Treatment Plan.

Accomplishments

April 2009 Deployment

1. Use of Force Module
2. Disciplinary Decision-Making System Module
3. Suicide Risk Reduction Module

Actions Taken

During fiscal year 2008-'09, seven service requests were submitted to the Information Technology Priority Board for consideration and approval. The seven requests included the following:

1. ***Disciplinary Decision-making System Mental Health Treatment Plan (new)***
 - Developed a preliminary schedule.
 - Began working with the User Project Manager to define requirements.
2. ***Disciplinary Decision-making System Mental Health Referral (new)***
 - Developed a preliminary schedule.
 - Worked with the User Project Manager to define requirements.
 - Submitted a list of user requirements to the User Project Manager for approval.
 - Began creating a system requirements specification based upon projected user requirements.
3. ***Education Attendance Tracking***
 - Developed every required Education Attendance Tracking Report.
 - During May 2009, the Education Attendance Tracking Sub-project Module was completed, and user acceptance was received as scheduled.

10. HEADQUARTERS

5. THE WARD INFORMATION NETWORK

Accomplishments and Actions Taken (Continued)

4. *Intake and Court Services*

- Continued sending Intake and Court Services data to the Ward Information Network exchange.
- Made progress in aligning the Ward Master Primary Key with the Ward Information Network Exchange and Intake and Court Services.
- Made progress assigning a Windows Media Porting Kit to each record in Intake and Court Services.
- Continued to work on the remaining data issues in the Ward Information Network related to Intake and Court Services.
- Began analysis of the new reports the User Project Manager identified.

5. *Sex Offender Tracking* (Sexual Behavior Treatment Program)

- Continued User Acceptance Testing.
- During the second quarter of 2009, began work on training materials.

6. *Program Service Day Tracking*

- Continued systems analysis and defining requirements.
- Completed code development related to tracking minutes for Youth Orientation, Juvenile Justice Administrative Committee Hearings, and the Juvenile Justice Administrative Board.
- Made progress in identifying the design and systems testing for Front End Screen Forms.
- Made progress with retrofitting the existing appointment system, and coding the Medical Health Service minutes for tracking purposes.
- Made progress on front and back end Forms Development in areas of Requirements, Design, Development, and Systems Testing.

7. *Project Management*

- Updated and expanded the Project Schedule to reflect the tasks required, including completion times for each sub-project.

10. HEADQUARTERS

6. INFORMATION TECHNOLOGY

Electronic Law Library System

During fiscal year 2008-'09, Information Technology field support worked closely with Procurement and Education Services to secure an electronic law library system for each of DJJ's facilities. During 2009, the products were delivered at the facilities, and the electronic law library system was fully deployed, including installation of electronic law library work-stations.

Electronic Distance Training

During the second quarter of 2009, Information Technology at each facility partnered with the *Farrell* training team in implementing electronic Distance Training.

E-Rate

Another accomplishment during the reporting period was E-Rate. E-Rate is a discount that schools and libraries may receive in acquiring telecommunication services. Eligible schools and libraries can receive discounts of between 20 and 90 percent off telecommunication services, Internet access, and internal connections necessary for deploying technology into the classroom.

Thanks to E-Rate, DJJ was able to move forward in the purchase of approximately \$ 7 million worth of technology resources for Education Services. The federal government funded 90% of the E-Rate project, and by September 30, 2009, DJJ was able to purchase technology under E-Rate and provide those services at each of its facility's schools.

10. HEADQUARTERS

7. STRATEGIC OFFENDER MANAGEMENT SYSTEM PROJECT

California Department of Corrections and Rehabilitation

In 2009, the California Department of Corrections & Rehabilitation announced its intent to award a contract to Electronic Data Systems Corporation, a Hewlett-Packard Company, to begin a multi-million dollar effort to automate and streamline offender data systems. The project, called the Strategic Offender Management System, will consolidate existing databases and records. Moreover, the system will replace manual paper processes over a four-year contract period. The system will upgrade and standardize data and population management practices.

The Strategic Offender Management System will revolutionize the process for sharing and utilizing offender data, and will significantly improve offender management processes. Even in these challenging financial times, the benefits to the state are immense. For the first time in our agency history, we will have a unified, automated system for tracking offenders. We are confident that the Electronic Data Systems Corporation can do this for us in the timeline provided and we look forward to working with them.

-- Matthew Cate, Secretary, California Department of Corrections and Rehabilitation

Division of Juvenile Justice

At DJJ, the Strategic Offender Management System will lead to a higher level of continuity in rehabilitation and other programming for the youth when transitioning from custody into the community. Coordinating youth information, risks-needs assessments, case management plans, and other data into a streamlined system will allow custody and program staff members to better manage the youth population. Better youth management and increased access to treatment and programs should lead to a reduced recidivism rate. In May 2009, the project was kicked off with full representation from designated stakeholders within DJJ.

Implementation

In the second quarter of 2009, the department worked assiduously on implementation of the Strategic Offender Management System. The department, in partnership with Hewlett-Packard Enterprise Services, made substantial progress on many fronts.

Electronic Records Management System Initiative

During the second quarter of 2009, to support implementation of the Electronic Records Management System initiative at adult institutions, the Equipment Deployment Team began the installation of new computer equipment. The Electronic Records Management System Initiative will ensure stakeholder access to needed C-Files on-line through a web-based viewer application. In the first quarter of 2010, scanning of C-Files is scheduled to begin.

10. HEADQUARTERS

7. STRATEGIC OFFENDER MANAGEMENT SYSTEM PROJECT

Implementation *(continued)*

Configuration Work Sessions

During the second quarter of 2009, the Strategic Offender Management System Application team made significant progress in the Configuration Working Sessions for Release 1A. Release 1A will include Intake, Scheduling and Movements functionality. During 2010, the Application Team will start the Configuration Working Sessions for Release 1B, which will include Sentence Calculation, Holds-Wants-Detainers, Visitation, Programs, and Classification.

During the working sessions, to ensure the Strategic Offender Management System application meets the business needs of the department, subject matter experts from DJJ, the Division of Adult Institutions, and the Division of Parole Operations contributed to the overall design and functionality of the system.

Website

Currently, an updated website is operating where stakeholders can learn more about the Strategic Offender Management System. During the coming year, the team plans to post an overview vignette of the system as well as additional vignettes that demonstrate application functionality of the system. Throughout the year, the project will add more information continually to the website including new vignettes that show more features of the Strategic Offender Management System as well as vignettes showing the functionality of the C-File Viewer application.

10. HEADQUARTERS

8. REFORM PROJECT MANAGEMENT

Best Practices

Reform Portfolio Master Schedule

During fiscal year 2008-'09, the Project Management Office collected an inventory of chartered projects, minor projects, and tasks associated with the six *Farrell* Remedial Plans, inputted the data into the Reform Portfolio Master Schedule, and established a process to continuously update the inventory.

Microsoft Project Schedule Templates

During the annual reporting period, the Project Management Office was developing or updating Microsoft Project schedule templates for program areas, including one for policy development and another for labor relations activities.

Risk and Issue Logs

During the annual reporting period, the Project Management Office developed and updated Risk and Issue Logs for the following six chartered projects.

1. Behavior Treatment Program
2. Sexual Behavior Treatment Program
3. Program Service Day
4. Treatment Confidentiality
5. Policy Glossary
6. Normative Culture Request for Proposal

Project Management Office Manual

During the second quarter of 2009, the first draft of the "Project Management Office Manual," a reference tool for staff members performing project management support functions, was completed. The manual was approved by the Executive Management Team on January 6, 2010, and is slated to be placed on the intranet for easy accessibility for all DJJ staff.

Operations

During fiscal year 2008-'09, the Project Management Office, in collaboration with DJJ's Architecture Teams, updated the project completion status for every *Farrell* reform activity. During the second quarter of 2009, DJJ began work with Enterprise Information Systems to implement Microsoft SharePoint services as a communication and collaborative tool for stakeholders.

10. HEADQUARTERS

9. FARRELL COMPLIANCE UNIT

Overview

During 2009, the *Farrell* Compliance Unit assisted facilities with audit preparations prior to any audits scheduled to be performed by a Court Expert or monitor.

Usually two days prior to a site visit, a designated team member from the *Farrell* Compliance Unit reported to a facility. To maximize audit success, the team member was responsible for briefing facility staff members on audit decorum, assisting in audit preparedness, reviewing audit line items for compliance, assisting in preparing presentations, and ensuring Proof of Practice documentation were available. The *Farrell* Compliance Unit prepared and debriefed facility staff members regarding the up-comings and, on the dates of the audits, shadowed the Court Expert and reported observations to management.

During audits, a designated team member shadowed the Court Expert, assisted in presentations, facilitated access to Proof of Practice documents, acted as a liaison between the facility and DJJ Headquarters, assisted facility staff, and identified any areas of dispute with Court Expert findings.

After the completion of the audit, the *Farrell* Compliance Unit debriefed facility staff members, and facilitated continuous improvement and quality assurance efforts, including recommendations for improved success in future audits.

Corrective Action Plans

During the annual reporting period, based upon recommendations from the Office of Audits and Compliance, the *Farrell* Compliance Unit tracked due dates and facilitated the drafting of Corrective Action Plans.

Compliance Self-Assessments

During 2009, at each facility, the *Farrell* Compliance Unit facilitated self-assessments for Senate Bill 518/Assembly Bill 1300; Suicide Prevention, Assessment, and Response; and the Youth Grievance/Staff Misconduct complaint process.

11. FACILITIES

1. DIVISION OF JUVENILE FACILITIES

Cumulative Overview

The Division of Juvenile Facilities operates six facilities and two forestry camps that provide a wide range of services and programs to meet the varied needs of the youth population. Programs and services include treatment for substance abuse, mental health, and sex offenses as well as other interventions that address additional kinds of criminogenic behaviors.

At the end of the reporting period, according to all of the Court Experts' audit ratings, DJJ was in 80% substantial compliance, 6% partial compliance, 1% beginning compliance, and 13% non-compliance.

2. HEMAN G. STARK

Reducing Violence

On a quarterly basis, Heman G. Stark conducts Violence Reduction meetings. The meetings include multi-disciplinary staff members from various sections. During Violence Reduction meetings, the committee reviewed each incidence of violence that occurred and the resources used to intervene. Security issues or potential areas for violence were evaluated for trends and patterns. To mitigate factors that may have increased the potential for violence, strategies like modifying youth movements or strengthening security practices were implemented.

In 2009, due to the utilization of resources such as Mental Health clinicians, Case Managers, and the Conflict Resolution Team, the number of violent incidents at Heman G. Stark decreased. Specifically, during the second quarter of 2009, to reduce violence, the Conflict Resolution Team met with approximately 50 youth per day, and the School Consultation Team convened regularly. Overall, as a result of the interventions being applied to reduce aggressive acts and shape pro-social behaviors, student attendance at Lyle Egan High School increased. In addition, throughout 2009, Heman G. Stark conducted multiple incentive events that motivated youth to actively engage in programs and connect with others in positive ways

11. FACILITIES

2. HEMAN G. STARK

Policy Implementation

On March 1, 2009, Heman G. Stark implemented the new Disciplinary Decision-Making System Policy and Program Credits Policy. Also, during the annual reporting period, to ensure that program credits were being issued in compliance with the new policy, the facility established a Program Credits Liaison. In addition, the Disciplinary Decision-Making System Coordinator closely monitored implementation of the new system.

Snapshot: Lyle Egan High School

In February 2009, a multidisciplinary committee consisting of staff from Heman G. Stark administration, Lyle Egan High School administration, Education Services administration and the *Farrell* task force developed a Corrective Action Plan to increase student attendance.

Corrective Actions Taken

Alternative Behavior Learning Environment Program

On January 7, 2009, the Alternative Behavior Learning Environment program classroom was opened next to school security.

Classroom Space

Beginning January 21, 2009, space needs were identified, classrooms were prepared, and teachers were assigned to meet the needs of the students returning to the main campus of Lyle Egan High School.

Student Scheduling

By the end of January 2009, except for programs exempted by the Education Services Remedial Plan, every eligible student was scheduled to attend classes at the main high school.

Behavior Reports

On March 3, 2009 living unit staff members were instructed to issue behavior reports to students who refused to attend classes.

School-wide Attendance Procedures

To track and hold students accountable for refusing to attend school and with the support from facility staff members, on March 17, 2009, school-wide attendance procedures were reinstated.

Population Realignment

On April 13, 2009, population realignment occurred whereby youth who were not amenable to group interaction were identified to receive education separately from the main population.

11. FACILITIES

2. HEMAN G. STARK

Snapshot: Lyle Egan High School *(Continued)*

Behavior Treatment Programs

During the first quarter of 2009, space for classrooms was identified on living units projected to house behavior treatment programs. Four newly constructed classrooms were opened on May 18, 2009, allowing high-risk youth to attend school on the living unit for the required 240 minutes a day.

Student Enrollment

During the first quarter of 2009, core and vocational classes were made part of the morning and afternoon school schedule. More flexible scheduling improved access to other programs, such as special education and compensatory services.

Second Quarter 2009

To ensure success in achieving the goals outlined in the Corrective Action Plan, several levels of review and support were focused on Lyle Egan High School. In conjunction with other audits and reviews occurring at Heman G. Stark, the Office of Audits and Compliance conducted a 90-day compliance audit of the Corrective Action Plan and found significant progress had been made toward removing high-risk youth from the main high school campus. Further, the audit found that the change had made Lyle Egan High School a safer learning environment for students.

Recognizing the need for heightened oversight to support recent changes, an administrative process was developed to better monitor and support local efforts. In part, the new monitoring process addressed real time issues specific to implementing the Education Services Remedial Plan. Regular phone conferences with Principals were scheduled and monthly reporting was modified to meet emerging needs.

Best Practices

Mix It Up Gatherings

During the annual reporting period, designated treatment teams adopted the Teaching Tolerance Curriculum that has emerged from the State of Alabama. On a routine basis, treatment teams initiate Mix It Up gatherings. The premise of the Teaching Tolerance Program is to encourage the crossing of social boundaries among the youth and teach appreciation for differences while exploring hidden biases. Gatherings involve a dinner where attendees are required to “mix it up” and interact with other youth who would be avoided ordinarily because of prejudices or preconceived notions. After dinner, youth participate in a learning workshop centered on working together to achieve a common goal. On March 23, 2009, and again on April 6, 2009, thirty youth socialized with each other and discussed alternatives to using violence at Mix It Up gatherings.

11. FACILITIES

2. HEMAN G. STARK

Best Practices *(Continued)*

Timeless Moments in African American History

Story by Michelle M. Lee, Treatment Team Supervisor

A group of twelve Theatre Arts Students attending Lyle Egan High School decided to study African-American History through the Arts. To that end, students came together to develop a full theatrical production with cameras, lights, music, and more. With donations from a local church, students purchased materials for backdrops, costumes, and props.

On March 26, 2009, with an audience of almost one hundred youth and staff members, Timeless Moments in African American History came to life at the Heman G. Stark Youth Correctional Facility. The electricity in the audience helped the cast members to get into the zone. The production took the audience back in time to the 1980s. Michael H. presented a poetry reading entitled, "If This World Was Mine." The poem relayed to the audience dreams of a nation united, in which brotherhood was common among all races and creeds. Sitting in the audience was Charles H., a Lyle Egan Student. Charles H. sat in awe of the Rhythmic Step-Dance being performed by the Egan Eagles Step Team.

Amazing . . . I didn't know we could do all of that! It was a whole new experience for me. This is what we need more of to get students motivated to come to school. Even if we aren't actors, we can really learn this way.

-- Charles H., Student

Lip sync performances captivated the audience with musical treasures, such as Sam Cooke's "The Chain Gang" and the Temptations' "My Girl" and "Beauty is only Skin Deep." The dance crew left the crowd screaming and cheering to the classic tunes. The dramatic interpretations brought great memories of the past to life. A re-created Ray Charles Band played "Let the Good Times Roll," with Anthony W. as Ray Charles. The young actor captured the mannerisms and gleaming smile of Ray. Through Anthony W. and his portrayal of Ray Charles, young people in the audience were reminded of what can be accomplished once you get past the blind spots.

Quadree G., Lyle Egan Student, and her heartfelt rendering of the Martin Luther King, Jr., "I Have a Dream Speech" deeply touched Joe Hartigan, Superintendent:

It's refreshing to remember Martin Luther King through our youth. So often we can only share stories of what happened. Youth seeing and feeling the words we actually heard (delivered so many years ago) allows staff members and youth to come closer together through a symbolic convergence. Without a doubt, this production will have a positive and lasting impact on youth lives.

-- Joe Hartigan, Superintendent
Heman G. Stark

Cynthia Young, Teacher, Director, and Choreographer, commented that, in early December, students were talking about the 2008 Class Production. That being said, Ms Young shared that it was not until the end of February 2009 that students gave the commitment to bring "Timeless Moments" to the theatrical light.

Even though things change, history can repeat itself. We need to benefit from the good changes... learning new dance moves and song lyrics outside of Rap and Hip-Hop really opened the eyes of these youth, possibly to a whole new future. Like the historical fathers of our past, I can only hope that I have inspired my students to pursue their dreams.

-- Cynthia Young,
Teacher, Director, Choreographer

11. FACILITIES

2. HEMAN G. STARK

Best Practices (Continued)

SIX DOGS TOSS THE TASSEL

Article by Michelle Lee, Treatment Team Supervisor

On February 26, 2009, six dogs who were rescued from local shelters and trained inside the Heman G. Stark Youth Correctional Facility graduated. The dogs and their youth handlers are part of the Shelter Dog Training Program, which helps youth perform Community Service through working with rescued animals. The dogs are taught basic obedience and proper socialization for re-adoption into the community.

The program serves people on many levels - the dogs, the community, and especially the youth. Aside from seeing the dogs transform from their first arrival, you can see the animals have a healing effect on the youth that join the program. When a youth learns his dog is getting adopted and leaving for a new home, you can see the hope in his face, not just for the dog, but for himself, too.

-- Joe Hartigan, Superintendent
Heman G. Stark Youth Correctional Facility

During the ceremony, after nearly four months of training, twelve youth showed off their shelter dogs. The graduation ceremony featured dog-handling demonstrations, a slide show, a reception, and testimonials of the people involved in the program, including Ryan Drabek from Orange County Animal Care Services and Janette Thomas from The Loved World Foundation.

In November 2008, six dogs arrived from Orange County Animal Care Services with a variety of backgrounds. Some were abandoned dogs left in foreclosed homes. Others were strays, runaways, or dogs returned for disobedient behavior. The non-profit organization, Another Chance for Love helps to run the program. The dogs are trained through the Loved Dog Method developed by celebrity dog trainer, Tamar Gellar. The method only allows for positive reinforcement and several game playing techniques. Gellar uses a playful, non-aggressive way of training.

The youth who participate in the program gain valuable work experience. In upcoming weeks, youth handlers with over one year of experience in the program will be working with facility staff members to help train their dogs. By gaining work experience, Youth Handlers become eligible to take the Certified Pet Dog Trainer Exam upon return to the community. Also, when released, youth who are serious about training dogs will be given the opportunity to work with Gellar in other programs.

The Shelter Dog Training Program began September 30, 2007, when four dogs were introduced to the youth. Since that time, the youth participants have trained 28 dogs. Currently, youth and dogs are participating in the fifth cycle of successful dog training. In February 2009, the Orange County Animal Care Services hosted an Adoption Fair for dogs trained by Youth Handlers at Heman G. Stark. Every dog was placed favorably in a Forever Home. On March 20, 2009, another eight dogs arrived from Orange County to start the sixth cycle.

11. FACILITIES

3. N.A. CHADERJIAN

Reducing Violence

The N.A. Chaderjian Violence Reduction Committee meets once per month. Committee members include a cross-section of job classifications that have direct contact with youth at the facility. The goal of reducing violence within the facility directly relates to the mission of cultivating a Therapeutic Community on each living unit. The Violence Reduction Plans, Conflict Resolution Teams, Aggression Replacement Plans, Family Nights, guest speakers, as well as on-going staff training has greatly reduced violence at N.A. Chaderjian. Routinely, treatment teams staff cases with the goal of preventing and relieving crises that can escalate into violence without intervention. In addition, treatment teams use youth incentives such as art projects, intramural sports, talent shows, Olympics games, and increased therapeutic support to increase pro-social behaviors. The on-going task of the Violence Reduction Committee is to support existing interventions while offering new strategies that will facilitate real and lasting internal change in youth thinking.

When operating the Use of Force Review Committee, N.A. Chaderjian is in compliance with the standards contained in the Safety & Welfare Remedial Plan. Weekly, the Facility Force Review Committee meets and systematically reviews any incident involving force. Whenever an incident occurs where the force used is judged to be contrary to Use of Force Policy Standards, the committee ensures that corrective action is taken and training is provided to staff members.

In December 2008, N.A. Chaderjian established a multi-disciplinary integration team. The integration team was established to address the need for every youth to participate in programs collectively and peacefully, regardless of gang affiliation. Currently, the integration team operates under the supervision of a Treatment Team Supervisor; the team consists of the Gang Coordinator, the School Principal, and two members of the Conflict Resolution Team. To increase the potential for drastically reducing future crimes and victimization, the Incarcerated Men Putting Away Childish Things (or IMPACT) program has been implemented at N.A. Chaderjian. For youth who participate regularly in the IMPACT Program, a significant reduction in rule infractions and disciplinary dispositions has been observed. Approximately sixty youth successfully graduated from the last session. In recognition of their achievements, on June 15, 2009, youth participated in an IMPACT graduation ceremony.

During the first six months of 2009, largely due to the School Incentive Program, fewer incidents requiring disciplinary action occurred at N.A. Chaderjian High School. Incidents involving disciplinary action ranged from removing a student from the assigned classroom for placement in the Alternative Behavior Learning Environment classroom to removal from school for a period or the remainder of the day.

11. FACILITIES

3. N.A. CHADERJIAN

Best Practices

Impact of Crime on Victims' Week

During Impact of Crime on Victims Week, youth from every living unit participated in several activities. Youth were encouraged to draft essays and poems. Art projects were created. In addition, youth participated in a Victims' Promise run. Moreover, youth produced a video in remembrance of victims. The Victims' Movie Festival is an event that began four years ago. Each living unit is responsible for developing a story line and producing a five to ten minute movie that is shown to every youth and staff member. Similar to Hollywood's Academy Awards ceremony, members of the N.A. Chaderjian community are allowed to cast votes for categories, such as Best Video, Best Actor, and Best Script. The winning video is shown at the annual Victims' Assembly. The purpose of the Victims' Movie Festival is to promote participation in activities during Impact of Crime on Victims Week and to deepen understanding of the tremendous impact that crime has on victims.

Securing Benefits Upon Release for Youth in Need

Over the past year, on behalf of youth in need of benefits upon release, N.A. Chaderjian took the actions necessary to complete social security insurance applications. During the annual reporting period, N.A. Chaderjian successfully helped to complete the process for the youth by submitting the applications to the Department of Social Services.

General Education Certificates

During the first six months of 2009, five students from N.A. Chaderjian High School, who did not have enough time to complete high school graduation requirements, earned a general education development certificate. A general education development certificate is given to students who pass a round of tests in five different academic subjects. In order to pass the tests, students must score higher than 60% of the sample set of graduating seniors. Typically, students must prepare thoroughly to pass each section of the examination. The test takes about seven hours to complete. Students at N.A. Chaderjian High School take preparation courses before taking the general education development examination. Many community colleges accept applicants possessing a general education development certificate. Students who experience difficulties earning a high school diploma can benefit greatly from earning a general education development certificate. The certificate is the closest, most well-recognized equivalent to the high school diploma.

Vocational Professional Certificates

In addition, during the first six months of 2009, 171 students earned a vocational professional certificate. Earning a vocational professional certificate is not easy. For example, to earn a forklift certificate, a student must complete a nine-week course and pass eleven unit tests with a score of 80% or better. Moreover, after completing the course requirements, a student is required to pass a proficiency driving test. The proficiency driving test includes demonstrating skills in unloading and loading a flat bed trailer in under twenty minutes while conforming to all safety rules. Students earn elective credits toward high school graduation while participating in vocational classes.

11. FACILITIES

3. N.A. CHADERJIAN

Best Practices *(Continued)*

Family Councils

In January 2008, at N.A. Chaderjian, the Family Council was created. The Family Council is comprised of eight to twelve family members and private citizens who have a significant relationship with a youth residing at N.A. Chaderjian. The Family Council meets monthly. The Family Council was supportive of reform efforts underway. Moreover, the Family Council was committed to making N.A. Chaderjian a positive place for youth to live and families to visit. In addition, during the annual reporting period, the Family Council at Ventura was active and very supportive of family reunification events.

Family Visits **Age Appropriate Games and Activities for Children** **Pineapple Bowling & Hula Hoop**



Limbo



11. FACILITIES

3. N.A. CHADERJIAN

Best Practices *(Continued)*

N.A Chaderjian Mid-Week Family Visiting Day

In addition to weekend and special family holiday Visits, N.A. Chaderjian established a Mid-Week Family Visiting Day for each hall. During the annual reporting period, the visiting occurred from 4:30 P.M. to 8:00 P.M. The purpose of the Mid-Week Family Visits was to increase youth, staff member, and family interaction. Throughout the annual reporting period, youth and staff members worked collaboratively to plan the Mid-Week Family Visits. Staff members attending Mid-Week Family Visits participated in the planned activities along with the youth and their families.

The N.A. Chaderjian Honor Guard Opens Festivities during a Student Assembly



11. FACILITIES

4. O.H. CLOSE

Reducing Violence

Throughout 2009, a major goal of reform at O.H. Close was to prevent and suppress violence through appropriate intervention. The Violence Reduction Committee, comprised of a complement of multi-disciplinary staff members, meets monthly at O.H. Close. Youth representatives with diverse ethnic backgrounds from every living unit serve as committee members. Each month, Violence Reduction Goals are posted in dayrooms. Likewise, monthly, Gang Intelligence Coordinator meetings were conducted. On a weekly basis, the Facility Management Team reviews each incident of violence that occurred. The Facility Management Team identifies causes for violent incidents and develops action steps to intervene and prevent future occurrences. When necessary, additional intervention steps are implemented until issues that precipitated violence are resolved.

Also, weekly, the Senior Youth Correctional Counselor in charge of conducting facility youth orientation sessions schedules youth mentors as speakers. Youth mentors lead discussions focused upon effective ways to resolve conflicts. In addition, youth mentors provide resources that assist their peers in addressing conflicts peacefully. Moreover, twice each day, every living unit conducts therapeutic community meetings to address issues and conflicts.

Activities and programs within the O.H. Close community that reduced violence include weekly Incarcerated Men Putting Away Childish Things, Victim Awareness, Conflict Resolution, and pre-Parole groups, as well as Project Choice, *Healthy Living*, and Healthy Bodies/Healthy Mind programs. Also, monthly incentive activities and quarterly Family Nights are offered. On an on-going basis, psychology interns conduct counseling sessions.

To further mitigate incidents of violence, Mental Health has been conducting small group counseling sessions. On June 12, 2009, Aggression Replacement Therapy began at O.H. Close. The initial group consisted of eight youth who were identified through the following criteria: a moderate- to high-risk facility security classification; a moderate to high score on the California Youth Assessment and Screening Instrument in the violence/aggression domain; or with a treatment team referral.

11. FACILITIES

4. O.H. CLOSE

Best Practices

Family Nights

In addition to regular family visits, O.H. Close sponsors family nights. Family nights promote bonding between youth and families. Moreover, family nights give family and staff members the opportunity to meet face-to-face. During casual interaction on family nights, staff members and families discuss the overall program at O.H. Close and confer about the progress the youth is making. The environment is fun and relaxed, which assists in breaking down any communication barriers.

Clothes Closet

Throughout the year, O.H. Close maintains a Clothes Closet for paroling youth. Through the Clothes Closet, youth are given the opportunity to receive hygiene products, clothing, shoes, duffle bags, and backpacks to assist with transition. Facility staff members and foster grandparents donate the items to the program.

Healthy Bodies/Healthy Minds

The Healthy Bodies/Healthy Minds Program was developed specifically to help incarcerated youth overcome barriers through physical fitness. The program challenges the youth to push their physical limits while helping them to also channel stress, frustration, and anxiety into activities that promote health and a sense of well-being. In addition, Healthy Bodies/Healthy Minds teaches youth healthy eating habits, proper diet, how muscle mass develops, and personal discipline. Weekly, a volunteer personal trainer provides services at O.H. Close. Students are taught various exercises and participate in group activities. Outcomes of the program include development of leadership skills and learning to work as a team. Routinely, each student is rewarded and recognized according to individual effort.

Video-conferencing

Since February 2009, O.H. Close has optimized the opportunity for video-conferencing to enhance family contact. Youth with families from southern California participate in the majority of conferences, but not exclusively. During April 2009 through June 2009, an average of six conferences per month occurred between families and youth at O.H. Close. The new video-conferencing guidelines were developed in cooperation with the Division of Juvenile Facilities and with O.H. Close in particular. With the passage of Senate Bill 518 and Assembly Bill 1300, O.H. Close has fully implemented Family Contact in accordance with agreed-upon standards. Conformity with Family Contact Standards is monitored through self-audits and by the *Farrell* Compliance Unit. When youth first arrive, facility orientation packets are mailed to families. New youth receive two initial phone calls upon arrival from the intake agent and an assigned living unit staff member. The Parole Agent, Casework Specialist, and/or Case Manager assigned to the youth calls the family within three days of a youth arriving to explain the program, share expectations, and provide contact information. The youth is present during these conversations.

11. FACILITIES

4. O.H. CLOSE

Best Practices *(Continued)*

Family Contacts

Generally, after each case conference, a treatment team member calls families to update them on the youth's progress. During family visits, members of the treatment team visit with both youth and families. On those days when there is no visitation, youth have other means to contact families. For instance, each week, youth have the opportunity to telephone their families. In addition, youth are given two free postage letters per week. Lastly, youth and families participate in quarterly Family Night programs as well as in family counseling sessions with Mental Health clinicians.

Monitoring Treatment Effectiveness

Snapshot: O.H. Close **Performance-Based Standards**

During the annual reporting period, at O.H. Close, Mental Health actively measured progress toward implementing reform through the use of Performance-based Standards. Mental Health clinicians interviewed and assessed the mental status of every new youth within one hour of arrival. In addition, the Suicide Risk Screening Questionnaire and the Psychiatric Screening Questionnaire were administered and, if a "yes" answer was provided on the latter form, the youth was referred to a psychiatrist. Moreover, if a youth record indicated that the Kaufman Brief Intelligence Test-2 had not been administered at the Reception Center, a Psychologist administered the instrument. Further, if a youth exhibited signs of significant intellectual deficiency, a developmental disability, or severe learning disorder, in accordance with DJJ standards and local procedures, the Psychologist referred the youth to the Wards with Disabilities Program Coordinator for follow-up with Education Services. Since April 2009, records indicate significant improvement, from 67% to 87%, in the area of Mental Health assessment and treatment.

11. FACILITIES

4. O.H. CLOSE

Best Practices *(Continued)*

Unique Educational Opportunities

Students at Johanna Boss High School can earn elective credits through participation in vocational classes, such as Construction Technology, Building Maintenance, Landscape Maintenance, Keyboarding, Computer Lab, and Microsoft Certification.

Microsoft Certification Course



Johanna Boss High School students work with their teacher, Chris Lawyer, in the Microsoft certification course.

Art Teacher and Student

At Johanna Boss High School, art teacher Margarita Franco works with community contacts to exhibit student artwork at local galleries and shows. During family visits, teacher Jose Reynaga meets with parents. Partnering with parents is important for maintaining accreditation through the Western Association of Schools and Colleges, which requires community involvement in the education program.



11. FACILITIES

5. PRESTON

Reducing Violence

Throughout 2009, members of the Preston community worked diligently to create a violence-free environment, and the Preston leadership team worked tirelessly with staff members and youth to eliminate violent incidents from occurring.

As part of the overall strategy to reduce violence, the facility's Violence Reduction Committee met monthly. The committee was comprised of staff members from every discipline in the Preston community, as well as youth representatives from each lodge. Youth representatives serving on the committee were elected by their peers. Throughout the year, the overall mission of the Violence Reduction Committee was to promote peaceful interactions among youth, staff members, and citizen-volunteers. Methods used to reduce overall violence include violence reduction strategies, therapeutic interventions, and youth incentives. In 2009, incentives suggested by youth to reduce violence were adopted and implemented. When a youth was violence-free for a minimum of three months, one such incentive was the opportunity to attend a monthly luncheon at the Food Education and Service Training Program.

Best Practices

Peaceful Gatherings

On February 19, 2009, under the culinary guidance of Oak Lodge Parole Agent and Conflict Resolution team member Karl Cashier, taste and treatment met for one special day. Eleven youth returned from school to a home-style menu of barbeque chicken, hot links, sticky ribs, baked beans, Cajun rice and garlic bread. Five former DJJ youth who had successfully re-entered the larger Preston community and were living in a less restrictive environment also participated. The meal was completed with homemade chocolate rocky road, tropical fruit cobbler and satisfying sighs. More importantly, in this integrated group environment, open, spontaneous conversation was maintained among the youth and adults as they indulged in a delicious feast. Youth were encouraged to talk about past family gatherings and to reflect on ways to reconnect or strengthen family ties. Youth praised the food and welcomed the opportunity for a home-style meal. Staff members valued the event for creating an environment that promoted positive staff and youth interactions. Ultimately, for those who participated, a sense of community was experienced. Staff members understood that shared memories are foundational to building trust and promoting youth transformational change.

On February 13, 2009, the Redwood Treatment Team sponsored the first social hour with ice cream floats for five youth. The ice cream social was held to reward youth who made the agreement to interact in an integrated group without violence. On March 14, 2009, the Redwood Treatment Team sponsored a barbeque for the entire lodge, which included eighteen youth. The menu included pork and beef spareribs, macaroni and potato salads, chips and dip, several desserts, dinner rolls, and flavored drinks. Each youth received a full dinner plate, a drink, and dessert, ate in integrated groups, and communicated with one another without violence. The Third Watch ended with every youth expressing gratitude to staff members for making the event a success.

11. FACILITIES

5. PRESTON

Best Practice *(Continued)*

Community Service

On March 10, 2009, a work crew consisting of two young men from Preston cleared a drainage ditch in Ione, California. The drainage ditch was 225 yards in length and was filled with weeds, rock and decaying leaf matter. The job was completed in less than four hours.

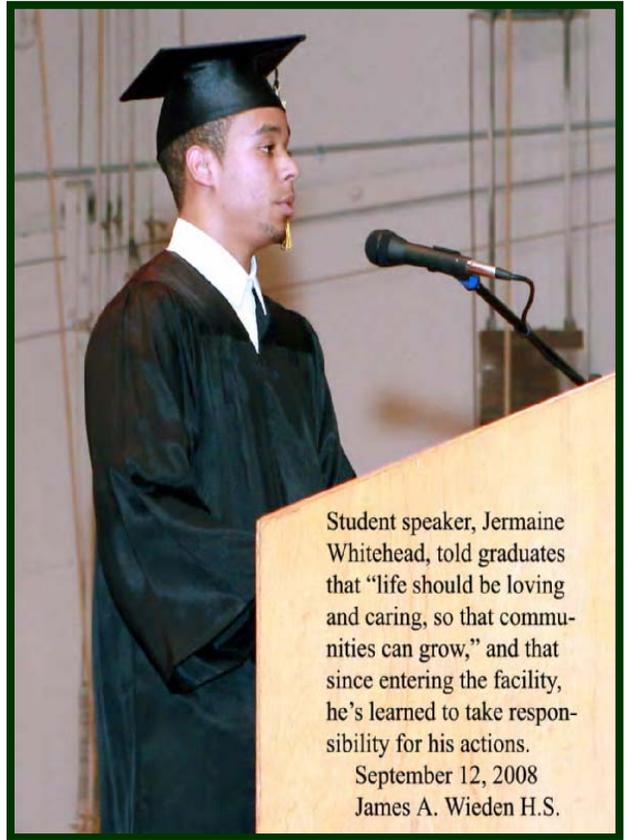
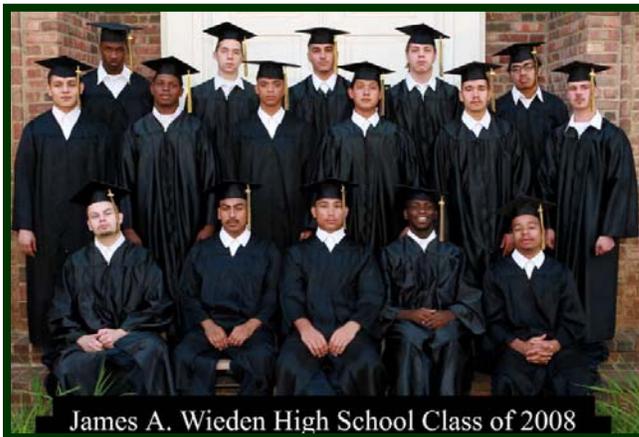
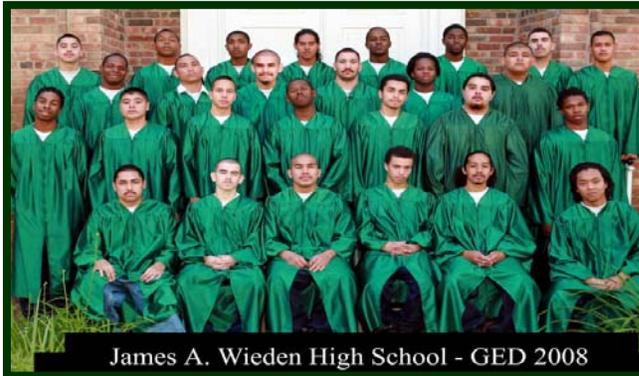
Both youth worked very hard to meet expectations. According to one of the city employees, the youth removed six to eight yards of debris. Once the task was finished, both of the youth received well-deserved handshakes and kudos for a hard job well done. When the work was accomplished, the two enjoyed pizza, chips, and Gatorade.



11. FACILITIES

5. PRESTON

James A. Weiden High School



11. FACILITIES

6. SYCRCC

Reducing Violence

At SYCRCC, the Superintendent is an advocate for youth learning to lead a lifestyle free of violence. The Superintendent of SYCRCC is taking the commitment to reduce violence one step further and has set a goal to eliminate violence from the facility altogether.

In 2007, when SYCRCC community initiated a campaign to assist youth in seeking peaceful solutions to conflicts, the vision for eliminating violence was launched. With initiation of the campaign, staff members were encouraged to use motivational strategies to influence youth behavior, and youth were asked to sign a pledge of non-violence. On March 14, 2007, SYCRCC began the campaign with an official “Signing of the Creed.” Within the first ninety days, approximately 45 youth were successful in keeping a commitment to non-violence. At that time, the Superintendent made a promise to support and reward youth who maintained a commitment to a lifestyle free of violence. As a result, since the beginning of the campaign, every ninety days, youth have attended a special activity to commemorate their shared commitment to building a violence-free community at SYCRCC.

Since 2007, the special activities that the SYCRCC community has conducted include three Prayer Breakfasts, three Independence Day barbecues with firework displays, a youth carnival, two Peace and Unity barbecues, and a family holiday party. The sustained effort to reduce violence has yielded positive outcomes. SYCRCC has experienced more than a 75% reduction in violence among youth residing in the facility for more than 120 days. Currently, SYCRCC has over 85 youth who have maintained a violence-free lifestyle from anywhere between 3 to 24 months. Moreover, over the past two years, many youth who were able to successfully lead a violence-free lifestyle have been paroled.

Under the direction of the Office of the Superintendent, SYCRCC community is committed to making non-violence the norm. Through intervention, treatment, and education programs; community support; law enforcement; faith-based organizations; elected local, State, and federal officials; training of staff members; and the support of youth families, SYCRCC is making a difference in the lives of young men. Staff at SYCRCC actively seek out parents and encourage families to become involved in the rehabilitation process. Willing and interested parents are educated about the Peace and Unity lifestyle. At the present time, the Youth Family Council consists of approximately 25 to 30 parents who support Peace and Unity events.

11. FACILITIES

6. SYCRCC

Best Practices

“Daddy and Me” Program

On a quarterly basis, SYCRCC facilitates the Daddy and Me program. The goals of the program are to teach parental responsibilities, methods for being an effective parent, and how to instill morals and values in children. With the Daddy and Me Program, each quarter, youth have the opportunity to visit with their children outside of regular visiting schedules. During the special visits, the Superintendent, Treatment Team Supervisors, and other volunteer staff members provide guidance. In this way, youth are able to interact, play and provide their children with individual attention.

“Daddy and Me” Program



11. FACILITIES

6. SYCRCC

Best Practices *(Continued)*

Peace and Unity

On March 12, 2009, SYCRCC celebrated the second-year anniversary of the Peace and Unity campaign. Many youth were recognized for reaching a milestone of two years or 24 months of living violence-free. Community stakeholders, including youth families, clergy, police and other criminal justice agencies, local politicians, parole and probation departments, school districts, community intervention programs and volunteers were invited to share in the festivities. The dedicated support of community stakeholders and SYCRCC staff makes the journey toward peaceful living easier for the young men willing to make the commitment. Ultimately, the goal is to make California communities safer. As the Superintendent of SYCRCC Cassandra Stansberry states, "We are in the business of changing lives. Our job is to return youth to their communities better than we received them."

The Peace and Unity Celebration



On March 12, 2009, 100 youth participated in the second annual Peace and Unity Celebration. Forty-five family members participated in the event.

11. FACILITIES

7. VENTURA

Reducing Violence

Ventura conducts Violence Reduction Committee meetings regularly each month. The Violence Reduction Committee is comprised of multi-disciplinary staff members and a youth representative. The committee evaluates each incidence of violence that occurred during the preceding month. As part of the evaluation, the committee identifies causal factors for incidents of violence or aggression and recommended interventions. Interventions used at Ventura to address violence include one-on-one supervision, youth-to-youth interactions with supervision, Mental Health referrals, group and individual counseling, and positive reinforcement. Youth incentives that are used to shape behavior include facility activities that are living unit-based and events open to the entire Ventura community. The Conflict Resolution Team plays an active role in dispelling conflicts that precipitated violence and aggression, diffusing escalating interactions, and conducting follow-up sessions. The facility's Gang Coordinator regularly provides assistance in addressing gang or race related issues that occurred on the living units.

During the second quarter of 2009, the Aggression Replacement Therapy program at Ventura operated smoothly. On April 14, 2009, Aggression Replacement Therapy refresher training was conducted for Staff Facilitators. Moreover, the first male Aggression Replacement Therapy group began functioning. By mid-2009, a training progress report was submitted that displayed the improvement each youth had made while participating in the therapy.

Also during the second quarter of 2009, the Ventura community experienced a slight decrease in Disciplinary Decision-Making System activity. Level 3 dispositions were reduced by 19; Level 2 by 200. Conversely, Level 1 dispositions increased by 200. Despite the increase in Level 1 dispositions, the overall decrease of the more-serious violations is a strong indicator that youth are engaging in less-serious behaviors. Specifically, nine fewer Level 3 fights occurred during the second quarter of 2009 than during the first, while Level 2 fights increased by one. Even more encouraging, youth-on-youth batteries decreased significantly, with seven fewer incidents. Batteries and assaults on staff remained approximately the same.

CounterPoint

During the annual reporting period, Ventura implemented the version of CounterPoint specifically adapted for delivery to youth within DJJ. CounterPoint focuses on a number of cognitive elements that are intimately involved in the pattern of offending that many high-risk youth establish. The program focuses upon the change process in six areas. Counterpoint addresses youth who score in the high-risk range on the attitudes, social and cognitive skills, and social influence domains of the California Youth Assessment and Screening Instrument.

11. FACILITIES

7. VENTURA

Girls . . . Moving On™

During the reporting period, a total of nineteen staff members at Ventura, including Parole Agents, Casework Specialists, and Youth Correctional Counselors, received training and development assignments as Case Managers and completed a five-day course on delivering the curriculum contained in *Girls . . . Moving On™*. Beginning February 2009, the *Girls . . . Moving On™* curriculum was implemented.

Girls . . . Moving On™ is a gender-responsive program based on theory and research centered upon women. Three theoretical and complementary models – relational theory, motivational interviewing, and cognitive behavioral intervention influenced the development of the curriculum. The methodologies that underpin the program have been shown to decrease criminality, as well as increase personal motivation, teach new skills and strategies, and address issues of abuse and neglect.

Best Practices

Family Reunification Events

FAMILY REUNIFICATION

Submitted by Karette Fussell

Emphasis on youth rehabilitation is at the center of reform efforts underway at DJJ. Ventura Youth Correctional Facility understands that families play a critical role in the successful treatment of juvenile offenders. To that end, Family Reunification events occur routinely. Strengthening family ties facilitates youth recovery during treatment and re-entry. The Family Reunification Tour Day is one of many events that Ventura hosts to cultivate strengthen family ties. Often, strong family ties provide the support system required for youth to successfully parole. Youth who maintain healthy life-styles while on parole leads to safer California communities.



Through collaboration with community partners, Ventura is able to support the mission of DJJ, which is to enhance public safety through innovative rehabilitative strategies. Family Reunification Events create an important, meaningful and significant rehabilitative opportunity for successful reintegration of youthful offenders. With the assistance of community stakeholders such as Women of Substance, Men of Honor, and the Citizen's Advisory Committee, many families who might not otherwise attend Family Reunification events due to financial hardship are provided with transportation and lodging.



11. FACILITIES

7. VENTURA

Best Practices *(Continued)*

Cinco de Mayo Celebration

VENTURA CINCO DE MAYO CELEBRATION

Submitted by Karette Fussell, Licensed Clinical Social Worker

At DJJ, the expectation is that youth will successfully re-enter California communities when paroled. In part, successful re-entry depends upon youth developing positive, non-criminogenic forms of recreation. Exposing youth to culturally relevant activities promotes normalization and contributes to effective, long-lasting rehabilitation. Activities that promote normalization connect youth to their adolescent counterparts who are not incarcerated. The Ventura Cinco de Mayo Celebration is an example of a culturally relevant event that has transformative potential.

In 2009, the Ventura Cinco de Mayo Celebration was the brainchild of Jenny Viveros, an intern from California State University, Northridge. During the annual reporting period, Jenny participated in the Ventura Social Work Internship Program for college students seeking a master's degree in Social Work. The capstone of the time Jenny spent at Ventura was the completion of her thesis project, which was based upon Ballet Folklórico. During her internship, Jenny led a six-month Ballet Folklórico Dance Project that included six months of youth dance rehearsals and study of the Mexican culture. The culminating event for the youth, as well as for Jenny, was a captivating performance of Ballet Folklórico for the Ventura community.



Regardless of their cultural background, all the participants gained a sense of personal achievement from acquired skills learned throughout the dance sessions.

-- Jenny Viveros, Social Work Intern, California State University, Northridge

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