

Supporting Justice Involved Youth in Schools and Community Settings

Hattie Tate,
OUSD/DVP Administrator/Coordinator,
Alameda County Juvenile Justice Center (JJC)



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OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

Teach | Grow | Inspire



CITY OF
OAKLAND

DEPARTMENT OF
VIOLENCE PREVENTION

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Our OUSD Vision

All OUSD students will find joy in their academic experience while graduating with the skills to ensure they are caring, competent, fully-informed, critical thinkers who are prepared for college, career, and community success.

OUR DVP PARTNERSHIP MISSION

This partnership is a public safety collaboration of faith based & community-based organizations, public agencies, and residents using proven and effective means to reduce violence in Oakland. All programs target Oakland's highest risk community members and neighborhoods, with a particular focus on interrupting violence now as it is occurring and preventing future violence and focusing on improving academic performance. *Integrating our work with a direct and intentional focus to prevent and intervene when conflict arises in our city and on school campuses is critical.*

CITYWIDE/SCHOOL-SITE VIOLENCE POST-COVID

- COVID-19 quarantine severed students' connections to schools
- Students experienced significant delays in social-emotional development
- Disproportionately impacted marginalized students and students already inclined towards anti-social behavior
- Schools must commit to re-building positive nurturing environments for students to learn and teachers to teach.

VIOLENCE IN OAKLAND & AT SCHOOL-SITES

- “[Oakland was] recognized nationally as having one of the most dramatic and sustained reductions in gun violence that any city (has) ever achieved. **And that all went out the window after COVID** (under Mayor Schaaf)
- Current data shows increased targeted violent crime by school age youth across the city
- Violent conflicts that begin inside & outside schools enter school campuses and have an impact on school climate and culture and safety
- Key: Conflicts that originate in our schools are taken to the streets and if unresolved or mediated will impact *community* safety

Violence Intervention and Prevention & Youth Justice

Purpose: to coordinate a collaboration of community-based organizations, FEDERAL, STATE, LOCAL public agencies, IN PARTNERSHIP with school communities using proven and effective means to reduce violence.

Responsibilities:

- Coordinate with community based organizations & public safety agencies such as the City of Oakland's Department of Violence Prevention and Alameda County Probation Department to **increase student attendance and decrease truancy...partnering with schools to increase academic achievement.**
- Support OUSD/Districts in developing and implementing a comprehensive school-wide violence prevention plan that includes and focuses on academic learning...LTB
- Provide guidance and technical assistance to school sites as needed
- Provide ongoing support to school site leadership, and Violence Interruption and Prevention Teams

What Can We Do?

- Strong relationships with adults are “ordinary magic” for young people demonstrated and founded on “social emotional wellness.”

*But 4 in 10 CA 9th and 11th graders reported **not having one** close relationship with an adult in school¹*

- Students may face many barriers to developing strong relationships in order to sustain an attitude for learning
- **Stanford’s specific, targeted approach, “Lifting the Bar” will support these relationships—and change young people’s lives**
- A narrow, targeted focus on relationships at key times can have a significant impact on young people

How students use the platform to bridge misperception with their educators:

<i>What would you like your teacher to know about who you are as a person and what is important to you? Write 1-2 things.</i>	<i>What would you like your teacher to know about your goals in school? Write 1-2 things.</i>	<i>What would you like your teacher to know about what is difficult for you in school that you would like to improve, so they can help? Write 1-2 things.</i>
<p>Want them to know that I care about make people happy. and that I respect them</p>	<p>Want them to know everything about my goals in life. I want them to know I'm for real</p>	<p>How bad I stink at read. How bad I am at computation</p>
<p>I would like them to know that I'm a serious person about my school and graduating and play football but I just have problems catching up fast.</p>	<p>I would want them to know that I want to have all (As, Bs) and that I want to graduate and play college football.</p>	<p>I would like to help myself and get help from other people by understanding it one by one and going slowly through the process.</p>
<p>I have a bad attitude and I get bored easily</p>	<p>Try to stay in class.</p>	<p>I need more 1 on 1 time with the teacher because I don't learn as fast as other kids</p>

Lifting the Bar Team



Greg Walton
Stanford University



Hattie Tate
OUSD/Alameda Co. JJC



Nikki Tognozzi
Stanford University



Anmol Gupta
Stanford University



Vicky Isarraras
Stanford University



Rhana Hashemi
Stanford University

Lifting the Bar Team



Jason Okonofua
UC-Berkeley



Jennifer Eberhardt
Stanford University



Alicia Mitchell
Alameda Co. Probation Dept.



Daniel Hurst
Foster Success Indiana



**Katie Remington
Cunningham**
MN Justice Research Center



Elizabeth Weitz
University of Hawai'i



Andy Pinedo
University of Michigan



Juan Ospina
Ohio State University



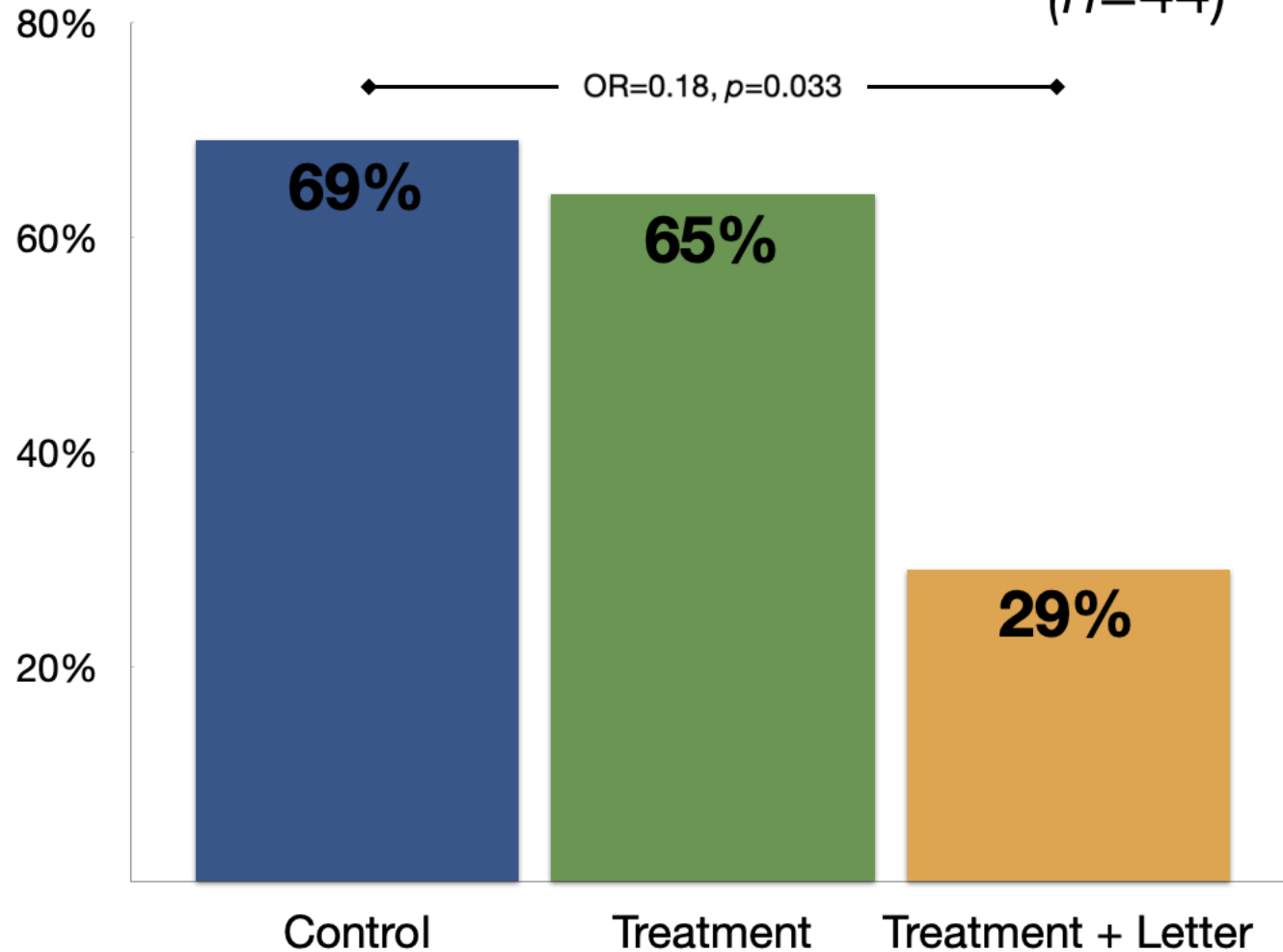
Understanding Teacher's Responses

First thoughts, in complete honesty, would be “oh great” or “why me.” I would think about what problems he may add to my class. But, as I read more of the letter and see that [student name] CHOSE ME to be his mentor/confidant, I am immediately reminded that he is a child that has made some mistakes and wants to change. He deserves that chance and, if I can, I want to help. Reading about his passions made me see him more as a person than just another student with problems.

-Teacher who received a student's letter

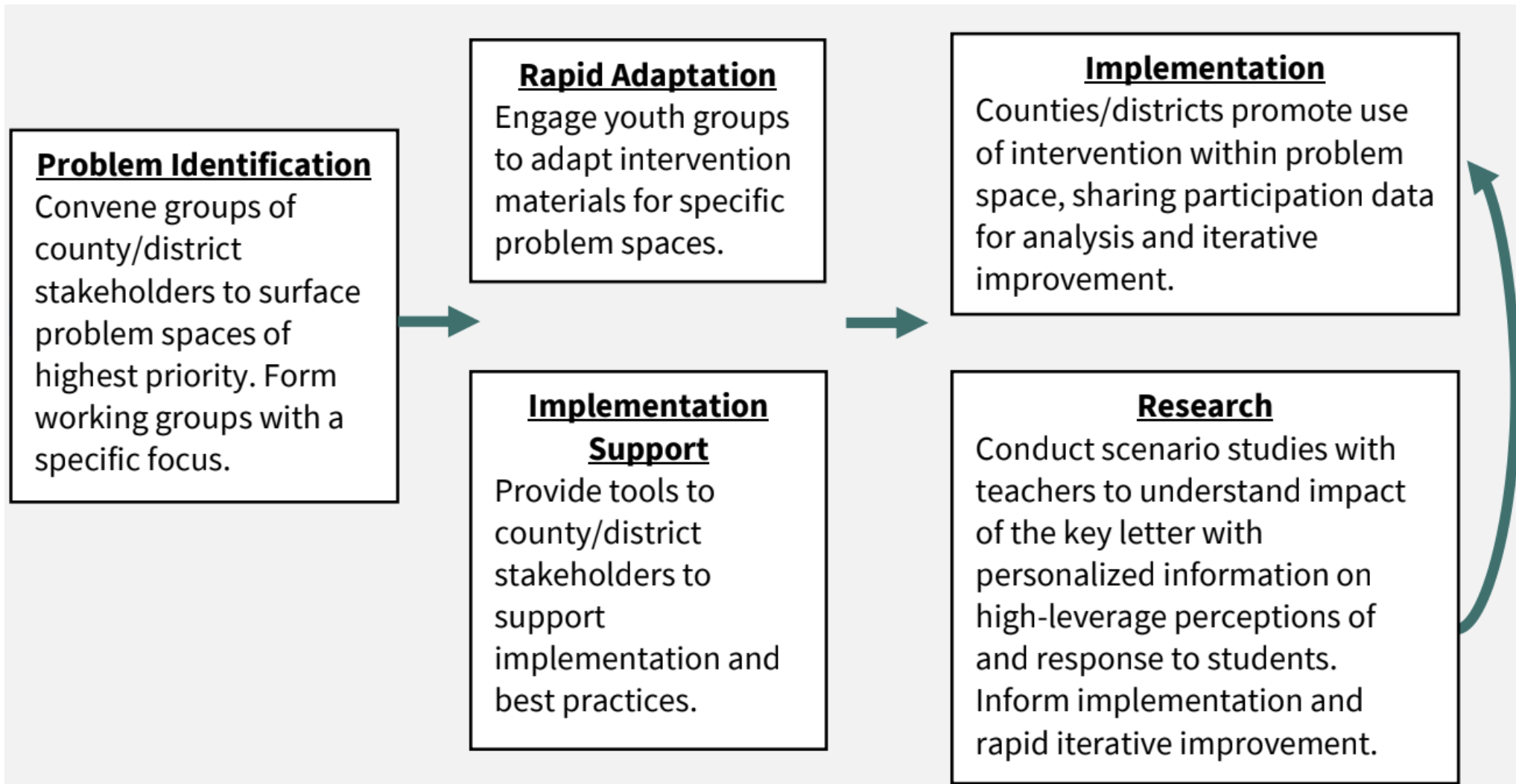
Main Outcome: Recidivism to Juvenile Detention In Term of Release or Next Term, Official Juvenile Detention Data

($n=44$)



School Disciplinary Citations	
Control	1.94
Treatment	1.3
Treatment + Letter	0.93

Adaptations for New Populations: Rapid, Partnership-Based, Solution-Focused Research



Youth in Foster Care

As a student with experience in the foster care system, how...

...do <u>you see yourself</u> in school?	... <u>are you seen</u> by teachers?	...do <u>you want to be seen</u> by teachers?	...do <u>you worry you might be seen</u> by teachers?
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“Sometimes I worry that I am seen as a normal student without needs therefore I don’t receive the support I might need.”
 “I feel like they look at us at what we’ve been through instead of who we became because of it.”
 “I want teachers to meet me where I’m at and not make assumptions about me based on my experience(s).”
 “I feel like they look at us at what we’ve been through instead of who we became because of it.”
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Level



Stanford University

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What would you like one of these
We'll share these responses with one of t
What would you like your teacher
what is important to you? Write 1-

That I do care about my school v
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of my mental health. I don't alwa
because, I have meetings, and a
therapists, etc,etc,etc..

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Dear [Adult Name],

We hope that your school year is off to a great start.

Your student, [NAME], decided to participate in a program to improve the start of [his/her/their] school year as a student in the foster care system. As part of this program, students have the opportunity to identify an adult in school whom they would like to be a partner for them in this transition. As you know, one of the most important factors in any student's development is having a trusting and positive relationship with an adult in school.

[NAME] would like for you to be this adult for [him/her/them].

...

- STUDENT CONTENT FROM ACTIVITY PIPED IN HERE
- STUDENT CONTENT FROM ACTIVITY PIPED IN HERE
- STUDENT CONTENT FROM ACTIVITY PIPED IN HERE

...

At the end of the day, teachers like you are on the front lines and are the most important people for the success of [NAME] and all of your students. Thank you for your work.

If you have any questions, please contact the Research Coordinator, Vicky Isarraras, at vicky23@stanford.edu.

Thank you for your work,
The Stanford University Youth Voices and Choices Project & the Redlands Unified School District

about your goals in school? Write

ibly can

How students use the platform to bridge misperception with their educators:

<i>What would you like your teacher to know about who you are as a person and what is important to you? Write 1-2 things.</i>	<i>What would you like your teacher to know about your goals in school? Write 1-2 things.</i>	<i>What would you like your teacher to know about what is difficult for you in school that you would like to improve, so they can help? Write 1-2 things.</i>
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I would like them to know that I'm a serious person about my school and graduating and play football but I just have problems catching up fast.	I would want them to know that I want to have all (As, Bs) and that I want to graduate and play college football.	I would like to help myself and get help from other people by understanding it one by one and going slowly through the process.
I have a bad attitude and I get bored easily	Try to stay in class.	I need more 1 on 1 time with the teacher because I don't learn as fast as other kids

English Language Learners Entering High School

Response from pilot field study

What would you like your teacher to know about who you are as a person and what is important to you? Write 1-2 things.

I would like my teacher to know that I am putting my best foot forward even if it doesn't look like am trying hard enough or am not interested. I would also like them to know that I will always try and participate in class even if I know I don't have the right answer.

Results from pilot scenario study
(372 general - population adults)

	No Letter	Letter
Positive Expectations For Student in CLASS (1-5)	4.00	4.18**
Positive Expectations For Student in SCHOOL (1-5)	4.29	4.44**
Positive Expectations For Student in SOCIETY (1-5)	3.98	4.18**
# of Distinct Mentor Roles Willing to Play for Student (0-8)	4.23	4.68*

Questions

so

far?

CBO Partners and Providers

Dewey & Oakland High

- Violence Interrupter - *Youth Alive*
- Gender-Based Violence Specialist - *Family Violence Law Center, YWFC*
- Life Coach - *EBAYC, NICJR, RJOY, SP (Safe Passages)*

Bunche & McClymonds

- Violence Interrupter - *Community and Youth Outreach*
- Gender-Based Violence Specialist - *Family Violence Law Center, YWFC*
- Life Coach - *SPAAT, EBAYC, TMC, NICJR, RJOY, SP (Safe Passages)*

Rudsdale & Castlemont

- Violence Interrupter - *Youth Alive*
- Gender-Based Violence Specialist - *Family Violence Law Center, YWFC*
- Life Coach - *Youth Alive, EBAYC, NICJR, RJOY, SP (Safe Passages)*

Fremont

- Violence Interrupter - *CURYJ*
- Gender Based Specialist - *Family Violence Law Center, YWFC*
- Life Coach - *CURYJ, EBAYC, NICJR, RJOY, SP (Safe Passages)*

Citywide CBO Partners and Providers

NICJR National Institute of Criminal Justice Reform

CYO Community Youth Outreach

YWFC Young Women's Freedom Center

SP Safe Passages

RJOY Restorative Justice for Oakland Youth

MISSEY

YOUTH JUSTICE “existing” Transition Center Partnerships

Our Vision

All Alameda County Juvenile Justice Center youth and their caregivers will thrive through receiving community supports to be healthy, safe and successful starting at booking.

Our Mission

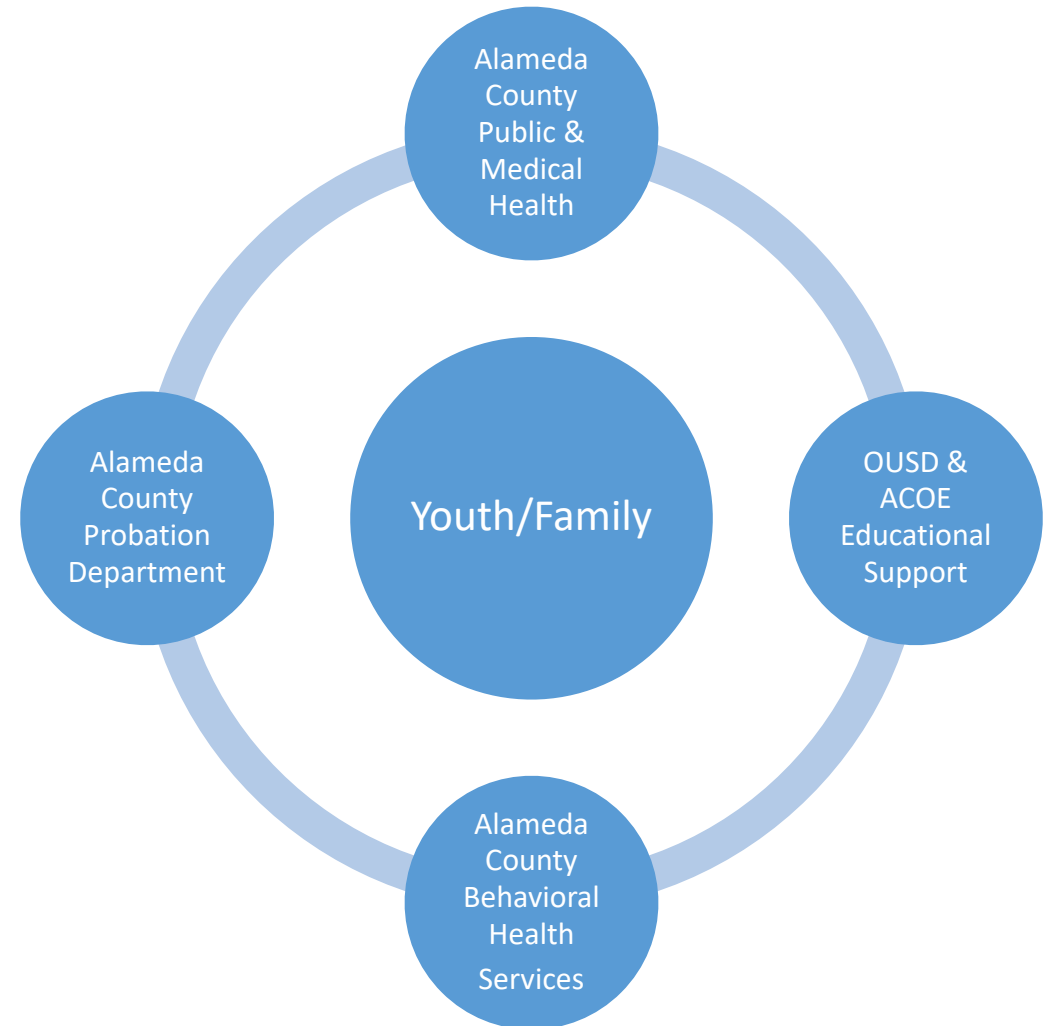
To empower youth to lead healthy, safe and successful lives by connecting them and their caregivers to healthy alternatives and supportive environments at release.

Our Goal

To prevent rearrest through providing youth and their caregivers with the necessary assistance, referrals, and resources to encourage smooth transitions and positive outcomes after release.

Our Values

- **Empower youth**
- Promote hope
- Engage caregivers
- Personalize service
- Advocate connections



PARTNERSHIP SERVICES

COLLABORATION GOALS THAT WORK...

Our Re-Entry Services

- Clarify the most current Probation and Court information
- Case planning and referrals for re-entry and stabilization
- School placement without disruption and enrollment assistance, such as academic plans and vocational/career resources
- Health assistance, such as health education and referrals to health services
- Probation referrals to provide re-entry support opportunities, such as counseling, substance abuse treatment, and employment referrals
- Continue community medical care/ mental health care
- Access to public benefits and other supportive services

VIP Risk Factor Referrals

Has 3-5 Risk Factors:

1. Has had a close peer, friend, or family member shot and/or killed in the last 3 years
2. Has had immediate peer group/family involved in commercial sexual exploitation
3. Has been shot or seriously injured from violence
4. History and/or immediate risk of commercial sexual exploitation
5. On Probation or Parole (18 years only)
6. History and/or immediate risk for engagement in gun-involved activity
7. Multiple disciplinary or violent incidents at school or in community
8. Probation referrals by law enforcement, even if no arrest"

Probation Roles and Responsibilities

Transition Center Clerk Specialist

Welcomes visitors, interacts with the public, youth, justice partners and probation staff.

Receives families and coordinates with appropriate staff to expedite minors' transition/release from detention to the community at the Transition Center.

Updated and prepares Transition Center documents.

Provides daily booking and releasing information to partnering agencies.

Produces statistical data for partnering agencies regarding educational needs.

Transition Center Deputy Probation Officer (DPO)

Provides consultation for Transition Center partners regarding issues surrounding probation services and programs available to minors and their families, as well as any related processes.

Assists minors/caregivers with obtaining Court date information and current Probation Officer's contact info, reviews terms and conditions of Probation as provided by the Court.

Educate, inform and/or provide minors/caregivers with Probation resources.

Acts as a liaison between the Transition Center partners and Probation staff
Review Home Supervision contracts and obtain signatures and co-facilitate the daily detention calendar meeting.

Provide information to the community partners regarding the minors' terms and conditions of Probation and other pertinent information that will assist in support to minors/families.

Transition Center DPO UNIT Supervisor

Provides administrative collaboration with partnering agencies' working with minors/caregivers receiving Transition Center services.

Acts and consults as liaison and outreach representative providing information, updates, and training as required to Alameda County Probation Department staff, Administration, stakeholders, contractors, court partners, community contractors, youth and families.

Coordinates information workflow process from the Transition Center assigned Deputy Probation Officer or authorized intern(s) linking referrals to community-based programs and organizations.

Builds connection between Juvenile Facilities and Juvenile Field Services in assisting with information, coordination of services, referrals, and verification of appropriate contact if juvenile and families are not yet assigned to Deputy Probation Officer.

OUSD DVP Administrator Coordinator, JJC

Violence Intervention & Prevention Responsibilities

Pre-Release

Administrator COORDINATES SERVICES FOR JUSTICE INVOLVED YOUTH

Facilitate/co-facilitate Depts, Principal and VIP Team trainings

At booking, pre-release **and** post-release services provide:

School enrollment assistance with probation terms and conditions

Restorative social emotional wellness opportunities, such as counseling, substance abuse treatment, and/or employment referrals.

Share data when possible to give guidance in academic planning, vocational/career resources, health assistance, for education

At Releasing Interview

Meets with client and families when possible **and** interview student and family at the time of release from custody.

Provide pre-release academic recommendations with student/family.

Complete school placement notifications: warm hand-offs to receiving school site.

Implement recommendations by probation officer, courts, student and family on school placement: i.e. school transfers.

Share school placement Re-Entry Plan and send COST Referral

Maintain integrity updating contact information and enrollment in Apricot, and AERIES database.

Post-Release

Review daily bookings, releases and court progress reports for follow-up

Participate in collaborative VIP meetings **and** compile monthly stats from database and quarterly performance reports

Track evidence based services for youth and families

Review/Implement/Update our TC/OUSD Re-entry Plan.

Follow-up with CBO Supervisors/ Life Coaches on Case Management Referrals as needed.

Coordinates and co-coordinates re-entry and transition planning

California Youth Justice Legislation 2023

AB 665 10 10 23 increasing mental health care access for low-income youth. No young person should ever be denied access to mental health care due to their income level.

AB 957 9 22 23

This legislation would require a court, when determining the best interests of a child in a child custody or visitation proceeding, to consider, among other comprehensive factors, a parent's affirmation of the child's gender identity or gender expression.

California Age-Appropriate Design Code Act, was passed unanimously last September by the state legislature and signed by Governor Gavin Newsom. It requires platforms, before releasing any online products and services, to assess whether their offerings could harm children.

The Mental Health Services for At-Risk Youth Act, allowed California children 12 and older to receive mental health care without their parents' knowledge if a mental health provider determined it was best not to involve the parents

SB 439 states that California's juvenile court has jurisdiction over a minor when: The minor is between 12 and 17 years of age; and, The minor violates any law of California, or the United States, or a municipal ordinance.Oct 25, 2018

Youth Justice Legislation

2016-2022...(excluding most recent and Covid legislation)

- AB 104 and AB 2306 Our current process includes a review of school placement for safety and academic success, and offering alternatives, focusing on early graduation as a option. Our 18 year olds are returned to comprehensive school when possible and informed of their 5th year right of an additional year to complete high school if desired. We also make referrals directly to PEC, CSSS to identify early foster youth graduations. In line with the "30 day notification after transferring from the "court school" to a comprehensive school, both the JJC Unit and OU Life Coaches currently offer other options. The right to choose other options, may also be offered or directed at the site by guidance counselors, administrators, or others.
- Question: How do we begin to ensure schools acknowledge and document students' right to return and note an appropriate school response with responsibility and accountability to the last paragraph in AB2306 and the first paragraph in AB 2276?

AB 2276 Section One refers to credits earned in custody and transferred to receiving school. We require DPOs to provide copies of out of state transcripts and IEPs for out of county student placements. We have also collaborated with out of county or out of state placements to get local diplomas issued at the DPOs request and provided transcripts to assist in out of district graduations as well. Our OUSD schools contact ACOE directly to request transcripts, or contact us if more assistance or help locating credits is needed. When necessary we review transcripts for gaps in recording credits earned and retrieve documentation to update students current transcript. We assist in providing transcripts for students transferring out of our district.

- Question: How can we create same ease in Alternative School Enrollment and intradistrict transfers given by ACOE for justice involved youth when requested by Probation Dept?

Section Two recommends documentation of specific requirements in an MOU of what's needed to expedite enrollments when students return to our district. Not only are current DPOs notified of school placements by email, we inform PEC and school sites as necessary to ensure their ease activating student's school attendance.

Section Three recommends use of existing successful protocols to transfer data and communicate successfully with DPOs to support youth in their communities. OUSD JJC can list and document several strategies or steps currently used). We presented to OUSD HS and MS counselors in October, we expect to follow-up with credits and return enrollments when scheduled. Enrollment verifications are often same day if active, 72 hours if inactive, 30 days for SDC/NPS. Sec 3(C) (D). Working on notification from ACProb when students are transferred out of district, county and state. 3(E) Provide transcript, medical records, other records, if applicable, IEPs and 504 Plans.

Section 5 Due to costs incurred, OUSD JJC does not make recommendations for educational placement outside of OUSD without prior approval.

- AB 604 Protects foster care benefits even when the underlying case has been vacated for victims of human trafficking.

2016 & 2017 California Legislative Highlights

- Summary: Provides that a minor or non-minor who met or would meet the criteria to be within the transition jurisdiction of the juvenile court, but for the fact that the underlying adjudication was vacated because the minor or non-minor was a victim of human trafficking when the crime was committed, is within the court's transition jurisdiction.
- AB 529 Requires the sealing of juvenile records when a petition is dismissed. Topics: Records and Information; Sealing
- Summary: Relates to petitions to become a ward of the court. Requires, if a person who has been alleged to be a ward of the juvenile court and has his or her petition dismissed or if the petition is not sustained by the court after an adjudication hearing, the court to seal all records pertaining to that dismissed petition that are in the custody of the juvenile court, and in the custody of law enforcement agencies, the probation department, or the Department of Justice in accordance with a specified procedure.
- SB 393 Authorizes record sealing and removes barriers to employment for those arrested but never convicted of a crime. Topics: Records and Information; Sealing
- Summary: Establishes a uniform legal process for sealing records relating to arrests that did not result in a conviction. Updates criminal records at the California Department of Justice, by doing so consumer reporting agencies will provide updated background reports.
- SB 312 Authorizes courts to seal juvenile records for certain offenses. Topics: Records and Information; Sealing
- Summary: Authorizes a person who is the subject of a juvenile court record, or the county probation officer, to petition the court to seal his or her records, including records of arrest, relating to the person's case in the custody of the juvenile court and the probation officer and any other agencies. Requires a court to seal a record or dismiss a petition under specified provisions upon finding that a serious or violent offense was reduced to a misdemeanor.
- SB 395 Requires children aged 15 years or younger to consult with an attorney before waiving their rights and before a custodial interrogation. Topics: Due Process and Procedural; Custodial interrogation
- Summary: Requires that a youth 15 years of age or younger consult with legal counsel in person, by telephone, or by video conference prior to a custodial interrogation and before waiving any specified rights. Prohibits a waiver of the consultation.
- SB 190 Ends the assessment of fees on families of youth in the juvenile justice system. Topics: Fees Summary: Ends costly assessment and collection of administrative fees against families with youth in the juvenile system.